THE EFFECT OF ENGLISH COMICS ON THE STUDENTS' VOCABULARY ACHIEVEMENT AT SECOND YEAR STUDENTS OF SMP NEGERI 10 KENDARI

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Abstract

This study is conducted to investigate whether there was a significant effect of English comics on students' vocabulary achievement. The research question of this study was "is there any significant effect of English comics on students' vocabulary achievement at SMPN 10 Kendari?" The design of this study was quasi experimental design that consists of experimental class and control class.

The sample of this study are students at class VIII 3 and VIII 4 in SMP Negeri 10 Kendari who register in academic year 2016/2017 with the total number of sample are 56 students, 27 for control class and 29 for experimental class. The instrument of this study is a vocabulary test. The researcher collects the data by giving pre test in two classes to know students ability, giving treatment which the researcher conducted teaching and learning process by using English comics in experimental class and using no media (conventional teaching method) in control class, giving post test to know students' vocabulary achievement after being taught by using comics compared with the result in class that taught by conventional teaching media. The researcher used an Independent sample T-test in SPSS verse 20 to analyze the result of the research.

An independent sample t-test was conducted to compare the gain scores in experimental and control class. There was a significant difference in the scores for experimental class ($M= 2.02$, $SD= 2.03$) and control class ($M= 0.94$, $SD= 1.32$) conditions; $p= 0.02$ Sig. $< \alpha$ or H_0 is rejected and H_1 is accepted. Thus, it can be said that using English comics has increased the students' vocabulary achievement. The effect of English comics can increase students' vocabulary achievement at second year students of SMPN 10 Kendari.

Keywords : English comics, Vocabulary Achievement, Media in Learning

INTRODUCTION

Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the learners will produce so many sentence easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

English vocabulary is one element of English language that is targeted, in KTSP English curriculum for SMP, for students to master. The total number of target vocabulary for each grade of SMP varies. For grade one, the total number of the target vocabulary is 500 words, for grade two, it is 500 words, and for grade three, it is 500 words. Thus the total number of target vocabulary that is expected to be mastered by the student when they have completed their study at SMP is 1500 words. The target vocabularies which is required to be mastered by students at the first semester is 300 words, 24 meetings should be covered and

15 as a minimum target words should be covered (Nasution, S. 2008). Therefore, English teachers who teach English at each grade will face a great challenge to help their students master the target of vocabulary. In other to face the great challenge to help the students master the vocabulary, English teachers are expected to be a good operator of teaching strategy and teaching aids. The teaching strategies that may be applied by English teachers are, among others, lecturing, discovery, simulation, behavior changing, inquiry, and deductive/inductive (Sri Hastuti, 1996:238). The teaching aids are used in harmony with the strategies that are used by the teachers. To make teaching vocabulary more interesting, good idea is needed. The term „media“ is defined by Brown: J. W, Richard B, L Fred F: H (1977: 2-3) as tools or the physical

things used by a teacher to facilitate the instruction. According to Gerlach and Elly (1980: 245), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media collection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used.

Comics is media can increase student" vocabulary achievement, because comics as other reading. There are citation in Krashens" book about experiences of reading comics; Haugaard (1973) writes of her experiences with comic books " *As the mother of the three boys, who, one after on the other, were notoriously unmotivated to read and had to be urged, coaxed, threatened and thank comic books for being a conduit, if not a contribution, to culture. The first thing which my oldest boy read because he wanted to was a comic book;* (p.80).

Based on the question above interpret using comic books are useful to learn English for learners" second language or foreign language in improving vocabulary. Then, the learners can use comic books as the early treatment to have reading habitual and they can get ideology values from reading comic such as friendly, honesty, braveness, high motivation, patience, cooperation, violence is bad and lie can bring effect.

In this case, the writer is interest to teach vocabulary by using English comics as a media. Comic is one of a many media to teach vocabulary. Comics are an art form using a series of static images in fixed sequence. Using English comic as means for teaching vocabulary can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use the English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings, and attitudes (Krashen;1993).

