

**THE USE OF COMIC STRIP IN TEACHING ENGLISH
VOCABULARY
(A LITERATURE REVIEW)**

THESIS

Submitted by

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THESIS

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The Bachelor Degree of Education in English Language Teaching

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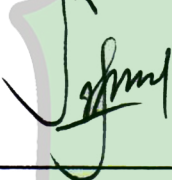
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SURAT PERNYATAAN KEASLIAN

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The Use of Comic Strip in Teaching English Vocabulary

(A Review on International Article)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

A R - R A N I R Y

Banda Aceh, 7 Januari 2021

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ABSTRACT

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Keyword : Comic Strip, Teaching English Vocabulary.

This study wants to explore the effect and challenge of using comic strips in teaching English vocabulary. To do so, the writer reviews ten articles on the use of comic strips in teaching English vocabulary. Therefore, the writer uses keyword “comic strip” and “teaching English”. To find appropriate articles, the writer chooses ERIC and Google Scholar which have integrated libraries and international publishers in many countries published in the last five years. After that, the writer analyzes the effect and challenge of ten articles. The result showed that the use of comic strip in teaching English vocabulary very helpful for students in understanding the subject.

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Finally, I realized that this thesis was far from perfect. Therefore, I as the writer of this research really appreciate for any critics and suggestions in order to make this thesis better.

Banda Aceh, 7 Januari 2021
Penulis,

Nurul Dzikra



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CHAPTER I

INTRODUCTION

A. The Background of Study

English vocabulary is necessary for students at school in Indonesia. Students are demand to have a lot of vocabulary to facilitate them in English classroom learning activities. Unfortunately, the result of English learning in Indonesia is still disappointed. It is difficult for students to reach the goal of learning English language. Besides, students are also requested to pass KKM of the English subject. According to the new curriculum (K.13) which is currently implemented in Indonesia, students expected successful in passing grade (KKM) which stands for *Kriteria Ketuntasan Minimum* that determined by school. Therefore, students need to expand their English vocabulary to make them easier to understand the materials and also help them to pass the English subject. Vocabulary is a basic tool to improve the four language skills, such as; listening, speaking, reading and writing. According to Wilkins (as cited in Wangru 2016) points out: without grammar we can still convey what we want to say but without vocabulary it cannot.

Teaching English as a foreign language in Indonesia is not an easy thing to do. The teachers are demand to be successful. To meet this demand, many kinds of methods are introduced. One of method that has been explored over past few years is comic strip. Nowadays there is a tendency toward using media to help and complete educational goals. It is believed that language learning should be fun so the better way to enjoy learning the English language through comic strips.

Teaching English vocabulary through comic strips can help students to expand their vocabulary. According to Oxford learner as cited Arroyani (2010) comic strip is a story that has a series of pictures which are usually published in newspapers. Comic strips have the power to convey information and easy to understand. It happens because comic strips combine two media: pictures and words. Cheesman (as cited in Ozdemir 2017) points out showing comic strip when you start a lesson can lead learners' critical thinking and more receptive mood. The use of comic strips as a media not only can be used in teaching English but also useful and help students to understand other subjects. Bowen (2011) has argued that "comic strips can be very motivating for learners as the story-line is reinforced by the visual element, which can make them easier to understand". It means that comic strip can help students generate their vocabulary and ideas to infer the story.

On this occasion the author intends to review 10 articles related to the title, "The Use of Comic Strips in Teaching and Learning (An analysis on International Article)". This review also explained the use of comic strips as a media in teaching. Include the influence and solutions that comic strips provide to the students in teaching and learning activities. However, the use of comic strips is explained in the review of the articles.

B. Research Aim

The aims of this study are: to review some articles related to the use of comic strip in classroom, explore the effect and challenge of using comic strips in teaching English vocabulary.

C. Research Significant

The results of this study were expected two significant factors. First, the writer hopes this study provide useful information about design many activities for teaching vocabulary through using comic strip in class which can give contribution in English teaching. Second, this study can be used as a source of information to increase the students' vocabulary. Furthermore, to be a useful reference for any other researchers who want to develop the same issues.

D. Terminology

In order to avoid misunderstanding, the writer would like to give some terminologies and information will be explained as follow:

1. Comic Strip

According to Liu (2004) comic strip is a series of drawing that tell a story with text in balloons. Honarvar and Rahimi (2011) also stated that Comic strip is a sequence of drawings arranged in interrelated panels to display brief humor of form a narrative, often serialized with ballon and caption.

In this research, comic strip is a series of pictures inside boxes with or without text that we can find on internet, newspaper, or using online tools to create comic strips.

