

**IMPLEMENTATION OF MEDIA PRINTED COMIC SCRIPT
MATERIALS IMPROVING ENGLISH VOCABULARY
CLASS VII-D SMPN 1 SOKO
2018/2019**

THESIS



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LEGITIMATION

SKRIPSI

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This is to certify that the sarjana's skripsi has been approved by the Board of
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CHAPTER I

INTRODUCTION

This chapter presents the background of the problem, the formulation of the problem, the purpose of the study, the benefits of the study, the affirmation of the term, the location of the study, the hypothesis of the action, and the discussion cytematics

A. Background

SMPN 1 Soko is a private school located in Soko Sub-District, Tuban Regency, precisely in the Village of Sokosari. This SMP has a relatively large number of students, so that it will automatically produce a lot of output as well. In the era of education that has advanced as it is now, of course the quality of the output of a school will be very decisive in competition in all sectors of life in the future. This is based on the condition of the implementation of education which is almost evenly distributed in quality, both between schools located in cities and villages or even between public and private schools. All of which show developments that can be said to be very thin difference.

Such conditions require schools to be able to print output that are truly able to compete with the output of other schools. Likewise, this also applies to SMPN 1 Soko, by being able to print quality student output and being able to compete with students from other schools, then indirectly it can be said that this junior high school has managed to run a good education learning management.

But in reality under certain conditions often students of SMPN 1 Soko have low learning motivation. This is shown in the teaching and learning process, students often pay less attention to what is conveyed by the teacher by choosing to play or talk to themselves fellow students, or even students are lazing about sleeping when the teacher delivers the lesson. Thus the classroom will be quiet and dead.

Under these conditions, it will indirectly affect the ability of students to absorb the subject matter. Lesson material that is not absorbed properly will make student achievement will automatically decline. If this continues, it is not impossible that the quality of output of a school will also decrease. Therefore, if you look into the phenomenon of increasingly fierce education competition as mentioned earlier, then the problem of low learning motivation must be immediately anticipated and addressed.

The school realizes that the quality of learning in junior high schools is still lacking and therefore it is very necessary to improve the quality of learning, which may be one of the causes of the lack of student motivation in participating in the learning process. Basically, there are a number of things that cause low student motivation or learning to decline, one of which is, teacher presentations during a tedious teaching and learning process.

We all know that learning is inseparable from the process of presenting the material. Tutors or teachers must be able to present good material. Interesting, clear and encompassing all material makes a presentation well received. If it is contradictory, students will quickly get bored and reduce their motivation to learn. For example, the presentation is presented in letters that

are too small so it is difficult to read, the colors shown do not show clear gradations, or the presenter uses only the lecture method, and so on.

Another problem in the delivery of subject matter is the lack of appropriate and effective learning media to be able to digest the meaning of the material presented. In subject matter such as English which is one of the subjects that is less interesting and boring for students, so the selection of appropriate learning media is very important. For this reason, the creativity of English subject teachers in using appropriate and appropriate learning media becomes very important to increase student motivation, so that the meaning of this subject matter can be easily digested by students.

In the teaching and learning process, the presence of the media has significant significance because in these activities the unclear material presented can be helped by presenting the media as an intermediary. The complexity of the material that will be conveyed to students can be simplified with the help of the media. The media can represent what teachers are less able to say through certain words or sentences. Even the validity of the material can be concrete with the presence of the media. Thus, students more easily digest material than without using media.

The use of media in teaching and learning can also generate new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological effects on students. The use of media can also help students improve understanding, present material or data in an interesting way, make it easier to interpret data, and condense information.

The subject matter presented with a monotonous lecture method makes students more bored and lazy to hear what the teacher has to say. In addition, the delivery of such material will more require students to memorize a lesson. This will certainly make students experience difficulties to further explore the meaning or substance of the lessons delivered.

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Based on the explanation above, it can be said that learning English which is presented as interesting as possible will be able to make students more excited and motivated in accepting this subject matter. Therefore, the authors are compelled to research about "Implementation of Printed Comic Script Improving English Vocabulary Class VII-D material SOKO SMPN 1 2018/2019,".

B. Problem Formulation

Referring to the background above, the general problem formulation of this research is "How is the process of using the Media Implementation of Printed Comic Script Improving English Vocabulary Class VII-D material SMPN 1 SOKO 2018/2019, on English subjects in improving vocabulary mastery said English subjects in class VII-D at SMPN 1 Soko? "

The specific problem formulation is as follows:

1. What is the process of teaching English using the Printed Comic Script media, which was developed at SMPN 1 Soko Tuban?
2. How is the use of Printed Comic Script media, which was developed to improve the mastery of English vocabulary at SMPN 1 Soko Tuban?

C. Research Objectives

Based on the formulation of the problem above, the purpose of the study is to describe the implementation of Printed Comic Script, in improving the vocabulary mastery of English subjects in class VII-D at SMPN 1 Soko

From the above objectives can be described as follows:

- 1 Knowing the process of teaching English using the Printed Comic Script media, which was developed at SMPN 1 Soko Tuban
- 2 Knowing how to use the Printed Comic Script media, which was developed can improve students' English vocabulary mastery at SMPN 1 Soko Tuban.

D. Hypothesis of Action

According to Suharsimi Arikunto, the hypothesis can be interpreted as a temporary answer to the research problem until it is proven through the data collected. Meanwhile, according to Moh Nasir, the hypothesis is a statement that is received temporarily as a truth as it is, when the phenomenon is known and is the basis of work and guidance in verification.

Hypotheses that can be submitted in research are:

If the teacher utilizes the Printed Comic Script media developed, the mastery of vocabulary in English VII-D students in SMPN 1 Tuban can be increased

CHAPTER II

LITERATURE REVIEW

This chapter discusses all matters relating to the themes raised by researchers, namely about the use of media images in improving the vocabulary of English subjects. Systematically, this chapter presents a theoretical study consisting of a review of media images, a review of learning English vocabulary and the use of picture media in learning English vocabulary.

A. Overview of Image Media

Before explaining about drawing media, we will first explain about learning media to make it clearer about the importance of media in every learning.

1. Learning Media

a. Understanding of learning media

Arif S Sadiman mendefinisikan bahwa media adalah “The word media comes from Latin which is a plural form of the word medium which literally means an intermediary or introduction. Medium is the intermediary or introduction of the message from the sender to the recipient of the message”.