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called "*manga*" when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics 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 in Royanti (2007: 12) defines comic as "term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous". Generally, there are several categories of comics such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoon, fun and humor, love, interest, and retold classics.

Strengths of comics according to (www.genayang.com/comicsedu/strengths.html) can be described as follow: (1) *Motivating*, the most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways. Students, especially young learners, like to read comics. So, with the use of the comics as a

medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English. Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics.

Sones & Versaci (www.genayang.com/comicsedu/strengths.html) theorized that picture tell any story more effectively than words. *"The potency of picture story is not a matter of modern theory but of anciently established truth. Before man thought in words, he halt in pictures... it is too bad for us "literary" enthusiast, but it's the truth nevertheless, pictures tell any story more effectively than words"*. (2) Visual, comics, being composed of pictorial and other images, are a fundamentally visual medium. In a study comparing comics to text, Sones found that comics' visual quality increase learning. Sones divided four hundred sixth in to two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards each group was given a test on the content of the story. The result was the first group scored significantly higher than the second groups. At the end Sones concluded that a strong trend in favor of the picture continuity was indicated by two sets of results. *"Sones' conclusion foreshadows the trend towards teaching to multiple intelligences among educators today. He writes, "An assumption implied in most school introduction is that all children will read the printed material with equal effectiveness... the absurdity of this practice is patent" visual learners benefit from visual media"*. (www.genayan.com/comocsedu/strengths.html). (3) Intermediary, 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. Hutchinson's experiment found out that many teachers discovered comic strips to be particularly useful in special classes of for slow learning pupils in regular classes. Versaci found out that discussion on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon. "Using comics, Versaci challenges college literature students to consider, evaluate, and question the very concept of a "literary canon". Because comics are rarely considered literature, Versaci than leads his class in a discussion on comics are generally livelier than those on classic novels. (www.genayan.com/comocsedu/strengths.html). (4) Popular, comic is a popular reading for a children. If we ask the students, whether they have read comic or not, most of them would say, "yes". It is very popular because comic has interesting story and full of colors. That is why the children like it.

Study vocabulary is not easy, the student must have must have much knowledge of vocabulary, because vocabulary is very important to make their speaking, reading, writing, and listening skill. So, here the teacher must be a person, who manages the classroom activity, a teacher can use comics as the media to meet a specific instructional need. Through comics as a medium, the teacher can motivate the students to learn vocabulary in more enjoyable and interesting ways. The students can enrich their new vocabulary and will know more about the structures. They will get new atmosphere in learning vocabulary. Furthermore, the writer concludes that teaching vocabulary using comics can follow the following steps : before the teacher gives a certain comics to students, it is better for him/her to give brief explanation how the students can get more vocabulary. Then the teacher distributed the comics to each student to read, and ask them to read two or three time. After that, they could look for the vocabulary that they don't know meaning from the text. According to Krashen (1993; 60) comics that will be used to be the media in learning should be something which is already familiar to the students or at least the picture is interesting enough. Naruto Comics was chosen because this work is really famous among children

include junior high school. The student was easily to be interested in learning something which they have already known.

METHODS

The design of this study was quasi- experimental design which consisted of experimental class and control class. As defined by Ary, Lucy Jacobs and Asghar (1979: 260) that quasi experimental design is a design which will provide as much control as possible under the existing situation and it is used when the true experimental design is not possible. The control group is a number of students which is given the usual condition setting, while the experimental group is given the more unusual. Ary (1989) stated that control group has function as the comparison of the same individual with or without treatment; it is used as the population representative just like experimental group. Thus, in this study the researcher will teach using chunking strategy to the experimental group and conventional way to the control class.

The sample of this study is two class, class VIII 3 in which in the total number of students is 27 students (control class) and class VIII 4 in which in the total number of students is 29 students (experimental class) that was taken by using purposive sampling. The research considered to take this class as sample of the study because the characteristics of the population of the second year students of SMP Negeri 10 Kendari. Class VIII 4 the students who have high, moderate, and low achievements. The class has some characteristic that they are not accelerations class and don't have a significant difference in their mark. Thus, the samples that were taken really had all characteristics of the population of the second year students of SMP Negeri 10 Kendari.

