

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English has a significant position in the world of learning, especially Indonesian. It can be seen that English has been studied at several levels of learning. For example in Indonesia, this language has been taught starting from the children's yard level to the university level. It is said that English is studied for all levels of learning in Indonesia. However, each language has its own terms and uniqueness, and so does English. English has 4 basic language skills. They observe, dialogue, read, and write.

Dialogue and writing relate the creation of language, so it is suspected that productive skills are. On the other hand, observing and reading links receiving messages, so that they are mistaken for receptive skills. Vocabulary is central to language teaching and education. It means by understanding vocabulary, of course grammar, students want to easily create many sentences, both spoken and written. They can also easily talk to other people and express their comments safely.

Vocabulary means that one of the components or sub-skills of English is compulsory for school students, because vocabulary has a major position in all languages. Moreover, there are some researchers who think that vocabulary means more grammar. Not only the meaning of English word and their meaning, people must also know how these words work together in English. It can be provided that directing vocabulary does not only share the meaning of words but also directs the method of word work in sentences because many words have many meanings. In

this case, grammar is obliged to teach vocabulary to learners to avoid many problems in English education. Problems in English education still exist in schools, because English is very different from Indonesian in the system of structure, pronunciation and vocabulary.

For example, students always do not remember the meaning of the word that was taught or previously practiced. Vocabulary lectures through memorizing words or drilling patterns. For teachers, managing English efficiently and effectively handles easy job, therefore English teachers are obliged to be able to organize teaching and learning activities. They are required to present the module using a suitable method. Good building methods make students master and understand other class lessons that require suitable methods and procedure, preparing language also requires suitable methods and procedures.

In fact there are many methods and procedures for language teaching that can be selected for teaching vocabulary, some teachers can use media such as comics. So, vocabulary is a meaningful thing besides many aspects in English education. Without understanding vocabulary, it is impossible to understand English well.

It continues to be a lot of students getting vocabulary so that it continues to be easy for students to improve their English. In this matter, researchers are interested in directing vocabulary using English comic media. Comics are one of the many media for directing vocabulary. Comics are a form of art that uses a series of statistical photographs in a fixed order.

Based on the researcher's experience when making observations at SMAN 1 Silima Punggapungga, it shows that students there get a vocabulary test score below 70 or it can be said that it is still very low. To support the above statement, the researchers gave several vocabulary tests to find out the students' vocabulary scores. The scores of some students can be seen in the table below:

Table 1.1 The Result of Preliminary Research

No.	Initial Name Of The Students	Correct	Students' Vocabulary Score
1	ADS	25 x 2	50
2	ADT	20 x 2	40
3	RT	23 x 2	46
4	ARS	29 x 2	58
5	APN	20 x 2	40
6	ANH	28 x 2	56
7	ASH	35 x 2	70
8	BYP	22 x 2	44
9	BMN	30 x 2	60
10	CBS	27 x 2	54
11	DPP	20 x 2	40
12	SAGB	28 x 2	56
13	RMS	23 x 2	46
14	FTS	33 x 2	66
15	GSJLT	20 x 2	40
16	HPP	25 x 2	50
17	SNMM	15 x 2	30
18	ICSP	37 x 2	74
19	JP	30 x 2	60
20	JDS	22 x 2	44
21	JSYS	30 x 2	60
22	JCL	20 x 2	40
23	JM	30 x 2	60
24	SCS	35 x 2	70
25	KP	35 x 2	70
26	NSP	20 x 2	40
27	PM	30 x 2	60
28	PRS	23 x 2	46
29	RGS	35 x 2	70
30	RP	30 x 2	60

Total Score = 1600

Total Data = 30

Mean = 53, 33

Based on the experience of researchers at SMAN 1 Silima Punggapungga, researchers found several problems related to the teaching and learning process of vocabulary. They are lazy to memorize foreign words they hear or read in the text. They have difficulty understanding the meaning of foreign words and memorizing new words. They have low vocabulary achievement. Judging from the student scores above, it can be seen that 25 students out of 30 students scored below 70 in the vocabulary test. To overcome this problem, the researchers tries to provide an alternative strategy in achieving vocabulary, namely teaching vocabulary with comic media.

Like the previous research conducted by Herlambang (2018), "The Effect of Using a Comic Book on Students Vocabulary Mastery Study at Second Year Students". There he used the theory of M. Nasir (2002:22) which said that comics in general are illustrated stories in magazines, newspapers, or books that are usually easy to understand and funny. Herlambang concluded that comics are works of art that have a series of stories about characteristics, events in the form of pictures that can be funny, mysterious, etc. This is what makes comics media interesting for students to learn vocabulary through comics.

While the researchers in this study used the theory (Haines 2013:11 in Sari) which said that pictures in comics can help readers increase their vocabulary through the relationship between words and pictures, which means that if the comic media has a significant influence in increasing participants' reading attention, automatically the vocabulary skills of participants will also increase. Therefore, this study aims to describe the implementation of comics as a medium

for achieving vocabulary. Comics as an educational medium have been implemented for a long time, which can have a positive effect throughout the process.

