

IMPROVING THE EIGHT GRADE JUNIOR HIGH
SCHOOL STUDENTS VOCABULARY MASTERY BY
USING COMIC

SKRIPSI



submitted as one of the requirements
to obtain a bachelor's degree in education

by:

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**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
EDUCATION LANGUAGE AND ARTS IKIP PGRI
BOJONEGORO SCHOOL YEAR 2023/2024**

**“IMPROVING THE EIGHT GRADE JUNIOR HIGH SCHOOL
STUDENT’S VOCABULARY MASTERY USING COMIC”**

THESIS
Presented to
IKIP PGRI BOJONEGORO
In partial fulfillment of requirements
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2024**

LEGITIMATION

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Has been defended in the thesis session at the English Education Department,
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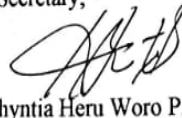
Bojonegoro, 26 July, 2024

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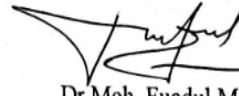
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MOTTO

"Effort and courage are not enough without purpose and direction".,-John f. kennedy

"It's okay to celebrate success but it's more important to pay attention to the lessons of failure",-Bill gates

DEDICATION

With great gratitude for the grace given by Allah, I dedicate this thesis to:

1. My parents and family, without your love, prayers, and support, I would never have reached this point. Thank you for all your trust and encouragement. You are my source of inspiration to keep trying and achieving my best.
2. All my friends in 2024, especially the English class, thank you for the togetherness, cooperation, and enthusiasm that we have shared so far. This journey is full of challenges, but our togetherness makes every step feel lighter and more meaningful.
3. Close friends who have been true friends in joy and sorrow, thank you for your motivation, support, and togetherness in overcoming various obstacles. This struggle has become easier and more enjoyable because you are beside me.
4. Thank you very much to Afni Khofian Afif who has supported, accompanied and always encouraged me from the beginning of college and until now. maybe without you I could not be at this point.

STATEMENT OF AUTHENTICITY

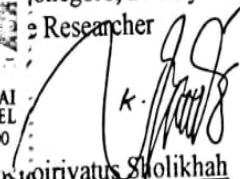
I, the undersigned below:


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In order to uphold academic integrity, sincerely and without any coercion from any party, I declare that the thesis is entitled:

IMPROVING THE EIGHT GRADE JUNIOR HIGH SCHOOL STUDENT'S VOCABULARY MASTERY USING COMIC

This is my own original work and I have included all sources of information used clearly in the reference list based on the scientific code of ethics. I am aware that if a violation of scientific ethics is found regarding the authenticity of this work, I am personally willing to accept the consequences in accordance with applicable regulations and am ready to bear legal sanctions.

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Abstract

Khoiriyatus Sholikhah, Improving The Eight Grade Junior High School Student's Vocabulary Mastery Using Comic, Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, S.Pd., M.Pd.,(II) Dr. Refi Ranto Rozak, M.Pd.

Keyword: Vocabulary, Comic

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

Abstract

Khoiriyatus Sholikhah, Improving The Eight Grade Junior High School Student's Vocabulary Mastery Using Comic, Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, S.Pd., M.Pd.,(II) Dr. Refi Ranto Rozak, M.Pd.

Kata Kunci: Kosa-kata, komik

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 komik 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 GUS DUR 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.

ACKNOWLEDGEMENT

The author would like to express his gratitude to the presence of God Almighty, because thanks to His mercy and grace the author was able to complete the thesis entitled "English Classroom Interaction in Two Primary Schools at Rural Area". Sholawat and greetings are always offered to the Prophet Muhammad SAW, the prophet who brought us all from the dark era to the bright era. This thesis was prepared to fulfill one of the requirements for obtaining a Bachelor of Education degree at the Faculty of Teacher Training and Education IKIP PGRI Bojonegoro.

In the process of preparing this thesis, the author has received a lot of help, support and guidance from various parties. Therefore, with all humility, the author would like to express his deepest thanks to :

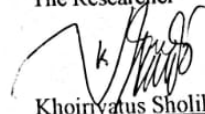
1. Dr. Junarti, M.Pd as the Rector of IKIP PGRI Bojonegoro.
2. Fitri Nurdianingsih, M.Pd as the Dean of the Faculty of Language and Arts Education IKIP PGRI Bojonegoro.
3. Chyntia Heru Woro Prastiwi, M.Pd as Head of the English Language Study Program.
4. Oktha Ika R. S.Pd, M.Pd as Supervisor I, who helped a lot, has provided patient guidance during the preparation until the completion of this thesis.
5. Dr. Moh. Fuadul Matin SS, M.Pd as Supervisor II, who was very helpful, has provided complete guidance

patiently during the preparation until the completion of this thesis.