According to R. Ibrahim and Nana Syaodih S. the media are interpreted as anything that can be used to channel messages or lesson content, stimulate students' thoughts, feelings, concerns and abilities, so as to encourage the teaching-learning process.

Many restrictions are given by experts about the media. The Association for Education Technology and Communication in the United States, for example, limits the media as all forms and channels that people use to convey messages or information. Fleming in Arsyad revealed that the media or mediator is a cause or tool that intervenes in the two parties and reconciles them. Meanwhile Gerlach and Ely as quoted by Arsyad broadly define the media, that the media are human beings, material, or events that establish conditions that make students able to gain knowledge of skills or attitudes.

Meanwhile Briggs in Arief S. believes that the media are all physical tools that can make messages and stimulate students to learn.

Understanding instructional media is the same as educational media, it is in accordance with Oemar Hamalik who said that what is meant by the media is the tools, methods and techniques used in order to make communication and interaction between teachers and students more effective in the process of education and teaching in schools.

According to Heinich in Sri Anitah W. the media is a communication channel tool. He modeled this media, such as films, television, diagrams, printed materials, computers, and instructors. Examples of such media can be considered as learning media if they carry messages in order to achieve learning objectives. Heinich also links the relationship between media with messages and methods in the learning process described in Figure 2.1.

b. Relationship of Media with Messages and Learning Methods

The chart above shows that in the learning process there are messages that must be communicated. The message is usually the contents of a learning topic. The messages are conveyed by the teacher to students through a medium by using certain learning procedures called methods.

Based on the opinions of the experts about the above media, the author finally concluded that the media or aids or facilities related to props that can be used as a distributor of messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, concerns, and interests in the learning process teaching in order to achieve teaching objectives.

c. Learning Media Classification

There are several types of learning media that are commonly used in the teaching process:

- 1) Graphic media such as pictures, photos, graphics, charts or diagrams, posters, cartoons, comics, and others. Graphical media is often called two-dimensional media, that is, media that have a length and width.
- 2) Three-dimensional media, namely in the form of models such as solid models, cross-section models, stacking models, working models, mock ups, dioramas and others.
- 3) Projection media such as slides, film strips, films, OHP usage, and others.
- 4) Use of the environment such as educational media.

In general, the media can be classified into three types, namely: (1) visual media or viewing media (2) audio visual or listening media, and (3) audio visual media or listening and viewing media.

Media of view is media that can be seen or seen and can be touched by students, for example, pictures, photos, real objects, maps, miniatures, and reality. Whereas the listening media (audio) for listening skills is the media which the discourse or contents of the recorder and is listened to. For example, radio and cassette recorder. And audio-visual media is a combination of media of view and listening media, for example, CDs, TV, Film.

Some media can be used for certain activities, for example:

- 1) Flash cards to introduce new vocabulary, practice, and remember the names of objects that are around students.
- 2) A picture card or a small size picture card is affixed to the flannel board to match the picture with writing. This card can also be used in the game.
- 3) Posters or serial images consisting of several images can be used to help students improve their writing skills. Students can write an event in a coherent sequence with the help of series drawings.
- 4) Record material or VCD can be used to teach vocabulary through songs, tales, and dialogues.

d. Benefits and Functions of Learning Media

Here are some practical benefits from the use of instructional media in the teaching and learning process, including:

- 1) Learning media can clarify the presentation of messages and information.
- 2) Learning media can improve and direct the child's attention.
- 3) Learning media can overcome the limitations of the senses, space and time.

- 4) Learning media can provide a common experience to students about events in their environment, as well as allowing direct interaction with the teacher, the community, and the environment.

According to Ahmad Rohani the function of learning media is:

- 1) Convey information in the teaching and learning process.
- 2) Clarify information when face to face in the learning process.
- 3) Completing and enriching information in teaching and learning activities.
- 4) Encourage learning motivation.
- 5) Increase the effectiveness and efficiency in delivering it.
- 6) Add variety to present material.
- 7) Allows students to choose learning activities according to their abilities, talents, and interests.
- 8) Prevent verbalism.
- 9) Easy to digest and durable in absorbing messages (the information is very imprint, not easy to forget).
- 10) Can overcome different characters and experiences. (Ahmad Rohani , 9-10)

e. Selection Criteria for Learning Media

In choosing learning media, you should pay attention to the following criteria:

- 1) Accuracy with learning objectives is chosen on the basis of established instructional goals.

- 2) Support for the content of learning materials, learning materials in the nature of facts, principles, concepts and generalizations that require media assistance to be more easily understood.
- 3) Ease of obtaining media, the required media is easily obtained, at least easily made by the teacher when teaching.
- 4) The teacher's skills in using it, the teacher is able to use it, well in the teaching and learning process.
- 5) There is time to use it.
- 6) In accordance with students 'level of thinking, choosing learning media in accordance with students' level of thinking so that the meaning contained therein can be understood by students.

With the media selection criteria above, the teacher will more easily use which media are considered appropriate to assist in the teaching and learning process so that with the right media can carry out the teaching and learning process effectively and efficiently.

2. Understanding Image Media

Among learning media, pictures are the most commonly used media. It is a common language, which can be understood and enjoyed everywhere. Therefore, the Chinese saying that a picture speaks more than a thousand words.(Arif F. Sadimah, hal 9)

Understanding the image is a scratch / nick / symbol to simply provide an explanation. Image media is a vehicle for introducing messages using images as a tool. This image is an effective visual tool because it can be visualized something that will be explained with concrete and realistic.

The information conveyed can be easily understood because the results displayed are closer to the reality being shown to children. And the results received by children will be the same. This picture can overcome space and time. Something that happens elsewhere can be seen by other people from the scene after the event occurred or has passed. ([Http/Benichi Wordpress .com](http://Benichi Wordpress .com), 5 April 2018)

Images are one of the most commonly used graphic media in the learning process. Images can assist teachers in achieving instructional goals, because images include media that are easy and inexpensive as well as great means to enhance the value of teaching. Because images are clearer and not easily forgotten, and are more concrete in learners' memories and associations. Images are very important to be used in an effort to clarify the understanding of students. So by using pictures of students can pay more attention to objects or things that he had never seen relating to the lesson.