Based on the information above, the writer formulates that the students' vocabulary is still lacking. The researchers created a method used by the teacher to improve student skills in learning vocabulary. Using English comics as a facility for directing vocabulary can be very fun and interesting for students. According to Krashen (1993:80) By using English comics students will be more interest and more active in learning. They want to feel something new and different from what they usually have in class. The reseacrhers really hopes that with the use of English comics they will be more active as participants and have more opportunities to express their thoughts, emotions, feelings, and behavior.

The comic's cues are simple, clear and easy, so comics can become informative and educative media. Comic media provided by students can describe an event that is in comics, students improve their writing by reading comics. As there is a theory stated by (Haines 2013:11 in Sari) that images in comic help readers improve their vocabulary through the relationship between words and images. Therefore, the use of comic in education can be used to improve students' vocabulary, grammar, and writing skills. From the many perspectives above, we know that comics in English, especially vocabulary, are a good method to arouse students' attention in class activities. Therefore, a teacher uses the right strategy in pursuing vocabulary. Researchers are also interested in choosing this title because the researcher has seen previous studies that the use of comic media is still rare.

Based on the description above, comic as a media has a very important role in the learning process for students, especially in English subjects in the scope of vocabulary achievement, so that the researchers are interested in researching about: **“ The Effect of Using Comics as Media on Students Vocabulary Achievement of the Second Grade Students at Senior High School Silima Punggapungga”**

1.2 The Problem of the Study

Based on the background of the study, the problems formulated as follow :
”Does the use of comics media affect on students’ vocabulary achievement of the Second Grade Students at Senior High School Silima Punggapungga?”

1.3 The Objective of the Study

From the problem of the study the researchers formulate the objective of the study related to the problem above as follow : ”To find out whether the use of comics media affect on students’ vocabulary achievement of the Second Grade Students at Senior High School Silima Punggapungga”

1.4 The Scope of the Study

This study aims to determine The Effect of Using Comics as Media on Students Vocabulary Achievement of the Second Grade Students at Senior High School Silima Punggapungga. Clearly the researchers will discuss the comics media in helping students learn vocabulary. There are many types of media, they are Audio, Print (Comics), Audio - print, Silent visual projection, Audio Projection, silent visuals, Visual motion, Audio Visual, Physical object, Human and environment Computer. In this research, the researchers using comics to

affect students vocabulary achievement. Researchers focused on the vocabulary. There are many types of vocabulary in enriching students vocabulary, they are : Noun, Adjective, Verb, Adverb and Pronoun.

1.5 The Significances of the Study

This study provides an advantage in the educational aspect, especially in the effectiveness of using comic media in students Vocabulary Achievement learning. The researchers hope that some of the benefits of this research are theoretical benefits and practical benefits.

1.5.1 Theorically

1. The results of the research can be used as input in the English learning process, especially in vocabulary.
2. The researcher hopes that the results of this research can be used as additional references in the teaching process of Vocabulary Achievement.

1.5.2 Practically

The research findings are expect to be useful for:

1. For the Reader : The reader are able to get deeply understanding the effectiveness of using comics media, especially in students' vocabulary achievement.
2. For the Researchers : The result of this study can increase the knowledge about the effectiveness of using comics media in students' vocabulary achievement and can be used as a reference for conducting further relevant research.

1.6 The Hypothesis

A hypothesis needed to show the researchers thinking and expectation about what the outcome of the research will be. The hypothesis in this research is formulated as the following:

Ha : There is a significant effect of applying comics as media on students vocabulary achievement.

Ho : There is no significant effect of applying comics as media on students vocabulary achievement.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of Comics

Comics are printed paper consisting of images combined with reading material. This is also categorized as one of the educational media in the classroom. Not only that, comics are often viewed as an attractive and motivating medium. Certainly it can be interesting for children, because of the composition of a series of photos and an interesting story. Each comic has a different story, it can be humorous, action, puzzle, thriller, adventure, and so on. This also often affects the emotions and feelings of children when mastering the story. So that the comic strips become a fun medium for students to increase their imagination

Gumelar (2011:7), comics are sequences of images which is arranged according to the purpose & philosophy of the maker to a cheerful message delivered, comics tend to be given the lettering they need as needed. Scott McCloud in *Understanding Comics: the Invisible Art* (1993), quoted by Gumelar (2011:6), "Just a posed pictorial and other images in deliberate sequence, intended to convey information and / or produce an aesthetic response in the reader ". Daryanto (2010: 27) said that comic is a form that presents a story with a series of funny pictures. Comics share stories that are simple, easy to understand and understand, so they are very popular with children and adults alike. It can be concluded that comics are a collection of patterned photos that contain characters in them depicting a story. Comics are accompanied by supporting reading to clarify the story line so that comics can easily master the contents of the story.