The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly expected for future improvements. Hopefully this thesis can provide benefits for the writer, readers and all of us.

Finally, the author hopes that Allah SWT will always bestow His grace and guidance on all of us. Amen.

Bojonegoro, 26 July 2024
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APPROVAL SHEET

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CHAPTER I

INTRODUCTION

A. Background of the study

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. It forms the building blocks of communication, the second is Determines Fluency: Fluency in a language refers to the ability to express oneself smoothly and accurately. A rich vocabulary allows individuals to convey their thoughts and ideas effectively, contributing to fluency in speaking, writing, listening, and reading. The third is Inseparable from Learning Process. Vocabulary acquisition occurs naturally as individuals engage with the language through reading, listening, speaking, and writing. It is integrated into various language learning activities and exercises, reinforcing language proficiency, and the last is Critical for Effective Communication. The breadth and depth of one's vocabulary directly impact their ability to communicate effectively. Choosing the right words enhances clarity, precision, and coherence in expressing ideas, emotions, and intentions.

Limited vocabulary knowledge makes it difficult for students to understand a reading passage in English. (Leki & Carson 1994) cited in (Maskor & Baharudin, 2016) stated that The deficiency in vocabulary can detrimentally impact writing quality when compared to other factors like attitude, motivation, and exam preparation. a limited vocabulary can negatively influence the quality of writing. It emphasizes that this impact is notable when contrasted with other factors such as attitude (the writer's perspective or mindset), motivation (the drive or determination to write effectively), and preparation for the exam (the readiness or planning for the writing task). Essentially, it suggests that while these other factors are important, the lack of vocabulary can still be a significant hindrance to producing high-quality writing, speaking, and listening.

B. Research Questions

According to background of the study as previously explained the researcher formulated the question

1. comic improve the at eight grade at SMP GUS DUR student's vocabulary mastery in the academic year 2023/2024
2. What are the students' perceptions in learning vocabulary by using comics?

C. Research Objectives

Based on the above research questions, the research objectives are:

1. To know whether comic can improve at eight grade at SMP GUS DUR student's vocabulary mastery in the academic year 2023/2024

2. To perceive the student perception in learning vocabulary by using comic.

D. Research significances

There are two significances of the research there are theoretical significance and practical significance.

E. Theoretical significance

This research can be used as the references for someone who wants to do a research in reading performance especially using comic as teaching media

F. Practical significance

Beside the theoretical significance the researcher hopes this research is able to give some practical significance to the students and the teachers.

a. Student

The student will be more interested in learning English by using comic as media and this research will give contribution to the student how to learn vocabulary enjoyable and interesting.

b. Teacher

The result of this research is expected to be useful for the teacher who might use comic media when they teaching vocabulary.

G. Definition of Key Terminology

a. Vocabulary

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.

Vocabulary is an important component of speaking English whether in daily life or when interacting with others. “Vocabulary is a grouping of letters that formed unmemorable words”(Parede et al., 2022) according the statement above Parede said that vocabulary is a collection of words formed by grouping letters in a specific order to convey meaning. These words are the building blocks of language, and they can vary in complexity and usage. The arrangement of letters in a particular sequence gives each word its unique identity and contributes to its memorability. The richness of one's vocabulary is crucial for effective communication, as it enables individuals to express ideas, thoughts, and emotions with precision and clarity.

b. Comic

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 to the statement above it can be concluded 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. This unique combination of visuals and text prompts students to not only read but also observe and interpret the illustrations, aiding in a comprehensive understanding of the language. By utilizing comic strips, students can effectively absorb vocabulary in a dynamic and visually appealing manner, making the learning process more engaging and enjoyable.

According to Nafisah & Pratama.(2020) “Comic strips create messages through story line and pictures. It has some benefits such as: helping students to comprehend the contents of the text, helping them to improve their ideas, increasing their interest in reading”. Comic strips are a form of visual storytelling that combines images and text to convey a narrative. They are composed of a sequence of panels, each containing a combination of illustrations and often accompanied by dialogue, captions, or other text elements. The integration of both visual and textual elements in comic strips offers several benefits, especially in an educational context.