3. Advantages of Image Media

Here are some of the advantages of image media including:

- a. Concrete nature; more realistic pictures show the subject matter compared to verbal media alone.
- b. Images can overcome the limitations of space and time.
- c. Image media can overcome the limitations of our observations.
- d. Images can clarify a problem, in any field and at any age level, so as to prevent or correct misunderstanding Images
- e. Pictures are cheap and easy to get and use, without the need for special equipment.

Meanwhile Wina Sanjaya mentioned some of the advantages of images, namely concrete, more realistic than verbal media, can clarify a problem in any field, both young and old, cheap and does not require special equipment in its delivery.

As for the advantages in using media images according to Prof. Dr. Sri Anitah W. is:

- a. Can translate ideas / ideas that are abstract to be more realistic.
- b. Many are available in books (including text books), magazines, newspapers, calendars, and so on.
- c. Easy to use and requires no other equipment.
- d. Not expensive, maybe even without the cost of procurement.
- e. Can be used at every stage of learning and all subjects / disciplines.

4. Weaknesses of Image Media

However, in addition to strengths, drawings have drawbacks including emphasizing only the perception of the eyes and their size is very limited for large groups.

The drawbacks according to Sadiman are:

- a. Pictures only emphasize the perception of the senses of the eye;
- b. Pictures of objects that are too complex are less effective for learning activities;
- c. Its size is very limited for large groups.

While the drawbacks of media images in the Learning Strategies books in Junior High schools are:

- a. Sometimes the size of the pictures is too small if used in a class that has many students.

- b. The image is a two-dimensional medium that cannot cause motion (for photographic image types). (Sri Anta W.dkk : 20)

Asnawir revealed some of the drawbacks of image media as follows:

- a. The strength of the teacher's explanation can lead to different interpretations in accordance with each child's knowledge of the things described.
- b. The appreciation of matter is imperfect, because the image media only displays the perception of the senses that are not strong enough to move the entire human personality, so the material discussed is imperfect.
- c. Unequal use of the picture for children and less effective in vision.

6. Criteria for Good Image Selection

Asnawir and Basyiruddin Usman gave instructions on the selection of images, which are as follows:

- a. The authenticity of the picture, the source used should show the authenticity of a simple situation.
- b. Simplicity, especially in determining colors will give a certain impression, has a purely aesthetic value and contains practical value.
- c. Item shape; it is endeavored that the child gets the right response about the objects in the picture.
- d. The picture used should show what is being discussed or is being done.
- e. The photographic value must be considered; usually children focus on more interesting sources.
- f. The artistic aspect also needs to be considered, its use must be adjusted to the objectives to be achieved.(Asnawir dan Basyrudin Usman : 49)

6. Image Media Classification

Several types of image / photo media, including

- a. Photo documentation, which is a picture that has historical value for individuals and society.
- b. Actual photos, i.e. pictures that describe an event that covers various aspects of life, for example, earthquakes, typhoons, and so on.
- c. Landscape photos, i.e. images depicting the scenery of an area / location.
- d. Advertisement / advertisement photo, which is a picture used to influence a consumer person or community.
- e. Symbolic photos, which are images that use symbols or signs that express certain messages and can express deep human life and the ideas or ideas of students.

Azhar Arsyad divides the picture into two, namely finished drawings and line drawings (sketches or stick figures). Finished images can be utilized when there is subject matter that requires visualization in the form of illustrations that can be obtained from existing sources. For example pictures from magazines, booklets, brochures, leaflets, and others. Whereas line drawings can we make ourselves by making simple drawings in the form of sketches. Although simple, line drawings can show actions or attitudes with a fairly good impact. With line drawings we can convey stories or important messages.(Azhar Arsyad : 113-115)

7. Image Media Function

Levie & Lentz in Azhar Arsyad's quote, stated four functions of learning media, especially visual / image media, namely:

- a. Attention function

That is interesting and directing the attention of students to concentrate on the contents of the lesson relating to the visual meaning displayed or accompanying the text of the subject matter.

b. Affective function

Seen from the level of student enjoyment when learning (or reading) pictorial text.

Images or visual symbols can arouse students' emotions and attitudes.

c. Cognitive function

Visual or picture symbols facilitate the achievement of objectives to understand and remember the information or messages contained in the image.

d. Compensatory function

Visual media that provide context for understanding texts help students who are weak in reading to organize information in texts and recall them.(Azhar Arsyad :16-17)

B. Overview of Learning English Vocabulary

1. English Language Learning Activities

According to Curtain and Pesola, the School Board and Parents' Union need to provide strong reasons and concrete evidence before the school makes decisions and policies. It is important to consider the available time, funds and type of program. This English program needs to address the benefits of language learning, which language choices should be taught, the types of learning activities to be used, and so on. A convincing rationale and sound planning will help the need for English language lessons in junior high school. (Azhar Arsyad :4)

Student activities in learning English cover all language competencies in the form of listening, speaking, reading, and writing skills. These language skills are presented in an integrated manner, as happens in our daily lives.

- a. Listening (listening skills), for some students this activity is considered difficult because their vocabulary is still very limited. Their difficulties are helped if what is conveyed by the teacher is accompanied by gestures, facial expressions, and gestures. Children can focus more on what they hear if accompanied by activities that involve them. This ease makes them more motivated than if they are told to listen then write what they hear.
- b. Speaking (speaking skills), of all instincts that children have as young English learners, instincts for interacting and speaking are the most important for learning English. Children usually want to immediately use the language they learn to communicate. In speaking activities, the teacher must pay attention to the purpose of the activity. In controlled activities where the aim is to practice the language learned correctly and prioritize accuracy, the teacher can correct errors at that time.
- c. Reading (reading skills), in reading activities, students should understand the purpose of the activity, whether their purpose is reading to understand the essence of the reading or they must read to get certain information. In this case students do not have to understand the words, but most importantly they can understand the context of a reading.

There are several things that can help make reading more interesting, including:

- 1) Using images as a tool.
- 2) Give questions.
- 3) Show the title and ask students to guess it.
- 4) Sentences are not too long so as not to confuse students. ((Azhar Arsyad:26)

d. Writing (writing activities), writing skills are a continuation of previous activities. This activity should be adjusted to the age and level of students' ability to use English. Writing is a complex skill because it requires the ability to spell, structure, and use vocabulary.