2.2 Characteristics of Comics

As is the case with fiction and non-fiction reading books, comics have several characteristics so that they can be distinguished from other literary works.

The characteristics of comics include the following:

1. Comics exist to convey stories through images and language.

This is of course different from other works of fiction and non-fiction that tell stories with verbal expressions.

2. Proportional

Comics can make readers directly involved emotionally when reading comics. Readers seem to take part and be involved in comics and become the main actors.

3. Conversation Language

Comics never use language that is difficult for readers to understand. In comics, the language used is usually the language used for daily conversation so that readers can easily understand and understand the contents of the comic.

4. Heroic

In general, the contents of the story contained in a comic will make the reader feel or have a heroic attitude.

5. Character description

Character depictions in comics are usually depicted in a simple manner so that readers can more easily understand the characteristics of the characters involved in the comic.

6. Provides Humor

The humor that is presented in comics will be very easy for comic readers to understand because the humor that is presented often occurs in society.

2.3 The Power of Using Comic in Classroom

Based on the assumptions of Morrison, Bryan, and Chilcoat (2002:736-745), there are several reasons why comics have more power than other teaching materials as follows:

1. Comics are proven to be known and favored by junior and senior high school students.
2. Comics are a form of literature that students like.
3. Students engage in greater literacy exploration than they do, due to the popular and easily accessible comic format.
4. Through comics students investigate the use of dialogue, concise and dramatic vocabulary, and nonverbal communication.
5. Such a methodology helps to enliven the classroom which can prevent historical content from becoming boring and meaningless, as is so often the case in classrooms in general.

From this alibi, it can be shown that comics are important in learning their special world in teaching and learning activities between teachers and students in the classroom. By using good media such as comics, students' willingness can certainly be close to learning English happily at school, because in comics there are a series of pictures related to our lives every day and the words used in them are words that are easy to implement.

2.4 Media

As it is known, the media dominates in human life. It is nearby, so they can easily create it anywhere. Media are made in various types and substances. Many people use it for whatever purpose. The following interpretive tools are presented.

“Kata “media” berasal dari bahasa Latin dan merupakan bentuk jamak dari kata “medium”, yang secara harfiah berarti “perantara atau pengantar”. Dengan demikian, media merupakan wahana penyalur informasi belajar atau penyalur pesan.”

[The word of “media” is derived from Latin and the plural form of word “medium”, which literally means “mediator or conductor”. Thereby, media is a vehicle of transferring information of knowledge or message].

Based on the above definition, the media are in a meaningful position for citizens to obtain data. Therefore, many teachers today use the media as equipment to teach students in the classroom for knowledge transfer.

2.4.1 Kinds of Media

There are many types and types of educational media. Starting from expensive and inexpensive media to up to date and expensive media. There are media that the teacher can make himself, there are also media that are made by the factory. There are existing media in the area that we can use immediately, there are also media that are specially designed for educational purposes. Although there are various types of media, in reality there are not many types of media that are commonly used by teachers in schools. Some of the media that are heard very often and used by almost all schools are printed media (comics books). In addition, many schools have used other types of media, images, models, and overhead projectors (OHP) and real objects. Meanwhile, other media such as

audio cassettes, videos, VCDs, slides (frame films), computer learning programs are still rarely used even though they are actually familiar to most teachers.

(Anderson 2016:501 in Reiser and Gagne) classifies the media into 10 groups as follows:

No.	Media Group	Examples in Learning
1	Audio	Audio tapes, radio broadcasts, CDs, telephones
2	Print	Textbooks, modules, blossoms, leaflets, pictures
3	Audio – print	Audio cassette with written material
4	Silent visual projection	Overhead transparency (OHT), Film frame (slide)
5	Audio Projection silent visuals	The frame (slide) film has a sound
6	Visual motion	Silent film
7	Audio Visual	motion picture, video / VCD, television
8	Physical object	Real objects, models, specimens
9	Human and environment	Teacher, Librarian, Laboratory Assistant
10	Computer	CAI (computer assisted instruction) Computer assisted learning, CBI (computer based instruction) Computer-based learning.

2.4.2 Functions of Media in Teaching-Learning Process

The use of media in teaching and learning activities is very useful and crucial for teachers and students. For students, it can help them to master some of the concepts that sometimes cannot be explained verbally that are taught by the teacher. On the other hand, for teachers who, for example, are unable to explain something to students, it will be used to make it easier for students to teach and

share data with students, so that they can think again concretely through media objects. According to Sudjana and Ahmad Rivai (2009:122), there are some benefits that can be obtained by using media in teaching-learning process. They can be seen as follows:

- 1) By using media, it can make the students learn to think concretely and avoid the teacher teach verbally.
- 2) To increase students' motivation, interest, and attention to learn about something.
- 3) To foster students' learning development in order to get good outcome.
- 4) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- 5) To make the students learn to think regularly and continuously.
- 6) To increase students' critical thinking and help them to develop their ability in using language.
- 7) To help the students getting a better learning experience.
- 8) Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- 9) The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
- 10) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.

