

THE EFFECT OF USING COMIC STRIPS ON STUDENTS' MOTIVATION IN MASTERING VOCABULARY

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Abstract

This study focused on teaching vocabulary by using comic strips in Al-Manar Modern Islamic Boarding School Banda Aceh. The aims of study are to investigate whether it is effective to increase students' motivation in mastering vocabulary by using comic strips and to find out the obstacles faced by the students in using them. The total population of this research was 215 students. The samples of the research are students of class IIA consisted of 21 students of Al-Manar Modern Islamic Boarding School Banda Aceh. The data were obtained from the students by observation, interview, and test. Statistically, the final result of this study is effective. The post test scores are slightly higher than pretest. The researcher applied independent sample t-test calculation to test the hypothesis to analyze the data. The *Degree of Freedom (df)* is 20. At level of significant 5% and 1% (2,09 and 2,84), the score of t-test (t_0) is bigger than t_{table} : $2,09 < 4,87 > 2,83$. Consequently, the hypothesis is accepted. As the result, the hypothesis of this thesis is proved. Therefore, it is effective to increase students' motivation in mastering vocabulary. It also shows that comic strips help them in learning vocabulary become easier. It can be concluded that teaching vocabulary by using comic strips can be a good motivation for the students. Students have motivation in increasing vocabulary by using it. It made them more spirit and they do not feel sleepy in the class. The class also can be more active. Hence, comic strips can be used to teach English vocabulary to the students. The obstacles faced by the students in using comic strips are limited time provided and the difficulty in memorizing and recognizing words.

Keywords: *comic strip, students' motivation, vocabulary*

1. Introduction

Motivation is something that encourages, direct, and sustains behavior. It is very crucial in self-development because it links to learning. If somebody wants to be more success than what they have already got, the key is do not stop learning. Motivation is a desire to achieve a goal, combined with the energy to work toward that goal, combined with the energy to work towards that goal (Keblawi, 2009). In learning foreign language, motivation is the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experience in this activity (Liulienė & Metiūnienė, 2011). Brown state that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit (Brown & Lee, 2015).

Nowadays, English is one of international languages which is used around the world. English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. To be involved in internal relations, mastery of English is one of the keys to communicate (Juliana & Afrianti, 2020). Teaching is a process of communication. It has to be created through the way of teaching and exchanging the message or information by every teacher and student.

The message can be knowledge, skills, ideas, experiences, and many others. Vocabulary has a big impact on students' mastery of foreign language. It is quite important, not only in oral practice communication but also in mastering English skills. Vocabulary is one of the important factor in all language teaching, student must continually be learn words as they learn structure and as they practice sound system (Allen & Valette, 1977).

English is one of the foreign languages for Indonesian people. It is learned in school since the seventh year of Junior High School up to the twelve year of students and as a local content subject in Elementary School. It is an important tool of communication, which is used by many countries in the world. It plays as an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan & MA, 1992).

In addition, vocabulary mastery has an essential role in studying the language. It is one of components which supports the English skills. Without having adequate vocabulary, it would be difficult to transmit the ideas to other people and to understand what other people are talking about. Vocabulary is one of problems confronting English foreign language (EFL) learners (EBA, Hambali, & Zuraida, 2016) . They cannot read the columns of newspaper or popular magazine or even understand newscasts on the radio or television. Their listening comprehension, writing and reading abilities are hampered by their limited of vocabulary (EBA et al., 2016). However, learning vocabulary can be something boring for students. It needs more techniques to help the students in learning and mastering vocabulary, also obviating students from such situation.

Sometimes, English can be a burden for students. Due to a lot of materials and limited vocabulary possessed meaning, students tend to dislike this course (Juliana & Syah, 2021). Junior high school students or teenagers are categorized into adolescents' learners. In this period, teenagers like to spend time for friends, peers, hanging around. School and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Creating a desire to learn is the way that has to build by finding students' interest.