Writing activities can be in the form of writing short sentences to explain an image, composing sentences, answering questions, or combining fragments of sentences so that they become true and meaningful sentences. It can also be said that the learning of language patterns integrated through the three previous activities (listening, speaking, and reading) can be used to find out whether children have mastered English through writing activities.

2. Definition of English Vocabulary

Vocabulary is an essential part of learning languages, because the nature of language is a collection of vocabulary words. Foreign Language experts also agree that learning vocabulary, is a fundamental demand of the second language learning process.

English vocabulary is known by the name vocabulary, here are some notions about English vocabulary.

Vocabulary or vocabulary is a collection of words owned by a language and gives meaning when we use that language. The English vocabulary that needs to be learned by school students is estimated at around 500 words.(Kasihani Suyanto:43)

There are three definitions of vocabulary or vocabulary. First Vocabulary is the total number of words in a language, second Vocabulary means all words that someone knows or uses in a particular book, subject, etc., Vocabulary is a list of words with their meanings accompanying textbooks in a foreign language.

The term vocabulary can also be called vocabulary. According to Richards the vocabulary is a set of lexeme including single words, compound words and idioms. Based on this explanation, it is known that vocabulary is a collection of words, including single words, compound words, and idioms (expressions).(Upload /s_c0551 chapter.pdf:9)

Kridalaksana suggested that vocabulary (lexicon: vocabulary) was:

- a. The language component that contains information about the meaning and usage of words in the language;
- b. Wealth of words owned by a speaker, writer or a language, vocabulary, vocabulary, and
- c. The word list is arranged like a dictionary, but with a brief and practical explanation.

In terms of usage level, vocabulary can be grouped into two types, namely productive vocabulary and receptive vocabulary. Productive vocabulary is also called active vocabulary or that is often used both in speaking and

writing, while receptive vocabulary is also called passive vocabulary which is only understood in the context of reading and material being heard.

3. Learning English Vocabulary

In delivering messages through language, choosing the right vocabulary is important to express the desired meaning. The right understanding of messages conveyed through language is largely determined by the correct understanding of the vocabulary used in them. Vocabulary learning is concerned with mastering the meaning of words, as well as the ability to use them in the right context and the right place.

In general, children learn words or vocabulary faster when supported by media or teaching aids, such as pictures or tangible objects. Language teaching activities are usually integrated activities. That is, the teacher can teach vocabulary in context using certain sentence structure structures to practice speaking skills. To further attract students' attention, the use of flash cards, pictures, or real objects is highly recommended.

In simple terms vocabulary learning can be done through four stages, namely Vocabulary Learning:

1. Introducing: The teacher introduces new words with clear and correct speech, use pictures or real objects.
2. Modeling: The teacher sets an example by acting as a model.
3. Practicing: The teacher trains students to imitate and practice.
4. Applying: Students apply in the right situation with the help of the teacher.

Vocabulary learning for lower classes is mostly given using the listen and repeat or listen and point to technique. Whereas upper classes (classes 5 and 6) can be more varied, for example by:

- a. Provides a simple definition.
- b. Give the equivalent word or opposite word.
- c. Give a number of examples.
- d. Draw or give illustrations.
- e. Give meaning in the first language or translate.

C. Use of Image Media in Learning English Vocabulary

In the teaching and learning process the presence of the media has quite an important meaning. Because in these activities the unclear material delivered can be helped by presenting the media as an intermediary. The media can represent what teachers are less able to say through certain words or sentences. The abstractness of the material can also be concretized in the presence of the media. Thus, students are easier to digest material than without the help of the media.

But the role of the media is not seen if its use is not in line with the contents of the teaching objectives that have been formulated. Therefore, the purpose of teaching must be used as a base of reference for using media. If ignored, then the media is no longer a teaching aid, but as an obstacle to achieving goals effectively and efficiently.

The use of media in the learning process as a tool to achieve educational goals is able to bring up problems. if an educator does not consider

the following: (1) The selected media must be aligned with the learning that has been set, (2) The use of media in this learning requires time, effort, and cost in its use.

In this vocabulary learning the teacher uses visual media based on images. The type of drawing chosen is a comic media form that reminds or guides students to something related to the picture. for example, it can be used to train students to spell and enrich vocabulary. The cards become a clue and stimulation for students to give the desired response.

E. Thinking Framework

The initial conditions of learning English in class VII D SMP N 1 Soko show student learning outcomes in terms of vocabulary mastery has not been included in the satisfactory category. One of the evidence is the researchers see the value of student learning outcomes, most of which are still below the SKM. Based on the observation of previous researchers, this is related to the teacher's role as a teacher who is not maximizing the use of a media. So that there are still many students who find it difficult to learn or accept material presented in English subjects.

Learning English that does not attract interest, enthusiasm, and motivation to learn will only make students feel bored, because the strategies used are monotone and do not vary. Feel scared and find it difficult because the teacher does not provide services that are enjoyable in the learning process. In connection with matters aside, the researchers felt it was necessary to conduct classroom action research to improve students' vocabulary skills in English subjects using picture media. The image media chosen by the researchers are

the type of color media images, clear in the sense of not causing much perception in analyzing the meaning of the images, and interesting. The use of this image media is expected to be an appropriate media to overcome problems that occur in class VII High Junior School SMP negeri 1 Soko especially in terms of English vocabulary abilities, through good cooperation between researchers, teachers, peers, and students.

Research that has been done by previous researchers, proves the existence of success in improving various student learning abilities through the application of media images in the learning process. Then in this final condition the data conclusions are obtained, that the use of image media can improve students' English vocabulary skills. Schematically, the researchers' thinking framework can be described as follows:

CHAPTER III

RESEARCH METHODS

The main purpose of PTK is to solve problems that occur in the classroom. This activity is not only aimed at solving problems, but at the same time looking for scientific answers as to why they can be solved by actions taken. In more detail, the objectives of PTK are as follows:

1. Improve the quality of content, input, process, and results of education and learning in schools.
2. Helping teachers and other education personnel overcome the problems of learning and education inside and outside the classroom.
3. Improve the professional attitude of educators and education personnel.
4. Developing academic culture in the school environment so as to create a proactive attitude in improving the quality of education and learning in a sustainable manner.

