

IMPROVING VOCABULARY ABILITY BY USING COMIC

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Abstrak

Masalah dari penelitian ini adalah bagaimana meningkatkan kemampuan berbicara menggunakan gambar berseri, dan bagaimana memotivasi siswa dalam berbicara bahasa Inggris. Penelitian ini dilatarbelakangi oleh konsep kerangka penting pada penggunaan gambar berseri melalui kelompok belajar untuk meningkatkan motivasi mereka untuk berbicara bahasa Inggris selama proses interaksi komunikasi di kelas. Jenis penelitian ini adalah menggunakan penelitian tindakan kelas (Classroom Action Research). Subyek penelitian ini terdiri atas 40 orang siswa pada kelas X-1, SMAN 3 Kediri tahun ajaran 2007-2008. Data penelitian dikumpulkan dengan menggunakan tes vocabulary (tes sesudah perlakuan pertama dan tes sesudah perlakuan kedua), pengamatan untuk mendapatkan data pada motivasi siswa pada peningkatan kemampuan berbicara dengan menggunakan gambar berseri. Data pada kemampuan berbicara menggunakan gambar berseri dianalisa menggunakan uraian deskripsi dan statistik untuk melihat peningkatan nilai rata-rata siswa sesudah perlakuan pertama dan perlakuan kedua. Berdasarkan perlakuan pertama, nilai rata-rata siswa meningkat menjadi 67.8 and pada perlakuan kedua, nilai rata-rata siswa menjadi 78.8. dapatlah disimpulkan bahwa pengajaran berbicara melalui gambar berseri dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: Improving, vocabulary ability, using comic, peer work

1. Background

Students' learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching of English in Indonesia. As a consequence English teachers are demanded to be responsible for the failure in making the students capable of using English for communication both productively and receptively. To alleviate this ordeal, educators, practitioners, and policy makers quite often pay very much attention to research dealing with the curriculum, methodology and teachers excluding such significant variables as the learner perspective. They have rarely taken the learner perspective into consideration as a very important contribution to the learning process.

Does the failure have any relations to these factors? Some English textbooks written for young learners seem to neglect these factors. As a matter of fact, many research findings have shown the powerful role of the students in improving their learning outcome.

Teaching vocabulary in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Besides, as vocabulary is difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen or to speech only. The teachers need to give the students' activities to practice the new speech among the four basic skills of language. Bourdons in Nunan (1993) stated that spoken language needs the mastery of vocabulary habit. This means that practice vocabulary needs much time to fulfil the requirements of the mastery of spoken English, either from school or the environment.

The result of this research is expected to be useful information to: (1) increase the teachers' knowledge of English and share experiences in improving vocabulary ability using comic; (2) encourage the teachers' colleagues in doing action research in improving their teaching as the professional practices; (3) give any contribution to the general public in increasing knowledge concerning about classroom action research and get any reflection for being perfection.

This research is done by the subject of the students of the third class of SMAN 3 Kediri using comic through peer work to improve their ability to speak English. The researcher focused his research in improving vocabulary ability and the students' motivation in the process of teaching and learning using comic. The topics or themes used were: (1) Global warming; (2) Daily activity. Comic through peer work were used to attract and encourage the students to improve their ability to construct their understanding and the ability to speak English and help the teacher to present the materials.

2. The Review Of Related Literature

The researcher found some studies had been conducted using the students' own picture through peer work in improving their ability to speak English. Some