The use of media in a teaching learning process is very important. Some roles of media or instructional media are as follows. First, to entertain. the media can be used as recreation and enjoyment. It includes fictional stories and poem published in books and magazines, records, tapes, and radio broadcast of music. Music typically shown in motion pictures theaters, and comedies, dramas, and sporting events in television. second, to inform. The use of media can increase awareness or present facts. It includes newspapers, documentaries on radio and television, and advertisements in all media. Third, to instruct. Media are used to take the viewer and listener from state of not knowing to one of knowing. Form a state of poor performance to a state of competence. It includes motion pictures, slides, film strips records and audiotapes (Naz & Akbar, 2008).

One of the ways to create their desire to learn is by using comic strips. Comic strips as the media that can help students in mastering vocabulary. 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. To encourage the process of reading comic, concentration is one of the crucial requirements that readers have to upgrade (Azzahra, 2021). Furthermore, comic contains full of interesting pictures. So that students would not be bored of the materials because they are interested in them and enjoyable for them to learn. Samuel found that poor readers were significantly more distracted by picture clues than good readers (Savage & Mooney, 1979). In this study, the researcher focused on how students understand the words provided in the comic by gaining the meaning of the vocabulary and also to see their motivation when learning it. Some previous studies have been discovered related to comic. A research finding found that the implementation of comic could raise the students' enthusiasm to study English (Hasanah, 2021). Another findings also stated that using comic strips could improve students' achievement in comprehending the narrative text (Anida, 2019). In contrast to finding before, another result found comic strips made significant effect toward the eighth grades students in recount text.

Based on the background above, this article aimed to implement comic strips as an alternative strategy for teaching English for students of junior high school of Al- Manar Modern Islamic Boarding School Banda Aceh to overcome the lack of vocabulary and to find out whether using comic strips is effective or not to increase students' vocabulary and to find out the students' obstacle during the use of comic strips. This research intends to explore the research about the students' motivation in mastering vocabulary.

2. Literature Review

2.1 Vocabulary

Vocabulary is an important element of language teaching. It is total number of words that make up a language. It became a major problem in learning English because without an adequate vocabulary, someone cannot express the idea to someone else. Vocabulary is also known as a component of language that maintains all of information about meaning and using word in language (Kridalaksana, 2013). vocabulary is important to reach the success of language learning. With a good vocabulary, which indicates scope of knowledge, people can grasp the thoughts of others and be able to communicate their own thoughts to other people.

Based on the definitions above, it can be concluded that vocabulary is an important component of English language that consists of words and it is very influenced in communication and every part in our live.

2.2 Comic Strip

Comic strip is a sequence of drawing telling a humorous or adventurous story or set of situations usually about some central characters. It may have no printed words, may have short captions (Dictionary, 2002). comic strip is a sequence of picture and text which explains the story. It is also known as image fragment assembled into a short story. This comic is usually published in weekly newspaper, magazines, and tabloid (Tiemensma, 2009).

Comic strips are authentic and using authentic material is very important in language teaching. There are some advantages in learning by using comic strip. First, comic strip can motivate the students and build their confidence. It can be used not only for reading exercises but also for improving the other three skills. Furthermore, it also provides the structure and stimulus to which students respond which helps them to acquire vocabulary, grammatical, and communicative competence, and provides with special cultural knowledge as well. Lastly, comic strip shows the gestures and the body language of the characters (Csabay, 2006).

It can be concluded that comic strips are not only for fun in a language class, but there are also methodological reasons for teachers to use them.

2.3 Motivation

Motivation is a desire to achieve the goal. It is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit (Brown & Lee, 2015). It also can be defined as making someone feel determined or eager to do something. From that explanation, motivation is a motive to take an action or an inner energy that can be realized to a purpose after any simulation.

In general, motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person) (Huitt, 2001). Extrinsic motivation comes from outside an individual. It happens when the students want to do something because of the gift that will be accepted after something done by them. In other words, extrinsically motivated students may have to be bribed to perform something. Examples include money, good grades, and other rewards. While intrinsic motivation is internal desires to perform a particular task, people do certain activities because it gives them pleasure, develops a particular skill, or it is morally the right thing to do. Thus, motivation is so important in learning foreign language. Therefore, it encourages us to know it more deeply and understand about it. Motivation will not be formed if the people do not have the ambition, willing, or realize about the function of learning to themselves. Based on explanation, motivation can be a key to reach the success.