2.5 Comics Media

2.5.1 Definition Comics Media

According to the Big Indonesian Dictionary, /ko.mik/ means n pictorial stories (in magazines, newspapers, or in book form) which are generally easy to digest and funny. (McCloud:1993: 9) in his book *Understanding Comic* defines a comic is *juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/ or to produce an aesthetic response in the viewer*. The point is that comics are pictures that are juxtaposed in sequence on purpose, intended to convey information and / or to generate aesthetic responses from the reader.

Sadiman and Arief S (2010: 45) define comic as an interpretive image that uses symbols to convey a message quickly and concisely or an attitude towards certain people, situations, or events. His ability is extraordinary for attention, influence behavior and attitude. Photos in comics are generally in the form of cartoons. Simple and story line with messages to be presented in a simple and concise method so that it is easy to digest.

The combination of verbal and nonverbal language in comics accelerates readers to understand the content of the message because it helps readers to stay focused and stay on track (Munadi, 2008: 100). Therefore, Cartoons or comics are easy and fast to read and appeal to children of all ages. Policy and intelligence are often contained in it. Can be used to make or strengthen a point of teaching (Smaldino, Lowther, & Russell, 2011: 331).

2.5.2 The Values of Comics Media in Vocabulary Achievement

Learning vocabulary is not easy, students must have a lot of knowledge about vocabulary, because vocabulary is very important for building speaking, reading, writing and listening skills. So here the teacher must be someone who manages class activities, a teacher can use comics as a medium to meet certain learning needs.

Comic media contains story content that has been sorted and supported by pictures according to events to make it easier for students to understand the content of the story. These images in comic help readers improve their vocabulary through the relationship between words and images (Haines 2013:11 in Sari). Comic itself can be defined as a series of panels presenting a story, usually through dialogue, narrative, and visual symbols (Espada, 2003: 59).

Another opinion was put forward by (Sudjana and Rivai 2016:211 in Ramliyana), "Comics can be interpreted as a cartoon form that expresses characters and plays a story in an order that is closely related to images and is designed to provide entertainment to the reader". Masdiono (2001: 9) further explains, "Comics are pictorial stories or a world of talking pictures, a series of pictures that telling a story. "Through the comic media, the teacher can motivate students to learn vocabulary in a more fun and interesting way.

Based on some of the definitions of comics above, the researchers formulated that if the comic media has a significant effect in increasing the reading attention of participants, automatically the vocabulary skills of the participants will also increase. Therefore, this research aims to describe the

implementation of comic media as a medium for vocabulary achievement. Comics as an educational medium have been implemented for a long time, which can have positive effects throughout the educational process. The researchers hopes that with the use of English comics students will be more active as participants and have more opportunities to say their thoughts, emotions, feelings, and behaviors.

2.5.3 The Advantages and Disadvantages of Comic Media

The advantages and disadvantages of comic media are as follows:

Advantages:

1. No equipment required. They don't need a projector or computer to use.
2. Easy to use. They don't need abilities anything special except the ability to interpret it (Smaldino, Lowther, & Russell, 2011: 331).
3. Comics can serve as a bridge to foster interest in reading
4. Comics add to the vocabulary of the readers' words,
5. Make it easier for students to capture things or abstract formulas (Novianti & Syaichudin, 2010, 74-85)

Disadvantages :

1. Resilience. Comics are made printed on paper and can be damaged with use by students.
2. Two dimensions. Visuals are two dimensional and present only one view of the object or scene. This limitation can be covered by various views (Smaldino, Lowther, & Russell, 2011: 331-332).
3. The size is very limited for large groups (Sadiman and Arief S, 2010: 31).

2.6 Vocabulary

Vocabulary is one of the modules that students learn from all levels of schools in Indonesia. Has applied if you want to understand English correctly. You cannot be successful in pursuing a language without understanding vocabulary. Vocabulary is central to language and is very meaningful in typical languages.

Without having sufficient vocabulary, people who cannot speak or talk about their ideas in spoken or written form. To support speaker interaction in communication, vocabulary becomes meaningful because it can be used as a basis for compiling a word into a good sentence sequence. Therefore, students must have vocabulary skills.

As Neuman (2009:13) stated that vocabulary are words we have to know in order to make an effective communication, there are two kinds of vocabulary, expressive vocabulary words use in speaking and receptive vocabulary words used in listening. Hornby (1995: 1331) defines “vocabulary as a list of words used in book, etc. usually with definition and translation”.

According to Finnochiaro (1974:73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary means that it refers to words that teach students, can be pronounced correctly and used constructively in dialogue and writing. On the other hand, passive vocabulary is defined as referring to words that students can recognize and support when they read or observe a dialogue, but they do not use these words in dialogue or writing.