of them: (1) Rahman, Aulia (2007) in his research stated that teaching vocabulary here is how teacher can give a good theme to the students, the theme must make students fill happy so they will give attention all times during the teaching process. The learning and teaching of a second or foreign language is a complex process. Learning is “Acquiring or getting of knowledge of subject or skill by study, experience, or instruction.” Similarly, teaching, which is implied in the first definition of learning, may be defined as. “Showing of helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Teaching cannot be defined apart from learning. (2) Westwood, Peter and Oliver (1975) stated that in improving oral language there are four ways should be considered in which teachers sometimes operate to restrict language development or indeed at times train students not to listen but to speak; (3) Hergenhalm in Elliott (1996) stated that good teaching begins with knowing what you want to teach: the stimuli, you must also identify the responses you want to connect to the stimuli and timing of appropriate satisfiers. (4) Hulse in Elliott (1996) on the effective teaching and effective learning stated that feedback or reinforcement of asking question is very important. It is a powerful tool of controlling behaviour of the students. If you praise students’ correct responses immediately and the students increase correct responses. Vocabulary lesson can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to observe, draw, and establish a context for vocabulary task on certain objects and things (where, when, why, with whom it will occur) and to initiate awareness of vocabulary skill to be targeted. In presentation, the teacher can provide learners with a reproduction model that furthers learner comprehension and help them become more attentive observers of language use. Practice involves learners in reproducing the target structure, usually in controlled or highly supported manner. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. Finally, extension consists of activities that ask learners to use strategy or skill in a different context or authentic communicative situation, or to integrate use of new skill or strategy with previously acquired ones (Brown, 1994).

Vocabulary function is the productive and interactive skill. (1) What is productive skill? With reference to usage, it is then perfectly true to say that vocabulary is productive and makes use of the aural medium. Widdowson (2003) described that the act of communication through vocabulary is commonly performed in face-to-face interaction and occurs as part dialogue or other forms of verbal exchange. What is said, therefore, is dependent on an understanding of what else has been said, whether by the speaker or the interlocutor in the interaction; (2) What is an interactive skill? Richards et al. (2000) stated that vocabulary is rarely done in one direction or in the form of monologue. It involves the participation of the listener. In an interactive communication, a speaker, and therefore the speaker also becomes a listener. Why comic? A wise statement says 'I hear I forget, I see I know, and I do I understand. This means that if we have learning experiences by observing, drawing, doing and also what our eyes see and catch most of the time will stay long in our memory. Therefore, the statement strengthens to improve vocabulary ability by using comic as media to teach English. Pictures as visual aids will attract students' attention, and motivate them to learn. In addition, using comic means that the students try to connect the plot in the picture to be a link of story.

3. Research Methodology

The method used in this research was classroom action research (CAR) focused on improving vocabulary ability using comic. The subject of the research consisted of 20 students of the third class of SMAN 3 Kediri Kediri in 2007-2008 academic year.

This research had one dependent variable and one independent variable: (1) the independent variable of this research was the teaching device using comic through peer work. Using comic means the pictures belong to the students (e.g. pictures taken from magazines and newspapers) or the pictures that the students had drawn by themselves. Peer work was a teaching technique/activity which allowed students to act in accordance with the assignment; (2) the dependent variable of this research was vocabulary ability. It was empirically by the students' mastery

of using comic which covered fluency, pronunciation, vocabulary, structure, discourse and the social context of vocabulary.

To collect data, the instruments to be used: (1) test consisted of pre-test, post-test, and formative test; (2) observation. Test after the first treatment and test after the second treatment administered to find out the improvement of the students' vocabulary ability, the formative test was administered to measure about the improvement of their vocabulary ability from the cycle 1 and cycle 2. The observation was administered to measure the characteristics of the students towards the application of using comic through peer work, and questionnaire was administered to support the data of the students' improvement in vocabulary English ability.

The activities of the research used the following procedures:

1. The researcher observed the previous students' vocabulary average.
2. The researcher planned the action, constructing the lesson plan for the first cycle using comic.
3. The researcher implemented the first action cycle (giving treatment, using comic).
4. The researcher observed the classroom while implementing the actions in first cycle.
5. The researcher gave reflection to the results of the observation by using the guide of observation in the form of checklist.
6. The researcher analyzed the result of series picture and then classified them qualitatively.
7. The researcher constructed the lesson plan for second cycle.
8. The researcher implemented the second action cycle.
9. The researcher observed the classroom while implementing the second action cycle.
10. The researcher reflected the results of class observation in the second cycle.
11. Analyzing the results of reading test in the second cycle quantitatively and then classified them qualitatively,

In the first treatment, the researcher did some activities related to the using of comic. The topic chosen was Global Warming. The first treatment activities were:

a. Warm up:

1. Opening. This activity is as like greeting and asking students' condition.
2. Brain storming to the matter. This activity was done to guide students to the matter given.
3. Distributing the comic.

b. Whilst:

1. The teacher asked the students to guess the picture and asking the difficult vocabulary related to the picture.
 2. The teacher wrote the difficult vocabularies related to the picture on the board.
 3. The teacher drilled the difficult vocabulary related to the pictures.
 4. The teacher asked them to discuss with their partners about the picture and the plot of the story.
 5. The teacher asked them to tell the pictures in front one by one.
- c. Closing
1. The teacher asked their difficulty and their problem in vocabulary process.
 2. The teacher gave motivation in studying and closing the lesson.

