

THE USE OF COMIC STRIP AS MEDIA TO INCREASING THE STUDENTS' VOCABULARY MASTERY AT SMKN 4 PANGKEP

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 4, 2023 Revised: February 14, 2023 Accepted: May 21, 2023 Published: June 25, 2024</p> <p>Keywords: Comic Strip Vocabulary Mastery Experimental Research</p>	<p>This study aims to determine the increase in students' vocabulary skills by using comics as a medium to improve students' vocabulary skills in terms of reading. This study focuses on the use of comic strips as a medium to improve students' vocabulary. The type of research used is Pre-Experimental Research. This aims to determine the effectiveness of using comic strip media to improve vocabulary understanding for class XI students of SMKN 4 Pangkep for the 2022/2023 academic year. The sample of this study were students majoring in offices, amounting to 27 students of class XI offices at SMKN 4 Pangkep. This study used a purposive sampling technique using the pre-experimental method. Researchers obtained data by using pre-test and post-test. The average value of the pre-test was (56.29) and the post-test was (75.74). That is a better improvement than the average student's score on the post-test. Based on the results of the analysis, it was concluded that the use of comic media can improve the vocabulary understanding of class XI students of SMKN 4 Pangkep.</p>
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INTRODUCTION

As one of the four language skills, reading is referred to as a receptive skill and is crucial to learning a foreign language. Receptive skills, according to Harmer (2018), are the methods by which individuals derive meaning from the discourse they observe or hear. Reading activities can provide readers with information or inspiration. The process of learning English involves reading a lot. Reading is given a significant emphasis in many second or foreign language teaching contexts, as observed by Richards and Renandya (2019). Reading texts offers opportunities to learn language, including vocabulary, grammar, punctuation, and the way that sentences, paragraphs, and texts are put together, according to Harmer (2018).

Harviati (2019), teaching vocabulary using comics as a medium to increase vocabulary knowledge is successful. For students, teaching vocabulary using English comics is interesting and popular, because it can attract their attention, prevent boredom, and motivate them to

learn more.

One of media that the teacher can used when teach about reading comprehension was Comic Strips as Media to learn English. Comic is literature creation that form like story in the picture that have text and have main characters where the students can easily to understand the dialog and the students can easily to express their ideasthrough images. Applied comic strips as media in teaching and learning brough sameeffect as use games and brough nice atmosphere into class. According to Sudjana and Rifai (2018) Comic is used as learning material because the impact of Comic Strips be able to make process teaching and learning more effective and make students interesting in learning.

According to Koenke (2018), comic books might encourage students to learn discipline. In order to teach vocabulary using English comics, the researcher decided to use a pre-experimental study as a research approach. Researchers employed this media to facilitate learning and teaching.

Based on the presentation of the aforementioned ideas, the author of this study will explore how to use comic strip media to improve students' vocabulary mastery. in addition, this research also focus on *how to use of comic strip media to increasing the students' vocabulary mastery.*'

RESEARCH METHOD

Research Design

Pre-experimental Design is used in this study. The simplest type of study design is pre-experimental. At each time point, one study group will used, one before therapy and one after treatment. The intervention or treatment's outcome is define as a change in the targeted outcome. There will no control or comparison group used. One group receive a pre-test and a post-test using the following formula:

Pre-test	Treatment	Post-test
O1	X	O2

RESULT AND DISCUSSION

The outcomes of the data analysis form the basis for the research findings. Data collection involves data analysis. Pre-test and post-test portions make up the test. Before giving the students comic media, a pre-test was used to assess their baseline reading skills, and a post-test was used to assess how much their vocabulary understanding had improved.

Classification of students' pre-test and post-test scores in the experimental class

Table 1 and table 2 show the classification of vocabulary comprehension reading for class XI students of SMKN 4 PANGKEP on the pre-test and post-test scores in the experimental class.