For example, there are many words that we understand when we hear tv, these words are part of passive vocabulary.

Based on the definition above, the researchers conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, reading, writing, and speaking) and learn English as the foreign language generally so that it can improve students' vocabulary achievement.

2.6.1 Kinds of Vocabulary

According to Thornbury (2002:3-12) vocabulary was classified into six types:

1) Word Classes

Word classes is a word groups in language units that categorized in forms, function, and meanings in grammatical system. Word classes are divided into eight classes; noun, pronoun, verb, adverb, adjective, preposition, and determiners.

a) Noun

Noun is a word that refers to a person, a place, or thing. For example: life, love, friendship, group, class, flower, people, book, Indonesia, sugar.

b) Pronouns

Pronoun is a word that is used instead of noun or noun phrase. For example: I, you, we, they, he, she, it.

c) Verbs

Verb is a word or group of words that expresses an action, an event, or a state. For example: eat, happen, exist, run, dance, slide, jump, think, do, go, stand, etc.

d) Adverbs

Adverb is a word that adds more information about place, time, manner, cause, or degree to a verb, an adjective, a phrase or another adverb. For example: beautifully, kindly, now.

e) Adjectives

Adjective is a word that describes a person or thing. For example: pretty, handsome, smart, kind, blue, calm, quite.

f) Preposition

Preposition is a word or group of words that used before a noun or pronoun to show place, position, time, or method. For example: on the table, in the house.

g) Conjunction

Conjunction is word that used to connect clauses or sentences or to coordinate words in the same clause; and, if, but. For example: Didi and Sana, Betty and Roy are close friends.

h) Determiner

Determiner is a word such as the, some, my, etc. that comes before a noun to show how the noun is being used. For example: these apples

are good, Jim is her brother, those mangoes are rotten, his father is out of the city.

2) Word Families

Word families consist of basic words plus the most common inflections and derivatives. There are many kinds of words families:

a) Suffixes

Suffix is a letter or group of letters added to the end of word to make another word. For example: -ness for happiness, -ate for activate.

b) Prefixes

Prefix is a letter or group of letters added to the beginning of a word and change its meaning. For example: dis-+ able: disable, miss-+ understanding: misunderstanding.

c) Affixes

Affix is a letter or group of letter added to the beginning of a word and change its meaning. For example: a long, enable, emotional, passionate.

3) Word Formation

Word formation is about the creation to make a new word by combining, cutting, summarizing, and borrowing from other words that change the form of words from the origin. There are many kinds of word formation.

a) Compound

Compound is the combining of two or more independent words. For example: basket + ball: basketball.

b) Blending

Blending is combining of two separate forms to produce a single new word. For example: information + entertainment: infotainment.

c) Conversion

Conversion is change in the function of word. For example: I always Google every information. (Google is noun and converted into verb).

d) Clipping

Clipping is a reduction of words that are more than one syllable. For example: electronic mail: email.

4) Multi Words Units

Multi word unit is a lexical unit formed by two or more words to yield a new concept. There are two kinds of multi words units.

a) Phrasal Verbs: look for, look after, wipe off, throw on.

b) Idioms: a group of words formed by usage have meanings that cannot be deduced from individual words. For example: get off my back!

5) Collocation

Collocation is the alignment of certain words with other words or words with a frequency greater than chance. On the other hand, other combinations may be unnatural and just sound "wrong". For example: this week, once more.

6) Word Meaning

a) Synonym: word that having the same meaning. For example: near X close.

- b) Antonym: word that has contrary meanings. For example: short X long, big X small.
- c) Homonyms: words that share the same form but have unrelated meanings. Homonyms may be words with identical pronunciations but different spellings and meaning, such as to, too, and two. For example: meet and meat, aloud and allowed.

From the explanation above it can be concluded that there are many kinds of vocabulary that should be known. Therefore, the more vocabulary students know, the easier it is for students to understand parts of the vocabulary.

2.6.2 The Importance of Vocabulary

The importance of vocabulary is shown every day inside and outside of school. Point out the importance of vocabulary learning that students cannot make communication without grammar, but it is impossible for students to communicate if they don't have vocabulary. Indeed, people need to use words to express themselves in any language. If students learn English only from grammar, without too much vocabulary, they will have trouble speaking well. That is, pursuing vocabulary is the main key before students pursue grammar and any language skills.

In addition, according to Blachowicz (2004:66) knowing many vocabularies can enable to actively participate in society. It means that having good vocabulary, the students will be easier in developing their communication skills to the society. Maximo (2000:11) stated that many reasons for expressing attention to vocabulary. Early on, a large vocabulary must have meant for the ability of a

language. The second language understands this matter; they carry a dictionary, not a grammar book, and tell them in an orderly manner that lack of vocabulary is a major problem. From the description above, it appears that vocabulary is very meaningful in the teaching and learning process. Students cannot master other people or express their ideas if they only have a limited vocabulary, this will help improve the skills of other students.