The instrument used in this study is vocabulary test in the form of objective test. The total number of the test was 40 items (27 items of matching form and 13 determine of adjective, verb and noun). These tests were from the vocabulary that equals from the comics itself.

FINDINGS AND DISCUSSION

These findings describe about the students' vocabulary score on pre-test, the students' vocabulary score in post test, descriptive analysis, and hypothesis testing. Descriptive analysis consists of the students' score on pretest and post test, and comparison mean on pre and post test. Hypothesis testing covers the summary of statistic data as a result of hypothesis testing.

Table 4.2 Distribution of Students' Score on Pre Test in Experimental Class

No	Criteria	Interval Score	Frequency	Percentage
1	Very High	8.0- 10.0	1	3.44%
2	High	7-7,9	0	0 %
3	Enough	6-6,9	3	10.3%
4	Low	0-5,9	25	86.2%
Total			29	100%

From table 4.2 above, it can be concluded that the largest frequency of students' score on pre test at experimental class was on "low" criteria with 86,2 %.

Table 4.4 Distribution of Students' Score on Pre Test in Control Class

No	Criteria	Interval Score	Frequency	Percentage
1	Very High	8,0-10	2	7.40%
2	High	7,-7,9	2	7.40%
3	Enough	6-6,9	2	7.40%
4	Low	0-5,9	21	77.77%
Total			27	100%

From table 4.4 above, it can be concluded that the largest frequency of students' score on pre test at control class was on "low" criteria with 77,77 %.

Table 4.6 Distribution of Students' Score on Post Test in Experimental Class

No	Criteria	Interval Score	Frequency	Percentage
1	Very High	8-10	5	17.24%
2	High	7-7,9	3	10.34%
3	Enough	6-6,9	9	31.03%
4	Low	0-5,9	12	41.37%
Total			29	100 %

From table 4.6 above, it can be concluded that the largest frequency of students' score on pos test at experimental class was on " low" criteria with 41.37%.

Table 4.8 Distribution of Students' Score on Post Test in Control Class

No	Number of Correct	Interval Score	Frequency	Percentage
1	Very High	8-10	4	14.81%
2	High	7-7,9	3	11.11%
3	Enough	6-6,9	4	14.81%
4	Low	0-5,9	16	59.25%
Total			27	100%

Thus, by seeing table above, we can conclude that the largest frequency of students' score on post test at control class was on "low" criteria (59.25%) and the smallest frequency was on "very high" and "enough" criteria (14.81%).

Graph 4.2 Distribution of Students' Score on Post Test in Experimental and Control Class

As shown in graph 4.2 students' score were mostly classified on "low" criteria for experiment class and control class, but a minimum diversification who come in "high" criteria. The frequency in "very high" criteria of control class is higher than in experiment class. From the graph above, it can be concluded that students score on post test both experimental class and control class were in significant different distribution.

The Hypothesis testing used to investigate whether or not there was significant effect of using English Comic on the students' vocabulary achievement at the second year students' of SMPN 10 Kendari by using t-test with significant 0.05 and degree of freedom (df)=n₁+n₂-2. Before testing the hypothesis, the writer used formula 1 to test of homogeneity of data.

By putting those values into SPSS (Statistical Product and Service Solution) worksheet and analyze it by using Independent Sample t-test, it was gotten that the value of Sig (2 tailed) = 0.000 with $\alpha = 0.05$ and df= 30, H₀ was rejected and H₁ was accepted because the value of Sig (2 tailed) is below the α value. It means that there was an effect of using English Comic on the students' vocabulary achievement at the second year students' of SMPN 10 Kendari.

Graph 4.3 The Comparison of Pre Test and Post Test Between Experimental Class and Control Class

As revealed by the graph, students' mean score in experimental class (English comics class) was raised; 2.03 point from 4.008 at pre test became 6.034 at post test. While students' mean score in control class only raise 0.93 point from 4.425 on pre test became 5.361 at post test. This result proved that the students' vocabulary who taught by using English comic had a significant difference with students' vocabulary who taught using no strategy with the 1.1 point of significant difference.