In implementing PTK, it must refer to research designs that have been designed in accordance with applicable research procedures. Its function is as a benchmark to find out the forms of the use of image media in improving the vocabulary mastery of English subjects in class VII D of SMP Negeri 1 Soko.

Recycling in PTK starts with planning, implementing actions, observing and evaluating processes and results of actions (observation and evaluation), and reflecting, and so on until the expected improvement or improvement (success criteria)).

B. Research Procedures

1. Initial Observation

Initial observations in PTK are actually not included in the research procedure. Even so, this activity is important to do in an effort to get real problems that occur in the learning process of English. The results of these preliminary observations are useful as a foothold in what strategies or media are believed to be able to solve practical problems in the classroom. Besides that, based on the initial observation findings, the learning plan in the first cycle can be arranged. The following are the initial observation activities of this study.

Before the study was conducted, researchers conducted a meeting with the Principal who was represented by the Deputy Public Relations, Mr. Moh. Sholeh S.Pd on Monday morning March 26, 2019. The purpose of this meeting is to ask permission to PTK try out research in SMP Negeri 1 Soko to complete the final project of the Bachelor program at IKIP Bojonegoro.

On Thursday, April 12, 2019 researchers held a meeting with the Principal, Mr. Bambang Iswanto, to submit a permit. And at the meeting, the researchers conveyed plans to PTK try out research into English learning at the school. The Principal stated no objection and welcomed the desire of researchers to PTK research in the hope that the research to be PTK made a major contribution in the learning process in the closed schools. After discussing with the Principal, he suggested that researchers meet with English language teachers in class VII - D, Mrs. Munjirah S.Pd to discuss the next steps to PTK research in the class. Before researchers enter the classroom,

researchers are encouraged to discuss and conduct interviews with English subject teachers because researchers will PTK this type of Classroom Action Research (PTK).

Then the researcher conducted a discussion with the English teacher about the number of students, the condition of the students and the background of the students and conducted a pre-action interview. Based on the results of the interview during pre-action it can be seen that the use of Printed Comic Script Material in the form of media has never been done in learning English in class VII. In addition, information was obtained that the ability of students for English subjects was said to be relatively less than the data obtained from English teachers, the total number of VII-D class students was 31 students consisting of 28 male students and 13 students women. In accordance with classroom conditions in general, the ability of students is very heterogeneous seen from previous English subject test scores. In this study, researchers took research on English subjects with the subject matter of school with some considerations being delivered that most English subject matter was still difficult for students to understand. This is caused by the lack of variation in learning. Many teachers still use the old way of learning, namely the conventional way (lectures) so that students find it difficult to understand the contents of learning and result in low student motivation. And when learning takes place many students are lying on the table, crowded, and some even do not PTKe about what is conveyed by their teacher so that the impact on learning outcomes obtained by students of class VII-D in English lessons tends

to be low. By holding this research, it is expected that this PTK will be able to answer all the problems that occur at this time.

2. Cycle I

The implementation of learning in a cycle includes four stages of activity namely planning, applying, observing, and reflecting. In detail, the description of each stage of the activity is described as follows:

a. Planning of action

Research activities in the first cycle PTKried out in 4 meetings. Before the study was conducted, researchers made the following plans:

- (1) Based on the results of preliminary observations the researchers found data that the UTS scores of English subjects were still very low, one of the reasons was the lack of use of the media used by the teacher. In addition, most English subject matter is still difficult for students to understand. This is caused by the lack of variation in learning. Many teachers still use the old way of learning, namely the conventional way (lectures) so that students find it difficult to understand the contents of learning and result in low student motivation. And when learning takes place many students are lying on the table, crowded, and some even do not PTK about what is conveyed by their teacher so that the impact on learning outcomes obtained by students of class VII-D in English lessons tends to be low with KKM (minimum criterion criteria) = 66

Table 3.1**Student UTS Grade Documents**

No	Kode Siswa	Jenis Kelamin	Nilai	T/TT
1	2	3	4	5
1	AEP	L	55	TT
2	MFAK	L	60	TT
3	MKUA	L	64	TT
4	AAK	L	62	TT
5	ANS	L	56	T
6	AG	L	68	T
7	ANH	P	64	TT
8	BS	L	62	TT
9	DIS	L	58	TT
10	ESN	P	66	T
11	FNR	P	77	T
12	FHK	L	60	TT
13	FWD	L	64	TT
14	G	L	64	TT
15	HFR	L	65	TT
16	IFZ	P	67	T
17	KC	P	68	T
18	MN	P	65	TT
19	MAS	L	65	TT
20	MAA	L	62	TT

21	MAR	L	57	TT
22	MAAA	L	75	T
23	MFM	L	60	TT
24	MIA	L	68	TT
25	MIAH	L	65	TT
26	MIZ	L	63	TT
27	MIZ	L	64	TT
28	MMZA	L	67	T
29	MNF	L	63	TT
30	MN	L	60	TT
31	MRF	L	61	TT
Nilai Total			1945	
Rata-rata			62,74	

Information:

Q: Complete

TT: Not Complete

Based on the table above, it can be seen that the average UTS score of students is 62.74 from the maximum ideal value of 100. Students who get an individual completeness or who score > 66 are as many as 8 students out of a total of 31 students or 28.80 students %. While students who have not achieved mastery learning individually or have not yet scored < 63 are 23 students out of 31 students or 74.19%. From the average obtained by the students it can be categorized as students not reaching the KKM criteria of 66

(2) Researchers believe that by using the use of printed comic script media which actively involves students in the learning process will be able to improve the quality of learning that results in increased mastery of vocabulary in each individual student.

In action planning I, researchers applied the use of Printed Comic Script media in the teaching and learning process with the aim to facilitate students' mastery of English vocabulary in class VII-D so that after the use of Printed Comic Script media the students' vocabulary mastery could be increased.

This cycle consists of one subject, namely the School Chapter. Before learning is PTKried out this research starts from several stages of preparation. In detail the learning plan in the first cycle consisting of two meetings, using the Printed Comic Script media :

1. Make a learning plan including lesson plans.
2. Create or prepare Printed Comic Script media about School material.
3. Divide the class into 6 groups with a total of 6-7 students per group to work on Printed Comic Script questions
4. Making a tool or observation guide to find out, student performance, student creativity in the teaching and learning process as a form of student understanding of the material that has been explained using the Printed Comic script media
5. Make test questions about the School to find out the students' vocabulary mastery.