No	Range of Score	Classification	Frequency	Presentage
1	96-100	Excellent	0	0%
2	86-95	Very good	0	0%
3	76-85	Good	3	11,1%
4	66-75	Fairly good	2	7,4%
5	56-65	Fair	8	29,7%
6	46-55	Poor	7	25,9%
7	0-46	Very poor	7	25,9%
Total			27	100%

Table 1 The rate presentage of score experimental class in pre- test

Table 1 shows that the presentage level and frequency of experimental class students in the pre-test students got good and moderate scores. 3 (11,1%) students good grades, 2 (7,4%) students got fairly good grade, 8(29,7%) students got fair grades, 7 (25,9%) students got poor grades and 7 (25,9%) students got Very poor grades very bad. That is, the value of students before being given low treatment.

No	Range of Score	Classification	Frequency	Presentage
1	96-100	Excellent	0	0%
2	86-95	Very good	5	18,6%
3	76-85	Good	7	25,9%
4	66-75	Fairly good	7	25,9%
5	56-65	Fair	6	22,2%
6	46-55	Poor	2	7,4%
7	0-46	Very poor	0	0%
Total			27	100%

Table 2 The rate presentage of score experimental class in pot-test

Table 2 demonstrates that there were in the post-test 5 (18,6%) students getting very good scores, 7 (25,9%) students getting good grades, 7 (25,9%) students getting pretty good scores, 6 (22,2%) students getting fair scores , 2 (7,4%) students scored less and no students scored very poorly. This means the use of comic media to improve students' reading comprehension.

The mean score and standard deviation of Experimental class

After calculating the result of the students score, the mean score and standard deviation of both classes can be presented in the following table :

Class	Mean Score		Range	Standard Deviation	
	Pre-Test	Post-Test		Pre-Test	Post-Test
Experimental	56,29	75,74	30	15,29	12,30

Table 3 the mean score and standard deviation of experimental class in pre-test and post-test

Table 3 demonstrates that the experimental class's pre-test average value was 56.29 and its experimental class's standard deviation was (15.29). Although the post-test average for the experimental class was (75.74) and the standard deviation was (12.30). it can be from the two tests; the experimental class obtained a greater average score after treatment.

Variable	ttest value	ttable value
Post-test	3,199	2,063

The t-test value was higher than the t-table, as the table above demonstrated. The test's outcome indicated a substantial discrepancy between the t-test and t-table ($3.199 > 2.063$), indicating that the t-table was smaller than the t-test. The t-test result (3.199), which was higher than the t-table value (2.063), at the level of significance (α) 0.05 and the degree of freedom (df) 26, was used to support the claim.

Discussion

Comic media is a suitable medium to be applied in class in learning vocabulary in class XI SMKN 4 Pangkep. The findings of this study suggest that using this media can help pupils acquire more language. Comic media is comic strip media, which are fragments of images that are combined into one part or even a short storyline (short story). However, the contents of the story do not have to end there, the story can even be made into episodes or a continuation of the story again in the comic. Supported by Chaikovska (2018), the results of his research found that the application of comic media to achievement was influenced by the attitudes of students who were motivated by showing enthusiasm and participation. The researcher discovered that using comic books helped kids understand more words (see table 2). This is seen by the experimental group's total pretest score of 1520, with an average score of 56.29, and the experimental group's total posttest score of 2045, with an average score of 75.74.. The experimental group's t-test results were higher than the t-table results ($3.199 \geq 2.063$). The

researcher concluded that the use of comic media in teaching students' vocabulary This is evidenced by the results of data analysis with the t test (3.199). In essence, this study's findings, which indicated higher student In conclusion, based on the findings of this study, which demonstrated higher student scores after being exposed to comic strip media in the experimental class. The use of comic strip media in learning vocabulary is certainly useful for improving students' abilities. In short, the researcher emphasized that comic strip media is important to be applied in teaching reading. This is supported by Andika (2019), the results of his research found that after using comic strip media students' understanding of vocabulary was better than before, and applying comic strip media made a significant contribution in increasing students' vocabulary understanding.

CONCLUSION

Based on data analysis, research findings and discussion in the previous chapter, the researcher concluded that comic media can improve students' vocabulary comprehension. Students' understanding of vocabulary before using comic media is very lacking. In contrast to students' understanding of vocabulary after using comic media.

It can be concluded that the basic value of students increased from very poor to be fairly good. The test score was 3.199 and the table was 2.63, meaning that H1 was accepted which explains that comic strip media was to improve students' vocabulary comprehension at SMKN 4 Pangkep and the null hypothesis (H0) was rejected.

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