

**THE EFFECT OF COMIC STORIES ON STUDENTS'  
VOCABULARY MASTERY at 10<sup>th</sup> grades SMA ADHYAKSA  
1 KOTA JAMBI**

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**ABSTRACT**

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**Keywords:** Comic Stories, Vocabulary, Vocabulary Mastery

The purpose of the research is to investigate the effect of comic stories on students' vocabulary mastery at 10<sup>th</sup> grades SMA Adhyaksa 1 kota jambi. The method of this research is quasi-experimental method. The study was carried out in two classes of research, namely experimental and controlled class. The purposes of this research is to find out the significant effect of using the comic story on students' ability in vocabulary at the tenth-grade students of SMA Adhyaksa 1 kota jambi. The subject of this study was the tenth grade

students, and the samples of this research were X IPA 1 as the controlled class and X IPA 2 as the experimental class.

The instrument used in this study was pretest and posttest. The technique used in collecting the data was quantitative data with t-test. The result of the study showed that the use of comic stories on students' vocabulary mastery was effective. It could be seen from the result of calculation that the students' score in experimental class was higher than the students' score in the controlled class. The mean score of post-test in experimental class was 62.00. Meanwhile, the mean score of post-test in controlled class was 49.83. The difference values yielded were  $t = -3.510$ , and  $\text{sig. (2-tailed)} = .001 < .005$ . The conclusion that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. In other words, there was significant difference in post-test average score after treatment was done by using Comic Stories in experimental class.

## **INTRODUCTION**

Vocabulary is one of English sub-skills that must be taught to the students because vocabulary has an important role in all language skills. Fauziati (2010:61) states vocabulary is central to language and critical importance to the typical language learner. Without a sufficient vocabulary, ones cannot communicate effectively or his ideas in both oral and written form. Vocabulary is the first step to learn English because without knowing a lot of vocabulary in English the learner will get difficulties in mastering English. Thus, vocabulary should be the first priority in English language teaching and learning.

Vocabulary mastery is an important element used to support the mastery of the four major skills i.e. speaking, reading, writing, and listening (Schmitt and McCarthy 1997, p.6). In writing, mastering vocabulary will help the writers expand their ideas based on the topic sentence given by the teacher. In reading, vocabulary makes the readers easy to understand the main point of the reading text. In speaking, vocabulary makes the speakers easy to share and explain their

ideas. In listening, vocabulary makes the listeners easy to grasp what other people say. So, vocabulary mastery is the basic and main aspect of foreign language learning.

Comics as a visual communication and media are also more than just a pictorial story of light and entertaining. As a visual communications media, comics can be applied as a tool of education and ability to convey information effective and efficient. Comic also can be used to facilitate vocabulary teaching. The use of comics with color illustrations, the story and the realistic and interesting characters can motivate students of all age levels (Sudjana and Rival, 2009: 69). A comic story can be used as a vocabulary teaching media which is an essential component of a language, especially a foreign language is rarely used outside of the classroom by Senior High School students.

Based on the above discussion, the researcher hopes the comic will become a more effective learning media and facilitate mastery of vocabulary of students especially in SMA Adhyaksa 1 Kota Jambi. Researcher want to use comics as a medium of instruction and learning to make it easier for students to understand the meaning of vocabulary and students can use the vocabulary in a context. More importantly, students can enjoy their learning process because with the growing sense of fun in the learning process will make students more easily understand the lesson, especially for the English vocabulary. On the other hand, comic stories are also one way to make students more interested in learning vocabulary. Based on the background mentioned above, the research question is formulated as follows: Is there any significant effect of using the comic story on students' ability in vocabulary at the tenth-grade students of SMA Adhyaksa 1 Kota Jambi?

## **REVIEW OF LITERATURE**

### **Vocabulary**

According to Ur (1996: 60) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary maybe more than a single word, for example, father-in-

law and police officers, which are made up from two or more words but express a single definition or idea. In another case there are also compound words called as multi-word idioms, for example, call it a day.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words, and idioms that individual speakers of a language might use. Vocabulary in this research is limited to a set/list of English words which is related to the theme that should be taught in term of describing a comic story.

### **Vocabulary Mastery**

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001:16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

### **Comic**

Nana Sudjana (2002:64) defines comics as a kind of cartoon form expressing character, playing a story in sequences of closely related drawing, and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, complete with action. Comics also appear in newspaper and book. From the various definitions above, it can be concluded that

comic is an artwork, which has a sequence of stories about characteristics, events in picture form that can be humorous, mysterious, etc.

## **METHOD**

In this research, the researcher was using experimental research. The purpose of this research is to find out the effect of the relationship between two variables. There were two variables in this research, the independent and dependent variable. The independent variable is variable that represents the condition the researcher control in an effort the variable's effect on some outcome. On Student's Vocabulary Mastery is seen as the dependent variable of this research. Comic Stories method is seen as the independent variable of this research. In this design, the group will use by researcher cannot be selected randomly. So it should be given a pre-test that aims to determine the stability and clarify of group circumstances before the treatment given.

The design of this study is quasi-experimental research and the researcher using statistical research to get a result. Therefore, this study was using two groups of the subject in which of them are treated with different treatment. They are an experimental class which is taught using comic stories and control classes taught using conventional learning media or textbooks. Next, both of the groups are measured with the tests (pre-test and post-test), the post-test is conducted after the sixth meeting of treatment and the results are compared.