In this first cycle action plan, researchers applied English learning using the Printed Comic Script media. The use of this media is expected that students can understand the material and be able to play an active role in learning in the classroom and be actively involved in cooperation between students so that their value / mastery of vocabulary increases. In other words, with the use of the Printed Comic Script media it is expected that students' mastery of English language vocabulary is maximized.

B. Implementation of Cycle Actions I

In the implementation of the first cycle of action, researchers began to apply English learning by using the Printed Comic Script media. It was strived for students to be more motivated and able to understand the vocabulary in the School Chapter.

In general, at the implementation stage, the researcher has implemented the learning activities as planned. The application of learning is done by researchers, while the teacher of English Subjects (pamong) acts as an observer who observes the impact of the use of Printed Comic Script media in teaching English. The implementation of learning planning in this cycle I, is described in the teaching actions at the meeting I and II below:

a) Meeting 1

This learning activity meeting, divided into three stages, namely initial activities, core activities and closing

Before implementation begins, the researcher motivates students so that they are ready to receive lessons. After students occupy their respective benches, the students immediately greet the researcher before the researcher

says hello. Researchers and colleagues also smiled at the good attitude of the students welcomed the substitute teacher for learning English that day. The researcher responded by asking about the news of the students on the day of the delay. Students answer in unison with the spirit "Good sir, ready to take lessons Pak today". The class atmosphere is quite conducive and the students' faces show the students seem enthusiastic to follow the course of learning in the classroom then proceed with the attendance of students one by one. After that ask the students' readiness to accept the lesson. Furthermore, the researcher conveys the learning objectives to be achieved, namely students can correct, pronounce, write the names of places in school in English correctly. For example you can write correctly the image contained in the problem

At the apperception stage the researcher provides a stimulus by inviting students to recall the names of the places that are in the school. To facilitate the achievement of these objectives, the researchers provoke student responses by asking questions as follows:

Researcher : Who can put the names of places in school in English?

Liya : I am sir

Researcher : Try to react?

Liya : Garden, school yard, flag pole, laboratory, field.

Researcher : Good, everyone can do it

All students : Yes sir, I can

Based on these questions and answers, some students already possess the prerequisite knowledge to enter the material. The material presented in English class VII-D semester II is about school (school).

The core activity starts with inviting students to pay attention to their respective worksheets and spell the names of places in the school in English correctly, then proceed with group divisions, each group consisting of 6-7 students. With a total of 31 students, students are divided into 6 groups. Then the researchers gave the prepared media in the form of Printed Comic Script questions, then the researchers gave instructions to each group how to do the problems.

Each group begins to work to complete the worksheet. If there is a group that is having difficulty, the researcher gives a guiding question that will help the group to answer the problem. A few moments later researchers went around observing student activities. Based on the observation of researchers, there are some students who are still experiencing difficulties and are less active in working on the problems given.

After the questions were completed, the researcher asked the group leader to submit the answers they had worked on. Then each group presents their answers. After everything is finished, the researcher gives the opportunity for students to ask questions relating to the material being discussed.

In the final activity, the researcher delivered a number of things related to the importance of learning English as an International Language, as well as advice in the form of motivation to study for their future. Then

the researchers asked students to assess learning activities using this new approach.

Teacher : How is school learning with Printed Comic Scripts earlier, are children happy or not?

Students : In unison they answered: happy, tomorrow again yes sir! (they express it with pleasure, enthusiasm, and enthusiasm).

It turned out that the students' answers were quite satisfying for the researchers, because students felt more motivated and motivated. Furthermore, researchers expressed their gratitude for the attention of all students and finally the learning closed by saying hello

b) Meeting 2

The second meeting was a continuation of the first meeting by PTK repetition of the material at the previous meeting and individual tests. At the beginning of this meeting the researcher revealed the learning experience that was felt in the previous meeting, the researcher felt happy that there was something different in the learning that he had applied compared to previous learning using conventional methods, namely lectures, questions and answers, and doing assignments.

In this second meeting the researchers repeated the material that was explained at the previous meeting and gave some questions to the students, then continued with the test to find out the level of students' understanding of the material that was delivered at meeting I.

In the initial activity, as was done in the previous meeting, which is giving greetings, praying, asking for news today.

In the core activity, Before students work on the questions, researchers review a little about the lessons that were delivered at the first meeting and give a few questions to students.

Researcher : Is the park English?

Okta : I know sir (with a passionate facial expression), garden sir

Researcher : That's right, Okta now writes his writings forward!

Okta : Yes sir, (come forward then write very carefully)

G-A-R-D-E-N = GARDEN.

Researcher : Good, give a round of applause to Okta, next, what is the English flagpole?

Niken : I am Pak (raising his right hand and answering) flagpole sir

Researcher : Yes, the answer is correct, now Niken write it forward!

Niken : Okay ... (come forward with such zeal and write the answer right away) F-L-A-G-P-O-L-E = FLAG POLE.

Researcher : Clever, applause for Niken.

Then, the teacher and the students conclude the material, held a question and answer about material that is not yet understood.

After repetition of the material is done, researchers conduct tests. Before the test begins, they are given the opportunity to study briefly for about 5 minutes. After that, Pakku is closed and put in a drawer, then the teacher shares the questions with students, then the researcher distributes worksheets to

students to be done by each student and may not cheat. Then researchers are assisted by peers to observe the activities of each individual. Researchers invite students to ask if there are unclear commands.

Students begin to work on completing worksheets. If there are students who experience difficulties, the researcher gives inducement questions that will help students to answer the problem. A few moments later researchers went around observing student activities. Based on the observation of researchers, there are some students who are still experiencing difficulties and are less active in working on the problems given.

At the end of the activity, the teacher conveys messages to students to remain enthusiastic in learning, then ends with prayer and greetings.

C. Observation

Observation is an effort to record all events and activities that occur during the corrective action that takes place with or without the aid tool. In classroom action research, observation is focused on the process and the results of actions along with all the events that surround them. Specifically, observation is collecting data about the impact of using Printed Comic Script media on improving student vocabulary.