The effect size is 0,98 and it is interpreted as high effect size. It is because the range more than 0,8 is categorized as high effect (Cohen, 1998). It means that this effect supports the result of hypothesis testing that the effect of English comics on the students' vocabulary achievement at the second year students of SMP Negeri 10 Kendari but not strong enough to improve their comprehension.

Based on the research which is conducted in class VIII.4 of SMP Negeri 10 Kendari, reading English comics was very use full for language development, because the students were very interested to see the comics moreover they known the little of the comics and after watching on the TV but in Indonesia language style. Besides that, they were enthusiasm to look the picture of the comics, they were attractive to read comics even though they still difficult to translate the meaning of comics words in the first meeting. But, they enjoyed a joyful way to learn foreign language, when the students were asked to fill the worksheet enjoy and good impressive which always join in the entire of class activity. They were pleasant to learn different book and lead them to read serious reading. In addition, comics can help ESL students learn pragmatic language, informal expression, ellipses, blended grammatical forms, ad idioms in context and an engaging manner (Esseberge,2000).

According to Krashen (1996) in this book *The Power of Reading*, comics as a light reading play important role in helping readers again confidence and learn to enjoy reading, comics often introduce new, sophisticated vocabulary and the students can spend the time for silent reading. Encourage all types of reading, not just the classic, provide light reading, such as Readers' Digest, magazines and more book, concentrate on serving all population, especially the lower-level readers.

Further, the activities were not only reading, but we can learn about narrative text into comics. Of course in reading comics, it can give many advantages moreover comics as learning in extra linguistic context, the students can read with visual aids and contain words in balloon which is obtained in the comics, and it brings new atmosphere with sophisticated vocabulary.

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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 extant of students' vocabulary after being taught through English comics

is 2.03 point, because the teaching technique for both classes were same, just the media was different, so it can be said that comic had influence towards students' vocabulary achievement.

Therefore, comic is not only a joyful way to learn vocabulary, but also both of the teacher and students can teach and learn listening, writing, speaking, and reading through comics. Even moral, science and more information in comics can be found to get more knowledge.

The data shows that there was an improvement on vocabulary especially learning with comics because there was a different atmosphere when the students using English comics as a media to improve vocabulary in developing language. It is supported by Krashen (1996) said that comics can be used with variety of groups in many teaching environment. In the area of language instruction, teachers are constantly searching for new and innovative materials to enhance learning in the formal classroom environment.

CONCLUSION, SUGGESTION AND RECOMMENDATION

The result of study shows that the mean scores of students' vocabulary achievement before taught by using English comics is lower than the mean score of students' vocabulary achievement after being taught through reading English comics. The students' mean score of experiment class on pre test is 4.008 and post test is 6.034 in other words while the students mean 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 extent of students' vocabulary after being taught through English comics is 2.03 point, because the teaching technique for both classes were same, just the media was different, so it can be said that comic had influence towards students' vocabulary achievement.

To complete the writing, the writer would like to express her idea give or writer down suggestion, they are as follows:

1. Because of there is a significant effect of reading English comics on the students' vocabulary achievement at second year students of SMP Negeri 10 Kendari, the next research expected to be conducted in Senior High School or in primary school.
2. To improve the students' knowledge about reading comics, they should study vocabulary as much as possible.
3. The students should make collect magazine comics. About English to use them in teaching reading to improve their vocabulary.
4. The head of library of SMP Negeri 10 Kendari should prepare the comic books.
5. The teacher should use authentic reading comics in teaching and learning process.

5.3 Recommendation

Through the finding of this research, the writer recommends to the next researcher. They are:

1. This study focused on the students' vocabulary growth in Junior High School in the second grade. Therefore, for further researcher can focus on either in the students' vocabulary growth in Senior High School or primary school.
2. The researcher focused to the students' vocabulary growth, so the next research can apply to writing or speaking skill in same media.
3. This study focused Experimental design, so, the further research can apply in the same media in another design such as Descriptive Qualitative or Action Research.

The teacher and the students" can download the comics to the internet web if the library does not have enough comic books.