2.7 Previous Study

In order to support and ensure the authenticity of their research, researchers use some of the previously relevant research. There were 4 previous studies that reviewed vocabulary attainment using comic media.

Harviati (2012) The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery of Content Words for the Seven Grade Students of SMPN 33 Purworejo. It can be concluded the result shows that there is a significant effect of teaching vocabulary using comic increase students' vocabulary mastery, since it was found that the result of t-value is 5.11. The research results show that students are interested in pursuing English vocabulary using comics. Teachers use a variety of teaching procedures in the teaching and learning process to increase student achievement. Based on the results of this research, it is recommended for further research, they are expected to be able to use this research as a reference for carrying out other research in the same field.

Darsalina (2010) The Application Of Comic Strips in Teaching Vocabulary at Second Grade of SMPN 8 Banda Aceh. This quantitative study was conducted with the aims to find out students vocabulary mastery before and after

application of comic strips. The finding showed that there were significant improvement of students vocabulary mastery. It was found on the students' pre-test score with level significance degree (α) = 0.05 resulted in $t_{score} = 13.23 > t_{table} (20,0.05) = 2.086$. This case shows that the vocabulary of students has increased or increased after the implementation of reading education using comic strips. This means that students' vocabulary has increased or been improved after the implementation of English education using comics. Based on these findings, teachers are obliged to think about using this method as an alternative in reading in class and activities.

Khoiriyah (2010) *The Use of Comic Stories to Improve Students' Vocabulary of MTs NU Ungaran*. The finding showed the vocabulary score of experimental class (the students who are taught using comic stories) is 79.57. The vocabulary score of control class (the students who are taught non comic stories) is 74.57. There is a comparison of the vocabulary scores of students who are taught using comic stories and students who are taught using non-comic stories. That is, there is a significant comparison of vocabulary achievement scores between students who are taught using comic stories and students who are taught without comic stories. In this case, the use of comic stories is very necessary and efficient in vocabulary education.

Zahra (2016) *The Effectiveness of English comics on the students' vocabulary achievement at second year students of SMP Negeri 10 kendari*. This study is conducted to investigate whether there a significant effect of English comic on student's vocabulary achievement. The research problem in this research

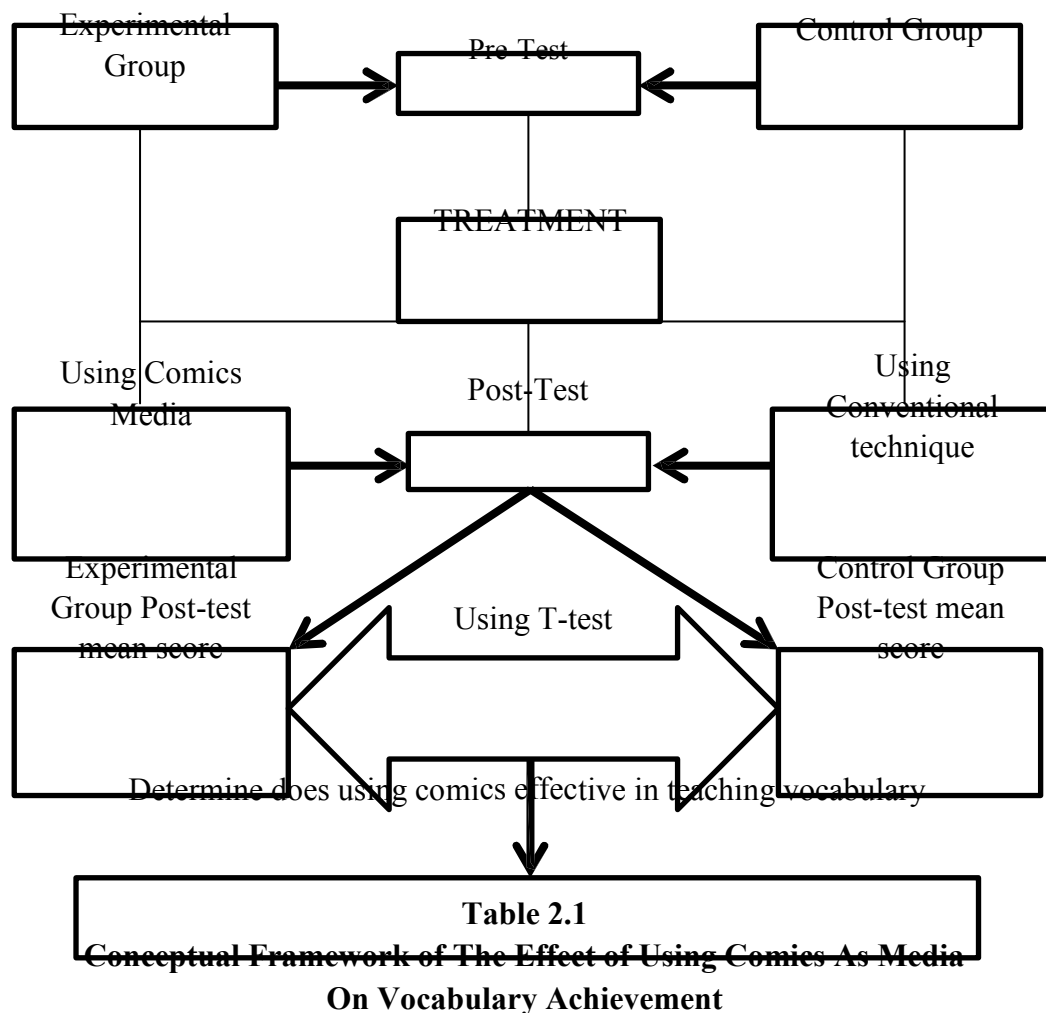
is whether there is a significant effect of English comics on students' vocabulary learning achievement. The research results show that the average score of students' vocabulary attainment before being taught using English comics is lower than the average score of students' vocabulary attainment after passing the toughness of reading English comics. The students' means score of experiment class on pre test is 4.008 and post test is 6,034 in other words while the students means score of control class on pre test is 4.425 and post test 5.361, there is an effect on students' vocabulary after being taught through reading English comics. The number of students' vocabulary after being taught through English comics is 2,3 points, because the teaching method for both classes is the same, only the media is different, so it can be said that comics affect students' vocabulary learning achievement.