Observations were made during the learning process and outside of class hours. After implementing the learning in the first cycle, it can be observed from the learning outcomes of groups of students with the Printed Comic Script media. Starting an increase in motivation in learning so that student achievement also increases, when compared with the results of the initial tests conducted previously. This can be seen from the question and

answer activities of students at the time of the initial test they still feel ashamed and afraid of being wrong. In this first cycle they have begun to dare to ask and answer even though it has not yet reached the expectations.

From the learning they were quite happy, and dared to raise their hands in asking and answering questions. Although courage is still dominated by active students. However, passive students also gradually become brave and enthusiastic, so they do not feel bored in accepting English lessons. In addition, they also began to learn to be responsible, disciplined, and easy to socialize with friends when studying groups. Indicators of increasing student motivation are reflected in the enthusiasm, enthusiasm, and curiosity of students in the learning process.

In this observation the researchers tried to dig up the data by interview. Researchers tried to hold interviews with 3 students about their responses during the learning process. The interview used is an unstructured or free interview model meaning that the questions asked to students are not predetermined.

This interview is after the learning is done. Interviews were conducted on interview subjects consisting of several children who had been chosen based on several researchers' considerations, namely KC academically representing high-ability learners, G representing medium-capable students, while MAS represented low-ability students. Whereas in gender, students with the initial KC are female students, while G and MAS are male students. The interview was conducted individually. The results of the interview in Cycle 1 are as follows:

Interview with KC :

Q : What do you think about learning with Printed Comic Script media?

KC : I like learning like this, sir (smiling)

Q : Do you understand school material?

KC : Yes, I understand, sir.

Q : Let me ask, what is the English flagpole?

KC : Flag pole, sir, please give a question about how come Gampak to Sir.

P : Now Sir, give me a more difficult problem (the researcher writes the questions on a sheet of paper again for students to work on)

KC : Yes, sir. (while submitting answers that have been done)

P : Good, thank you for your cooperation

KC : okay sir.

Information

P: researcher

KC: Highly capable students in grade 3

Interview with G.

P : What do you think about learning with Comic media earlier?

G : I'm happy sir (smiling)

P : Do you understand school material?

G : Well, understand a little, sir.

P : Let me ask, what is the garden English?

G : Yes, field, sir

P : Is it not wrong? (researchers try to remind G)

G : Eh garden sir, try to give a question again sir (G is getting curious)

P : Sir, give a few more questions (the researcher writes the questions to each sheet of paper)

G : Yes, sir. (while submitting answers that have been done)

: Is the canteen really good for writing it like this? (Researchers try to remind)

G: Sorry sir, I meant canteen.

Information :

P: researcher

G: Medium-skilled students in grade 5

Interview with MAS

Q : What do you think about learning with pictorial puzzle media?

MAS : penak sir, iso njarak koncone (answering with smiles)

Q : Do you understand school material?

MAS : It can't, sir.

Q : Let me ask, what's the English in the field?

MAS : Yes, please, Sir.

P : I'll give you a question? (researchers write questions on paper)

MAS : Yes, I can't try it, Grandma gag. You're so fierce that you feel nervous, Grandma is fierce when you ask (MAS is trying to do the problem given by the researcher)

This is the result, sir.

Q : Try to take the LKS, see if the parking area of the scul yart is written like this (MAS takes the LKS to match the writing that has been answered with the writing in the material in the LKS)

MAS : writing parking garage sir.

P : MAS you must study hard, if you talk to the teacher you must use Indonesian. Yes, thank you

MAS: OK, yes Sir you're welcome

Information

P : researcher

MAS : Low-ability students in grade 5

Based on the results of observations in the first cycle held 2 meetings there is an increase in vocabulary mastery. This can be observed on the assessment sheet showing an increase in the average student from 62.9 to 79.

In the first cycle there were obstacles that many students asked permission to go to the bathroom or back up the trash, so the learning process was disrupted.

D. Reflection Cycle I

In the implementation of the action in Cycle I it can be seen that there is an increase in the average student learning outcomes of 79 but the increase has not been maximized so there needs to be a revision of learning in an effort to improve students' vocabulary mastery.

From the results of observations that have been PTKried out in the first cycle there are several obstacles in the application of Comic Printed Script media including, namely:

- 1) Students are still not accustomed to implementing Comic Printed Script media
- 2) Some students are still dependent on other students, so learning is still dominated by active students.
- 3) When learning takes place there are still students who play and talk alone.
- 4) Still not yet created effective educational learning, because students are still seized with fear in expressing ideas.

To make cooperative learning more effective, it is necessary to familiarize learning that is active, effective, creative, and fun.

Responding to the results of the above reflection it is necessary, there is a revision and improvisation, so mistakes in the previous cycle are not repeated in the next cycle. The forms of revision and improvisation include:

- 1) Provide an explanation of the Printed Comic Script media to students.
- 2) Familiarize group work, so students can learn to interact with friends, understand others, be brave in opinion, so do not rely on active students only.
- 3) Give motivation to students so they dare to express their opinions in front of the class.
- 4) Give freedom to each group, so they are more excited.
- 5) Preparing everything related to cycle II, so that mistakes in cycle I are not repeated.

3. Cycle II

To improve the first cycle which is not yet maximal, the researcher actually prepares the implementation of the second cycle by using the lesson plan to the second cycle, so that the mistakes that occur in the first cycle are not repeated.

a. Financing actions

The planning (planning) in this second meeting can be described as follows:

- a. Make learning plans including lesson plans.
- b. Create or prepare Printed Comic Script media about School material.
- c. Developing more varied English learning, by using Comic Printed Script
- d. Trying out an approach individually to students who are thought to not understand the subject matter but still do not want to ask.
- e. Get in the habit of exchanging ideas or working in groups to maintain the cohesiveness of each group, so students can learn to interact with their peers, dare to think, so they don't rely on active students only.
- f. Making observation tools or guidelines to find out, student performance, student creativity in the teaching and learning process as a form of student understanding of the material that has been explained by using Printed comic media.
- g. Make test questions about the School to find out the students' vocabulary mastery.

In this second cycle action plan, in learning English, researchers use flash Printed Comic Script media that are strived for students to better understand the material, and be able to play an active role in classroom learning, and be actively involved in cooperation between

students so that their learning outcomes improved from the previous cycle, and it is expected that knowledge about English lessons will be more leverage.

b. Implementation of Cycle Actions II

The implementation of the second cycle was PTKried out on April 8 and 12, 2019. This cycle was the last cycle in PTK that was conducted by researchers at SMP Negeri 1 Soko which was held 2 meetings with each meeting (2x 35 minutes).

a. Meeting 1

As in the implementation of the previous action, the researcher PTKries out the action in accordance with the plan that has been made namely applying the Printed Comic Scripts media which is in accordance with the material to be taught. At this meeting, it consisted of three stages, namely initial activities, core activities, and final activities.