## **FINDING AND DISCUSSION**

The researcher did the research to the tenth grade students at SMA Adhyaksa 1 Kota Jambi in the second semester. The researcher chose two classes as sample of the research; they were X IPA 1 as the control class and X IPA 2 as the experimental class, the number of students in each class was 30 students. The researcher did the research in eight meetings which were the pre-test in first meeting, the treatments in six meetings and the post-test in the last meeting. The researcher explained the pre-test and post-test of experimental and control class as follows:

### Descriptive of Pre-test in Experimental Class and Control Class

The writer gave the pre-test before the treatments given. The writer gave the pre-test on 14<sup>th</sup> and 16<sup>th</sup> March 2018. The test was 20 items for 30 minutes. The descriptive statistics and frequency distribution of students' pre-test score of experimental class and control class were in table 4.1 and 4.2

**Table 4.1 Descriptive Statistics of Students' Score in Pre-test in Experimental Class and Control Class**

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	30	25	70	48.50	9.573
Pretest_Control	30	25	75	49.00	10.455
Valid N (listwise)	30				

**Table 4.2 The Frequency Distribution of Students' Score in Pre-test in Experimental Class and Control Class**

Score	Category	Pre-Test Experiment class		Pre-Test Control class	
		Frequency	Percentage	Frequency	Percentage
90-100	Very Good	-	-	-	-
70-80	Good	1	3.3%	1	3.3%
50-60	Fair	19	63.3%	21	70.0%
30-40	Weak	9	30.0%	7	23.3%
<30	Poor	1	3.3%	1	3.3%
Total		30	100%	30	100%

From the table 4.1 above, the pre-test mean score result of experimental class was 48.50 whereas control class was 49.00. The students who achieved the score ranging from 70-80 were considered in good category. In experimental class, there were 1 students who achieved the good category which is the highest score was 70. While in control class, there were 1 students who achieved the good category which is the highest score was 75.

Meanwhile, the students who achieved the score ranging from 50-60 were considered in fair category. In experimental class, there were 19 students who

achieved the fair category. While in control class, there are 21 students who achieved the category which the lowest score was 25. Based on table 4.2 above, most of the students were in good category, yet there was no student achieve in very good category. It meant that students still had difficulties in mastering vocabulary.

### **Descriptive of Post-test in Experimental Class and Control Class**

The treatments were done in six meetings to both classes by the researcher. Then, the researcher gave the post test on April 11<sup>th</sup> and 13<sup>th</sup>, 2018. The descriptive statistics and frequency distribution of students' score in post-test in experimental and control class were in table 4.3 and table 4.4.

**Table 4.3 Descriptive Statistics of Students' Score in Post-test in Experimental Class and Control Class**

#### **Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	30	30	80	62,00	15,790
Posttest_Control	30	25	70	49,83	10,554
Valid N (listwise)	30				

**Table 4.4 The Frequency Distribution of Students' Score in Post-test in Experimental Class and Control Class**

Score	Category	Post-Test Experiment class		Post-Test Control class	
		Frequency	Percentage	Frequency	Percentage
90-100	Very Good	-	-	-	-
70-80	Good	14	46.7%	1	3.3%
50-60	Fair	8	26.7%	19	63.3%
30-40	Weak	8	26.7%	9	30.0%
<30	Poor	-	-	1	3.3%
Total		30	100%	30	100%

From the table 4.3 above, the post-test mean score result of experimental class was 62.00 whereas control class was 49.83. The students who achieved the score ranging from 70-80 were considered in good category. In experimental class, there were 14 students who achieved the good category. Whereas in control class, there were 1 students who achieved the category which the highest score was 70.

Meanwhile, the students who achieved the score ranging from 50-60 were considered in fair category. In experimental class, there were 8 students who achieved in fair category which the lowest score was 30. Whereas, in control class there were 19 students who achieved the fair category which the lowest score was 25. Based on table 4.4 above, most of the students were in good category and fair category.

### Hypothesis Testing

The researcher used Independent Sample T-test in SPSS as a program to calculate the data.

**Table 4.5**  
**Independent Samples Test**  
**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	10.325	.003	3.510	58	.001	12.167	3.466	19.106	5.228
	Equal variances not assumed			3.510	50.574	.001	12.167	3.466	19.106	5.206

**Table 4.6 T-test Conducted to Experimental Class and Control Class toward Post-test**



Dependent Variable	Group	Mean	Df	T	Sig.(2-tailed)
Post-Test	Experimental Class	62.00	58	3.510	.001
	Control Class	49.83			

From the table 4.6 above, the t-result toward post-test score that there was a significant effect for both of classes. The mean yielded was 62.00 in experimental class and 49.83 in control class. The post test score of experimental class was higher than control class. The difference values yielded were  $t=3.510$ , and sig. (2-tailed) =  $.001 < .005$ . The conclusion that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. In other words, there was significant difference in post-test average score after treatment was done by using Comic Stories in experimental class.

## CONCLUSION

Based on the research findings and discussions, some conclusions about the research of the effect of using Comic Stories on students' vocabulary mastery were presented. First, the result of the analysis of the mean score of pre-test for experimental and control class before treatment given shows that the most of the students were only in Fair category. However, there were still many students categorized in Weak. It means that many of students had problems in vocabulary mastery. Then, the mean score result of post-test for both classes was improved better from the pre-test. The control class did not use Comic Stories, but the teaching also helped the students to mastering vocabulary. However, experimental class score increased significantly than control class. It was proven by the difference mean score of post-test of experimental class and control class. From mean score of post-test of experimental class more than half of the students were in Good category. Meanwhile, most of control class students were in Fair category. It means that there was a better improvement on students' vocabulary mastery after treatment given with Comic Stories. Thus, the One Hypothesis ( $H_1$ )

of using Comic Stories on the tenth grade students' vocabulary mastery at SMA Adhyaksa 1 Kota Jambi was accepted.

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