In this previous research, it can be concluded that the use of comics media is very effective for students' vocabulary achievement. Because of the four research results above, it shows the value or results that have increased from the value without the use of comic media. Therefore, this study will use comic book media to prove vocabulary skills. The finding of this research will be used as a reference in discussing The Effect of Using Comics as Media on Students Vocabulary Achievement of the Second Grade Students at Senior High School Silima Punggapungga.

2.8 Conceptual Framework

Based on the theoretical framework, the use of comic media in education can improve students' vocabulary because it can facilitate student descriptions with interesting images accompanied by stories in them. This strategy aims to improve students' descriptions and vocabulary skills, especially vocabulary by using comic book media.

The research conceptual framework can be seen as follows:



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using experimental quantitative research, quantitative research explains phenomena by collecting numerical data which are analyzed using mathematical-based methods, especially statistics (Aliaga and Gunderson: 2004 in Muijs). Because the research design is quantitative, the researchers used experimental research. Experimental research is one way to find a causal relationship between the two factors put forward by the researchers. In conducting experimental research, usually two groups are involved and compared to determine the effect of a treatment.

In conducting experimental research, the sample were divided into two groups, namely the experimental group and the control group. In this research, the researcher was done two tests, before treatment and after treatment. The test before treatment was called as pre-test, and the test after treatment was called as post-test. In the middle of pre-test and post-test, the researcher was given the treatment. The experimental group is a group that receives the treatment by using Comics media, while control group is a group that receives a treatment without Comics media or by using conventional method. Here is the table research design of experimental quantitative.

Table 3.1 The Research Design

Group	Pre- Test	Treatment	Post-Test
Experimental	✓	Using Comics Media	✓
Control	✓	Without Comics Media (Conventional Treatment)	✓

3.2 Population and Sample

3.2.1 Population

As cited in Best (1995:13) “A population is any group of individuals that have one or more characteristics in common that are interesting.” Based on this statement, the researchers conclude that the population is a number of people who have characteristics and become research subjects. The population in this study were students of class II in two classes of SMAN 1 Silima Punggapungga. The number of second grade students is 60 students. So the total population is 60 students.

3.2.2 Sample

According to Best (1995:13) “A sample is a small proportion of population selected for observation or analysis.” I also add the definition of sample based on Arikunto (2002:109), sample is a part that can represent all the population observed. Furthermore, Arikunto also stated that the number of subjects was more than 100; samples can be taken between 10% -15% or 20% -25% of the population. Then if the number of subjects is less than 100 it is better to take the whole number, then the research is called population research.

Therefore in this study, researchers took all populations as samples. Researchers used random sampling, because all students had the opportunity to be sampled. Students was classifies into two groups. The experimental class consisted of 30 students from XI-MIA 1 and the control class as many as 30 students from XI-MIS 1.

3.3 The Instrument of Collecting Data

The instrument used by the researchers for to collect data was test. The test divided into two tests, pre-test and post-test. The pre-test was given to the students before the treatment and post-test after the treatment. The test which was used to collect students' score in this research was writing test. In the study, the writer uses a test as the instrument to obtain the data.

The data was collected by giving a multiple choice, matching words and synonym test which consist of 50 (fifty) items to both the experimental group and control group in pre-test and post-test. The technique of collecting the data has an important role in concluding any kinds of research in order that the result of the study is veiled. The time given is 45 minutes. Students used the time effectively to finish the test.