The initial activity is carried out by greeting students, followed by attendance, asking students how they are, asking questions beforehand. Then convey the learning objectives to be achieved and continue the strategy that was used in the first cycle with some improvements. At the apperception stage, the teacher provides a stimulus by inviting students to recall the names of the places that are in the school.

In the core activity, in the first cycle the delivery of material in English learning only understood and read the material in the worksheet then the researcher explained. Whereas in the second cycle the researchers

used Comic Printed Script in the form of a picture of a school place with an image that caught the attention of students. Then students are told to mention together what the name of the school room is indicated by the researcher.

As done in the first cycle, the students were divided into 6 groups, the researchers previously explained the material using f Comic Printed Script so students could understand more about the school material. In order to make learning more effective each student is given a number so that they are also active in group learning not to rely on their group friends alone. So all students must answer every question asked by the researcher. Then the teacher distributes the same Printed Comic Script sheets in each group. This learning is repeated so that students really understand the material about school.

In the final activity, the researcher gives the opportunity for students to conclude the material that has been submitted. And before the lesson ends the researcher gives messages to students to stay motivated to learn, then continues with prayer and greetings as a sign that learning has finished.

b. Meeting II

This second meeting only tried out repetition of the material at the previous meeting and individual tests.

In the initial activity, as was done in the previous meeting, which is to give greetings, pray and ask for news today. Before entering the core stage, provide motivation to learn to students and explain the learning activities that will be tryied out at this meeting. From a total of 31 students, it turns

out they were all present and none of the students were absent. This makes it easier for researchers to explore further data.

Entering the core stage, the researcher invites students to simply memorize the past learning material. The researcher gave some questions regarding school material to students.

Researcher : What picture is this? (researchers show field images)

Neli : I know sir (with a facial expression of enthusiasm), field sir ...

Researcher : That's right.

Researcher : What picture is this? (researchers show laboratory images)

Puput : I know sir (with a passionate facial expression), laboratory sir

Researcher : Very good.

Then, students are asked to prepare stationery in preparation before the test begins. Writing tools prepared include paper, pencil, eraser, and other learning tools. Every student must have the stationery. This is done to anticipate that during the test activities the students do not borrow from each other friends who might be cheating such as cheating. Next the researcher gave instructions on how to work on the questions and read out the procedures during the test. The next activity researchers distributed questions to students to work on. Exactly at 07.10 WIB the replay began. Researchers provide a time limit of 50 minutes of work or approximately ends at 08.00 WIB. During the test process the atmosphere is so calm unlike learning usually this is because students concentrate on working on the test

questions. Not many students ask questions during the test process. Only once in a while they were seen asking questions to my seatmate. But this incident made the student concerned get a reprimand from the researcher. From the observations of researchers it turns out they look so smooth in working on the problems. They also seemed so enthusiastic and enthusiastic in working on the problems. The time has not shown at 8:00 or approximately at 07.45 it turns out there is one student who has finished working. The time duration is faster than the time limit that was originally set. This immediately surprised researchers. After being questioned and further investigated it turned out that the student really had finished working on the problems and the results were quite satisfying. Almost all problems can be done well. After that incident one by one from the theme was also seen starting to collect assignments.

In the final activity, the teacher and the students draw conclusions from the second cycle meeting, hold questions and answers about material that is not yet understood, and the teacher conveys messages to students to remain enthusiastic in learning, then ends with prayers and greetings.

From the conversation above it can be concluded that students feel happy with the learning that has been passed during this try. They feel happy because learning like this (meaning learning that is in the try) is different from previous learning before the try was held which usually uses more conventional methods, namely lectures, writing, assignments and this method is considered boring by most students. In this try, they seemed to

gain new experiences in their learning. In addition students understand more quickly.

d. Reflection Cycle II

The implementation of learning in the second cycle remains the same as the first cycle which aims to improve students' vocabulary mastery in school material. In this cycle, students already understand the learning media applied by researchers. When working on the questions the students can already accept the opinions of classmates. Thus the results of observing the actions in the second cycle there is an increase in learning English. This improvement can be observed from the results of group and individual student tests.

Through observation of each cycle, a conclusion can be drawn that the use of Printed Comic Script media has been proven to be able to improve students' vocabulary mastery in English lessons at SMPN 1 Soko. These observations were tried out in stages through group assignments and practice questions, which showed an increase from cycle I to cycle II.

The optimal use of Printed Comic Script media in increasing the mastery of English vocabulary, especially school material, can create a conducive learning environment.

Based on the analysis above shows that in this second cycle the use of Printed Comic Scrip media can improve students' vocabulary mastery, this can be seen from group learning activities that can bring students to actively talk, express ideas, ask questions, and answer. It can be seen that changes in

student behavior in the previous cycle are only passive and are now active in learning.

From the observations, there is an increase in student enthusiasm than before because they understand the application of the media better than before in the first cycle. In the first cycle, this media is only first known, so they have not been able to feel the maximum pull. This is different from the implementation of this second cycle which has been done a second time so that students feel more comfortable.

While the enthusiasm of students when doing Printed Comic Script media in this cycle that exceeds the enthusiasm in the first cycle can be caused by groups of students motivated to be able to answer questions more precisely than before. This was mainly demonstrated by groups of students who had never been able to answer the questions well in the previous implementation, so they were more enthusiastic in learning before the implementation of Printed Comic Script this time.

While on the level of student activity in participating in the implementation of Printed Comic Script which shows an increase in the number of students who are actively involved talking during the question and answer session, it can be caused by the motivation to imitate what their friends have done in the previous Printed Comic Script implementation.

Motivation to imitate one of them due to motivation to compete or not want to lose with other students. This kind of competition certainly shows something positive because students will always be motivated in their learning. In addition this is also inseparable from the role of the teacher who

always reminds students to be able to do the same thing as other students who have good learning achievements.

Thus, the researcher considers that there is no need to take further action and end this action research in class VII-D students at SMPN 1 SOKO