Improving The Eighth Grade in Tuban Junior High School Vocabulary Mastery by Using Comic

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abstrak — Penelitian ini dilakukan dengan tujuan untuk meningkatkan kosakata siswa dengan cara yang paling mudah melalui penggunaan komik di kelas delapanm Tuban, dan juga membantu guru bahasa Inggris di kelas delapan Tuban untuk mengelola kegiatan di kelas. Dalam melakukan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas. (PTK) sebagai metode penelitiannya. Dia mengajarkan kosakata bahasa Inggris menggunakan permainan di kelas delapan Sekolah Menengah Pertama. Penelitian ini terdiri dari satu siklus, dimana setiap siklus terdiri dari empat tahap, yaitu: perencanaan, tindakan, observasi, dan refleksi. Setiap siklus dilakukan dalam tiga kali pertemuan, sehingga peneliti melakukan penelitian ini dalam enam kali pertemuan selama dua minggu. Untuk mengumpulkan dan menganalisis data, peneliti menggunakan metode wawancara, observasi, dan hasil pre-test dan post-test untuk mendukung data yang dikumpulkan. Hasil dari penelitian ini menunjukkan bahwa penggunaan komik pada siswa kelas delapan di SMP Negeri Tuban dapat meningkatkan kosakata mereka. Tanggapan siswa menunjukkan bahwa mereka tertarik dan senang belajar kosakata bahasa Inggris dengan menggunakan komik. Selain itu, prestasi siswa dalam pre-test dan post-test menunjukkan peningkatan yang signifikan. Nilai rata-rata siswa pada pre-test adalah 83,9 dan nilai rata-rata pada post-test adalah 88,7. Sementara itu, berdasarkan hasil persentase kelas dari pre-test ke post-test mengalami peningkatan sebesar 5,72%. Dari hasil ini, peneliti menyimpulkan bahwa penggunaan komik di kelas VIII Tuban dapat meningkatkan kosakata siswa.
Kata kunci — kosa kata, komik

Abstract — This research is conducted in order to improve students' vocabulary in the easiest way through using comic at eighth grade of Junior High School Tuban, and it also help the English teacher at eighth grade of Junior High School Tuban to manage activities in classroom. In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. She taught English vocabulary using games at eighth grade at Junior High School. This research consisted of one cycles, the cycle consisted of four phases, they were: planning, action, observation and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in six meetings for two weeks. To collect and analyze the data, the researcher used interview, observation, and the students' achievements in pre-test and post-test in order to support the data collected. The result of this research shows that using comic at eighth grade at Junior High School Tuban Student of Junior High School Tuban can improve their vocabulary. The students' responses showed that they were interested and enjoyable in learning English vocabulary through using comic. Moreover, the students' achievements in pre-test and post-test showed a significant improvement. The students' average score in pre- test was 83,9 the

average score in post-test was 88,7 while based on the class percentage result from the pre-test to the post-test improved about 5,72%. From this result, the researcher concluded that using comic at eighth grade of Junior High School Tuban can improve students' vocabulary.

Keywords — vocabulary, comic

INTRODUCTION

Vocabulary is an integral aspect of language learning, playing a crucial role in determining fluency and effective communication in English. It cannot be separated from the learning process, highlighting its importance in mastering the language. (Julianto et al., 2022). Based on the statement above the researcher state that vocabulary in the process of learning English and achieving fluency in communication has 4 aspects for the first aspect is Integral Aspect of Language Learning: Vocabulary is considered one of the core components of language acquisition alongside grammar, pronunciation, and comprehension. According to Tawali,(2018) The mastery of vocabulary is integral to acquiring a second or foreign language, as language and vocabulary are inseparable. Nowadays, English is widely used globally, serving as both a first and second language. In Indonesia, it is introduced as a foreign language from elementary school to play groups. Despite continuous vocabulary instruction from elementary school to college, students still encounter difficulties in mastering English vocabulary. Consequently, teachers should devise innovative methods to facilitate students in easily expanding their vocabulary. Based on these facts aims to investigate whether the use of comics to improve vocabulary mastery among eighth-grade students in Tuban during the academic year 2023/2024 and examines students' perceptions of this learning method. The primary objectives are to determine whether comics can enhance vocabulary skills and to gather insights into students' attitudes toward learning vocabulary through this medium. The study holds significant value both theoretically and practically. Theoretically, it serves as a reference for future research on reading performance and the use of comics as educational tools. Practically, it aims to increase student interest in learning English by making vocabulary acquisition more enjoyable and engaging. Additionally, the research provides valuable insights for teachers, suggesting that the incorporation of comics into their teaching strategies could be beneficial for vocabulary instruction. This dual significance underscores the potential impact of the study on both educational research and classroom practices. In this research the Researchers use visual media so that students can more easily understand the vocabulary of visual media referred to by the author, one of which is comics. Comic strips are the sequences of comical story which is a combination between picture and text. The students will see the comic strips for at least pay attention to the pictures. (Juliana, 2021) according the statement above we can conclude that Comic strips, characterized by sequential comical stories that blend pictures and text, offer a valuable medium for

students to enhance their vocabulary skills. The visual nature of comic strips encourages students to engage with the content, with a focus on the images.