3.4 The Procedure of the Research

In concluding the test, both experimental group and control group was given pre-test before they are teach vocabulary and post-test was given after giving the treatment.

3.4.1 Pre-test

The pre-test was given out to both experimental group and control group before given the treatment. In this pre-test, both experiment and control group was given the same test in order to find out the means score conducted to figure out the student vocabulary achievement. The pre-test contains 50 questions in multiple choices, matching words and synonym before having the treatment.

3.4.2 Treatment

The treatment was given to the experimental group and the control group only once in a meeting. The treatment was carried out after giving the pre-test. The experimental group was taught using comic media and the control group without comic media.

Table 3.2 The steps of Treatment

Experimental Group	Control Group
<p>Treatment</p> <p>Step 1</p> <p>Teacher was greet the students to open the class.</p> <p>Step 2</p> <p>Teacher explained to students about vocabulary and comics media.</p> <p>Step 3</p> <p>Teacher explained five word categories, for example noun, adjective, adverb, verb, and pronoun.</p> <p>Step 4</p> <p>Teacher was give the direction related to the test</p>	<p>Step 1</p> <p>Teacher was greet the students to open the class.</p> <p>Step 2</p> <p>Teacher explained to students about vocabulary.</p> <p>Step 3</p> <p>Teacher explained five word categories, for example noun, adjective, adverb, verb, and pronoun.</p> <p>Step 4</p> <p>Teacher was give the direction related to the test</p>

3.4.3 Post-test

After conducting the treatment, the post test was given to both groups. This post-test was exactly the same as the pre-test. This post-test was the final test in this research, especially in measuring the treatment, whether it was significantly affected or not.

Table 3.3 Test Specification

AREA	SOME OF TEST	KINDS OF TEST	SCORE
Noun	15	Multiple choice	30
Adjective	15	Multiple choice and matching words to others words	30
Adverb	5	Multiple choice	10
Verb	10	Synonym	20
Pronoun	5	Multiple choice	10
Total	50		100

3.5 Scoring System

After collecting the test, first the researchers was calculated student scores of pre-test and post-test of experimental and control group using following formula (Arikunto,2006).

$$S = \frac{R}{N} \times 100$$

Where:

S = Total score

R = Students score

N = Total numbers of question

100 = Constant number

3.6 The Validity of Reliability of the Test

The validity and reliability show how well a test is. These two factors should be fulfilled by a test before it is used to derive valid data in research. The establishment and procedure of all aspect is discussed in following part:

3.6.1 The Validity of the Test

In addition, Wallace (1998:36) states that validity means testing what you are supposed to test, and not something else. It can be concluded that an instrument said to be a valid instrument if it can reveal the data of the studied variables appropriately.

It can be said that validity of a thesis to extend to which the test measures what will be intended to measure. There are three types of validity: (1) content validity, (2) criterion validity, and (3) construct validity. This study will be use content validity they are, noun, adjective, adverb, verb, pronoun. Content validity refers to extent to which a test measures a representative sample of the subject matter or the behavioral changes under consideration. It means content validity concerns with how well the test measure the subject matter and learning outcomes covered during the instruction period.

3.6.2 According to Arikunto The Reliability of the Test

Reliability is one of the characteristic of good test. Arikunto (2006:178) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it is already well enough. A good instrument is not be tendentious directing the respondent answers. If the data appropriate to the fact, the result was the same although it was exercised many times.

The benefit of using data reliability is to determine the consistency of a test in measuring the same symptoms at different times and occasions. Arikunto (2006:189) recommends formula in computing the reliability of instrument of a research by using Kuder Richardson 21 formula (KR21).

$$KR_{21} = \frac{K}{K-1} \left(1 - \frac{S^2}{K M^2} \right)$$

Where:

- r = Reliability of test
- K = Number of item test
- M = Mean score
- S = Standard deviation of the test score

The categories of coefficient correlation are as the following;

- 0.00-0.20 = the reliability is very low
- 0.21-0.40 = the reliability is low
- 0.41-0.60 = the reliability is fair
- 0.61-0.80 = the reliability is high
- 0.81-1.00 = the reliability is very high

3.7 Technique of Analyzing Data

In analyzing the data, the researchers did some steps, they are:

1. Calculating the scores of the pre-test and post-test of experimental and control group.
2. Tabulating the scores of the pre-test and post-test of experimental and control group.
3. Comparing the mean of the two groups.
4. Testing the hypothesis using the formula of T-test.
5. Concluding the research finding.

According to Arikunto (2010: 354-355), to test the hypothesis, the T-test formula used as the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left\{ \frac{d_1^2 + d_2^2}{n_1^2 + n_2^2 - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}$$

t : The effect

\bar{X}_1 : Mean of experimental group

\bar{X}_2 : Mean of control group

d_1^2 : The deviation square of experimental group

d_2^2 : The deviation square of control group

n_1 : The sample of experimental group

n_2 : The sample of control group