From the first treatment, the research got the problem as bellow:

1. The pictures were not so interesting.
2. The students got difficulty in contracting the sentence, because many new vocabularies for them, so they need long time to memorize.
3. The researcher needed to pay attention more to the students who were weak in vocabulary in guided them to make the story.

4. Data Analysis

Before the treatment, students mean in vocabulary was 65.0. Then, researcher prepare Then after the treatments, data on the students' vocabulary skills were collected in line with the instruments (tests, questionnaires, and observation) and

were analyzed using the scoring system, tabulating, percentage, classification, calculating the mean score, from the first treatment, the researcher got the mean of the students reached 74. The data is as follow:

No	Name	First treatment
1	Afi Fajriatul Lailatul	60
2	Astutik Setia	70
3	Durratul Afina	75
4	Erma Yunia Rofani	60
5	Millah Zainab	60
6	Galouh Maya L	70
7	Ifri Fiqoh	75
8	Gabrililia Nida	60
9	Lulu Nafisah	70
10	Nadia Nazizah	75
AVERAGE		67.8

After the second treatment, the researcher got the data from their vocabulary performance. The students' mean increased to be 78.8. The data is as follow;

No	Name	Second Treatment
1	Afi Fajriatul Lailatul	70
2	Astutik Setia	78
3	Durratul Afina	80
4	Erma Yunia Rofani	65
5	Millah Zainab	70
6	Galouh Maya L	78
7	Ifri Fiqoh	85
8	Gabrililia Nida	70
9	Lulu Nafisah	85
10	Nadia Nazizah	85
AVERAGE		78.8

Based on the observation after the treatments, it indicated that among students had more selves confidences and had more participant in vocabulary. The rating scale (band) used for measuring the improvement of the students' vocabulary skill was taken from Sujiono (1992: 47):

Interval	First treatment		Second treatment		Criteria
	Number of Students	Percentages	Number of Students	Percentages	

80-100	0	0.0	11	55.0	Very Good
70-79	12	60.0	8	40.0	Good
56-69	8	40.0	1	5.0	Fair
45-55	0	0.0	0	0.0	Less
0-44	0	0.0	0	0.0	Poor
Total	20	100	20	100	

5. Conclusion And Suggestion

5.1 Conclusion

Based on the findings and discussion in the previous parts, the following conclusions are:

(1) The implementation of teaching English in this action research using comic through peer work as teaching strategy could improve the students' motivation in improving their ability to speak English at both the first cycle and second cycle. It can be shown from the students' increasing average in vocabulary score. In the first treatment, the students' average was 67.8, then, on the second treatment, the students' average increase to be 78.8; (2) the use of comic through peer work as teaching strategy could improve vocabulary ability significantly. This led to the conclusion that using of comic through peer work as a teaching strategy is a need in English language teaching and learning in improving their ability to speak English in the term of vocabulary, grammar, and their performance based on the context of situation

5.2 Suggestions

The first is addressed to the third class of SMAN 3 Kediri Kediri dealing with the classroom implementation of the findings. The second one is addressed to the foreign language teaching researchers.

1) The classroom implementation of the findings

Since the implementation of using comic has been proven to be successful in improving their ability to speak English, it is strongly suggested that such teaching strategy "improving vocabulary ability using comic" could be continually implemented in teaching vocabulary. Assistance and giving motivation to the students is much needed, besides choosing interesting pictures.

2) Further researchers

The emphasis of conducting this research was the improving vocabulary ability using comic. The result of this research showed that vocabulary ability could get significantly improvement.

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