METHOD

The method used in this study is Classroom Action Research (CAR) method, because it occurs in the real classroom, it is called CAR. (Arikunto:2009) stated that Classroom Action Research (CAR) as a valuable tool for enhancing teaching and learning in physical classrooms. CAR involves systematic inquiry by teachers or researchers to address identified challenges and improve instructional practices. It is described as a means to solve diagnosed problems in classroom activities and support teachers in adopting new methods, skills, and strategies. Pair-teaching between researchers and teachers is emphasized as a collaborative study method within CAR, facilitating the exchange of insights and expertise. Ultimately, CAR promotes ongoing improvement in teaching and learning processes, fostering a culture of continuous professional development and contributing to better educational experiences and outcomes for both teachers and students

The Classroom Action Research process, following Kurt Lewin's design Ghony, M. D. (2008), encompasses four fundamental stages within a single cycle: Planning, Acting, Observing, and Reflecting. Following completion of the first cycle, it is common to uncover new issues or to identify previously unresolved problems. Therefore, it is crucial to proceed to a second cycle, adhering to the same methodology as the first. Drawing from insights gained in the initial cycle, both the researcher and the teacher will adhere to the same phases, as the most effective outcomes typically emerge after the cycle. To provide a clear understanding of each phase, the following sections will elucidate each stage of the process this research conducted only one cycle The qualitative data analysis in this study involved observing students' activities during the teaching-learning process, along with conducting interviews before and after Comprehensive Action Research (CAR). For quantitative data analysis, the author calculated the average score of students' vocabulary after one cycle, which served as a measure of students' vocabulary ability (SudjionoA,1999). The formula used for this calculation is:

$$X = \frac{\sum x}{n}$$

X: mean

$\sum x$: Individual score

n: number of student

After getting mean of students' score per actions, the writer analyzed whether there is any improvement of students' vocabulary score from pre-test up to students' average score in cycle. In analyzing that, the writer uses the formula:

$$P = \frac{y1-y}{y} x\ 100\%$$

P: percentage of students' improvement

y: pre-test result

y1: post-test 1

p=$\frac{y2-y}{y}x100\%$

P: percentage of students' improvement

y: pre-test result

y2: post-test 2

to know the student's passed KKM the researcher formula is

P = $\frac{F}{N}x100$

P: percentage

F: number of students who passed the KKM

N: total number of student's

FINDING AND DISCUSSION

In the first cycle, generally the condition of class in teaching-learning process was better than before the implementation the action. It could be seen from the students who were ready to follow the lesson, and most of them were enthusiastic to answer some questions of the story who given by the teacher. In doing task of the story, they seemed enjoyably and also understand more vocabularies from the picture. Then, when they had an individual work, they were actively to participate. In the third action of cycle one, the teacher was held on posttest 1. Based on the result of the posttest 1, the mean score of the class in vocabulary test gained 88,7 in which there were 19 the students who passed KKM.

table 1.3

NO	Score Pre-Test	Score Post-Test
1.	78	80
2	88*	90*
3	84*	87*
4	85*	89*
5	85*	88*

6	**84***	**89***
7	**88***	**92***
8	**84***	**89***
9	**82**	**88***
10	**80**	**87***
11	**82**	**88***
12	**88***	**90***
13	**82**	**87***
14	**80**	**92***
15	**82**	**89***
16	**88***	**94***
17	**88***	**91***
18	**84***	**87***
19	**84***	**89***
20	**82**	**88***
$X = \frac{\sum x}{n} = 83,9$		**88,7**

In analyzing numerical data, the writer compared the test result between pre-test and post-test Next, the writer gave students the pretest which it had been done before CAR. The mean score of the pretest was calculated such as:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1678}{20}$$

X= 83,9

Based on that calculation, the mean score of the class in pretest was 83,9
On the other case, to know the class percentage who passed the KKM using the formula as:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{12}{20} \times 100$$

$$P = 60\%$$

From that calculation, there were twelve students who passed the KKM, so after dividing with the number of students in the class and altering that to percentage, it could be conclude about 60% students who passed the KKM, next after the writer scoring the student the writer calculated the post-test, it was to know the improvement from pre-test to post-test.

$$X = \frac{\sum x}{n}$$

$$X = \frac{1774}{20}$$

$$X = 88,7$$

It was known that the mean score of the class in the post-test delivered 88,7. It gained any improvement 4,8 from the pretest or having 5,72% from the pre-test to the posttest result. To know that improvement into percentage, the writer calculated as following:

$$p = \frac{y_1 - y}{y} x 100 \%$$

$$p = \frac{88,7 - 83,9}{83,9} x 100$$

$$p = 5,72\%$$

In the 1st cycle of post-test, there were 19 students whom passed the KKM. Or it was calculated the percentage were 95% through the formula:

$$P = \frac{F}{N} x 100$$

$$P = \frac{19}{20} x 100$$

$$P = 95\%$$

CONCLUSION

Based on the research the research was conducted in eight grade of junior high school at TUBAN academic year 2023/2024 it can be conclude that using comic strips can improve student's vocabulary, it could be seen from the following fact.

First related the result mean of pre-test and post-test the improvement of student's vocabulary was 4,8 and the percentage was 5,72%. The result mean of pre-test was 83,9 and the student's whom passed the KKM was 12 and the percentage was 60% next the result mean of post-test was 88,7 and the student's whom passed the KKM was 19 and the percentage was 95%. Second the observation result showed that the student's more interested and more enthusiastic to learning trough using comic because comic show pictures that match the vocabulary being learned so that it is more easy to understand. Third based on the interview result it could be concluded that the student's more interested and enjoy the learning activities. Beside that the student's also more enthusiastic because of the picture the student of junior high school at TUBAN also really like interesting stories like the one presented by the researcher.

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