2. Teaching Vocabulary

Bauer (2013) stated that "Vocabulary is about words-where they come from, how they change, how they relate to each other and how we use them to view the world". According to Pesce (as cited in Gorjian B & Branch A, 2016, p.2) in her article describes five best ways to instruct new words to instruct new

words to learners: show students illustrations, flashcards, posters, synonyms and antonym, setting a scene or situation and substitute it with a new word or phrase, miming and total physical response (TPR) which many teachers believe learners who learn best by moving their bodies, actions and imperative mood and the last one is the realia (real-life objects in the ESL classroom) which can help to present new words.



CHAPTER II

REVIEW OF THE ARTICLES

The author looks for information resources through online sites that have integrated with international libraries and publishers in many countries. The online sites that the writer used are: Google Scholar and ERIC (Education Resources Information Center).

The first source is Google Scholar, in this source the researcher found 17000 researches about “Comic Strip”. The second one is ERIC, in this source the researcher found around 253 articles by using same keyword “Comic Strip”. From many articles that were found, only a few articles matched to the author's title. This study used one selected keywords in finding suitable articles: Comic Strips, vocabulary and teaching English.

An article was selected if the abstract was judged to deal with the research question. Articles must be published within the last five years. The criteria for articles to be reviewed are English-language journal articles. Then articles that fit the criteria are taken for further analysis. In this review study, each article describes the profile of the article, background, methods, findings, limitations and lessons learnt.

In searching for articles, the writer faced several obstacles ranging from keywords that were used not found to titles that did not match the theme. In other cases, the writer found many articles to be inaccurate. At that moment, the writer changed the keyword from “comic strip” to “the use of comic strip”. Fortunately, this keyword has found many articles titles and following the topic.

This study was changed from the experimental research to review of the articles, because of the current situation of Covid-19 the researcher could not collect the data for this research.

1. Using Comic Strip Stories to Teach Vocabulary in Intensive Reading Comprehension Courses

a. Article Profile



Authors	: Gorjian, B & Branch, A
Author Affiliation	: Islamic Azad University
Journal	: The IAFOR international Conference on Language Learning
Volume	: -
Issue	: -
Page	: 1-12
Database	: Google Scholar
Document Type	: Journal
ISSN	: -
Accession Number	: -

b. Background

In this article, Gorjian and Branch (2016) examined the used of comic strip stories on vocabulary learning intensive reading comprehension courses among intermediate English learner. Vocabulary plays an important part in reading comprehension; therefore students are required to understand the meaning, function and use of the content and function of words (Shoebottom, 2014).

Gorjian and Branch (2016) reviewed previous studies, such as by Hanies (2012) and Krashen (2013) to support this study. Hanies (2012) divided the vocabulary learning into two instructional techniques: incidental learning and intentional learning. Incidental learning is a type of learning vocabulary accidentally or without being designed by the teacher while intentional learning is vocabulary learning designed or planned by the teacher through text or doing tasks that are directly related to the vocabulary itself. But Krashen (2013) stated that, knowledge of vocabulary in second languages was mostly acquired by incidental. Many kinds of methods are announced to acquire vocabulary in incidental mood. One of them is learning English through comic strips.

c. Methods

The research method of this article is experimental research. The participants of this study were 66 intermediate level EFL learners in Islamic Abadan University majoring in English Language Translation. They are female and male students with the age ranging between 18 to 46 years old. They were divided into experimental group and control group. Each group consists of 33 learners. The participants were non-active English speakers and they were selected based on non-random judgment sampling. The topics were used for both groups had the same titles, level of difficulty and the number of vocabulary.

d. Findings

The finding of this study showed that comic strip had statically significant effect to language learners on acquiring incidental vocabulary. The use of comic strip stories actually facilitates students' reading comprehension at the

intermediate level and it can impact on better vocabulary acquisition. The findings of this study also indicate that vocabulary improvement is a long-lasting process that needs to be supported by contextual clues.

e. Limitation

In the script, the researcher did not explain the limitations of the study in this article. However in my opinion, the researcher took a long time to do the research.

f. Lesson learnt

This study showed that, language learning should be fun. although incidental vocabulary acquisition in reading modes using a variety of methods can happen and comic strip stories can be an effective tool to support vocabulary learning. As long as students are provided texts with a visual material, especially comic strips, in intensive reading comprehension classroom. It can actually facilitate students' reading comprehension.