3. Research Method

Method plays an important role in research because method is the way used to examine the problem in research. To know how valid the data, choose appropriate method that will be implemented in the classroom is very crucial. In this case, the researcher conducted the research by experimental teaching. The first step, the researcher chose one class to observe. Then the researcher organized pre-test conducted to know the students' ability before implementing comic strips as a media in teaching vocabulary.

Moreover, the researcher taught vocabulary by using comic strips in the class after pre-test was done. The researcher gave a short story to the students and vocabulary related to the story. The researcher asked the students to match the vocabulary with the meaning available. It was given to the students that had to be done individually. The researcher controlled and gave the instruction to the students when they were working. After all materials were given and taught by the researcher, the students were given the test in order to know their learning result.

Population is all individual that refers to the object of the research (Arikunto, 2013). The population of this research is all the MTsS students of Al-Manar Modern Islamic Boarding School Banda Aceh in academic year 2019/2020. They are 215 students. Sample is a small part of the total that is taken for representative of the entire total that become the object of the research. The researcher only took one class as sample. It is class IIA which consists of 21 students. The sample of this study is taken by purposive sampling. The researcher chose IIA based on two main reasons. First, they are in the middle level or standard capacity and the researcher assumes that it is better to conduct the research for them. The second is because the teacher of the subject suggested to take class IIA as sample because the students of the class have high achievement and were pay more attention to the lesson than other two classes. Purposive sampling used in research if a researcher has personal judgement in choosing the sample of individuals. It considered that there are certain individuals who may be representative for the others (Sugiyono, 2016).

The data collected by using interview and test. The researcher interviewed the students directly to figure out the students' motivation and the obstacles in learning vocabulary. While for the test, two tests were given namely pre-test and post-test. Both tests are written tests. After collecting the data, it was examined by using statistical measures. Started from finding the mean of difference $M_D = \frac{\sum D}{N}$,

standard deviation of difference $SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$, standard error of mean of difference $SE_M = \frac{SD_D}{\sqrt{N-1}}$

and finding t score (t_0) $t_0 = \frac{MD}{SE MD}$.

- M_D : Mean of difference
- $\sum D$: the difference sum between variable X and Y
- N : Number of class
- SD_D : Standard deviation of difference
- SE_M : standard error of the mean

4. Results and Discussion

The examining hypothesis is used to prove whether it is accepted or rejected. Every hypothesis could be true and false. Based on the statistic formula, it has found that score of t_0 is 4,87. After that the researcher needed to put the alternative hypothesis (H_a) and the null hypothesis (H_0) as follow:

H_0 : comic strip is not effective to increase students' motivation in mastering vocabulary.

H_a : comic strip is effective to increase students' motivation in mastering vocabulary.

Then it is needed to compare with the score of t_{table} . On the other hand, to get t_{table} score, the researcher needed to find *Degree of freedom (df)*. Firstly, by using the following formula:

$$df = n-1$$

$$\text{so, } df = 21-1 = 20$$

$$\text{At level of significant } \alpha = 5\%, t_{table} = 2,09$$

At level of significant $\alpha = 1\%$, $t_{table} = 2,84$

According to the significant criterion for acceptance is:

H_0 accepted and H_a rejected if $t_{table (1\%)} > t_{score}$ and $t_{score} < t_{table (5\%)}$

H_a rejected and H_0 accepted if $t_{table (1\%)} < t_{score} > t_{table (5\%)}$

Based on the statistical analysis above, the researcher got the score of t_{score} of experimental class is 4,87. However, the score of $t_{table} = 2,09$ and 2,84. In this case, the score of $t_{score} (t_0)$ is bigger than $t_{table} : 2,09 < 4,87 > 2,84$. Consequently, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. As the result, the hypothesis of this thesis is proved. Therefore, it is effective to increase students' motivation in mastering vocabulary.

The *Degree of Freedom (df)* is 20. At level of significant 5% and 1% (2,09 and 2,84), the score of t -test (t_0) is bigger than $t_{table} : 2,09 < 4,87 > 2,83$. Consequently, the hypothesis is accepted. As the result, the hypothesis of this thesis is proved. Therefore, it is effective to increase students' motivation in mastering vocabulary.

Related to the motivation, actually it was measured by using interview and found that most of the students have motivation in increasing vocabulary by using comic strips. It was also proved by direct observation in the class when teaching learning process going on. The students often feel glad and curious about what kinds of comic strips that would be given by the researcher. They also paid more attention to the comic strips and tried to learn it.

The second hypothesis is about obstacles faced by the students in learning vocabulary by using comic strips. Based on interview and class observation, some obstacles found by the students are limited time provided, and difficulty in memorizing and recognizing words. But it is only for some of them. There are no significant obstacles found because of their post test scores is great. The obstacles found could be overcome as well as their achievement.

Besides, the researcher also has obstacles when applying comic strips in teaching vocabulary. The obstacles are the students' laziness in bringing the dictionaries. So that they have no their own effort in searching the meaning of the words. They always asked the researcher about the meaning. After that, they are lazy to borrow in order to make them easy to study.

There are two research questions that need to be answered in this explanation. The first research question is whether comic strips effective to increase students' motivation in mastering vocabulary or not. According to the result above, comic strips are effective to increase students' motivation in mastering vocabulary. It was in line with the research by Martages et.al and Rokhayani who stated that using comic strips improved students' motivation (Martages, Suharjito, & Santihastuti, 2017; Nafisah & Pratama, 2020; Rokhayani & Utari, 2014). The post test score was slightly higher than pre-test score. It may be caused by several possibilities such as the pre-test questions are too easy so that the students are easily to answer the questions. It is also can be caused by the morning scheme activity that is delivering new vocabulary that must be followed by all of the students in every morning. From the activity, the vocabulary given in pre-test may be has gotten in that activity so that they can answer the question easily. Furthermore, their vocabulary also increased during the learning process by using comic strips. As a result of the research by Darsalina et.al who found that significant improvement of students' vocabulary mastery (Darsalina, Syamaun, & Sari, 2016).

Besides, students' motivation also can be seen from the interview answer. Most of the students have high motivation in studying English, included vocabulary. When teaching learning process was going on, the researcher also found the condition of students who have motivation are always happy to receive the subject materials, pay attention to the teacher explanation, concentrate, always want to finish their homework, and have the complete notes. By having the motivation that inside their selves, they can master the material easily (Priatin, Irianti, & Nurfauziah, 2021).

The second research question is some obstacles faced in using comic strips. According to interview results, limited time provided is an obstacle. Actually 90 minutes in each meeting. It was used to teach and give some exercises. In their opinion, it was needed more time to analyse and connect the picture and the vocabulary. The other obstacles are difficulty in memorizing and recognizing words. It

was proved by their interview answers. Some of them said that it was difficult to memorize and recognize words. All students could overcome the obstacles. It was in line with a research result that stated although there were some difficulties in upgrading vocabularies, they did not affect the student's knowledge (Maharani, 2021). The result of this study can contribute some benefits to students and teachers. Here are the benefits. For students, it may motivate them to improve their interest in learning English since they will find out that learning English is not always difficult. Their improvement of interest in learning English will help them master English well. For teachers, the research findings are expected to be used as a consideration in teaching vocabulary in the classroom.

5. Conclusion

In conclusion, all respondents accepted the use of comic strips in teaching vocabulary. It was effective in increasing their motivation in mastering vocabulary by using comic strips. Although some obstacles found during the teaching learning process, but it can be overcome during the time of study.

Using comic strips can increase students' motivation in teaching vocabulary. It makes them more spirit and the classroom are more alive during teaching learning. The researcher limits this study by the following limitation. First, the comic strip used for this study was taken from Mort Walker's "beetle bailey" and Garfield. Second, this research was only conducted to the 8th grade students of Al-Manar Modern Islamic Boarding School Banda Aceh.

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