2. The Effect of Listening to Comic Strip Stories on Incidental Vocabulary Learning among Iranian EFL Learners

a. Article Profile

Authors	: Arast,O & Gorjian, B.
Author affiliations	: Islamic Azad University
Journal	: Modern Journal of Language Teaching Method
Volume	: 6
Issue	: 3

Page : 66-74
Database : Google Scholar
Document Type : Journal
ISSN : 2251-6204
Accession Number : -

b. Background

In this article, Arast and Gorjian (2016) examined the effect of listening to comic strip stories on incidental vocabulary learning. According to Arast and Gorjian (2016) Incidental learning is the approach of learning vocabulary through activities that are not specifically related vocabulary itself. Incidental learning has a huge role to play in acquiring a second language incidentally because words are learned as a natural product. Listening is one of the ways to acquire vocabulary in incidental learning.

c. Methods

The researcher used the audio lingual method. This research was conducted at Rahyan Danesh Institute of Ahvaz. The participants of this study were 40 pre-intermediate levels EFL learner. All of them female with the range of age were between 10 to 16 years old. They were selected based on non-random judgment sampling then divided into two groups: 20 learners as experimental group and 20 learners as control group. The participants have the same linguistic and background knowledge and they were unaware of the purpose of study as vocabulary acquisition.

d. Findings

The result of this study showed that listening to comic strip stories gives meaningful effect for language learners on acquiring incidental vocabulary. After the treatment, both experimental and control group have improved on post-test. In addition, independent sample t-test of experimental group was better and their performance was more excellent. It means that, listening instruction affected the second language learners' performance on the incidental vocabulary learning.

e. Limitation

The researcher did not explain about the limitation of this study. Thus, in the author opinion, this research uses the small sample.

f. Lesson Learnt

The general conclusion about this article is teacher should constantly search new innovative and motivating authentic material to enhance learning in the classroom. One of the authentic materials is comic strip. It is greatly facilitates students' listening comprehension at the pre-intermediate level.

3. Humor in Elementary Science : Development and Evaluation of Comic Strips about Sound

a. Article profile

Authors : Ozdemir

Authors Affiliations : Artvin Coruh University

Database : Education Resources Information Center

Journal : Elementary Education

Volume : 9
Issue : 4
Page : 837-850
Database : Education Resources Information Center
Document Type : Journal
ISSN : 1307-9298
Accession Number : EJ1146670

b. Background

According to Ozdemir, one of the common media carrying humors is comic strip. Because of that, comic strips are used for instructional purposes. But, sometimes it is difficult to find and adapt proper comic strips and suitable for instructional purposes, because most of them are unrelated. Because of that, the purpose of this study is to improve and evaluate instructional comic strips aiming to contribute in education about sound related concepts.

c. Methods

This study used a Design and Development Research. It had two main stages:

- a. Development stage of the study included creative activities of sketching comic strips with expert reviews then writing scenarios
- b. Evaluation stage included pilot implementation and analysis of participants' responses. In this point, reactions and responses of participant to the implementation of instructional comic strips were examined through qualitative content analysis.

d. Findings

From the research result in this article, Ozdemir (2016) classify four findings:

1. Finding from open-ended questions about sound

In this finding, some of participants incorrectly stated that sound spreads the fastest in air and the slowest in iron while the correct speed order is given in comic strips

2. Finding from open-ended opinion questions about comic strips

Some students claimed that, comic strips of humor make science courses funnier. Some students also believe that they can focus on lessons more easily and learn better when comics are included in science courses.

3. Finding from observations

It was observed that students have an interest in reading comic strips. It can be seen during the reading session the students read comics in silence without facial expression. Moreover, most of the students keep the comic strips in their bags, which mean it's important for them.

4. Finding from collective interviews.

Most of students agreed that comic strips made reading funnier and also help comprehension of science because they briefly describe scientific concepts through daily life situations.

e. Limitation

The limitations of this study are there is no experimental evidence in this study, because the data sources are mostly student opinions and researcher observations and all participants in this study were school students in a district who had families with relatively high socioeconomic status, while the opinions of students from families with low socioeconomic status were not examined in this study.

f. Lesson learnt

The conclusion of this article is that the development of learning materials is difficult to achieve and requires careful consideration in the development process. Humor is sensitive, because of that humor should be appropriate for target age, gender and the socioeconomic background of individuals, culture, traditions and the political agenda of society. Even though, it seems possible to develop academically relevant and humorous comics that can contribute to the learning environment in science classrooms.

4. The Use of Comic Strip for Elementary students' Vocabulary Mastery

a. Article profile

Authors	: Ma'arif, I.B. & Aslihah
Author Affiliations	: KH. Wahab Hasbullah Jombang University
Journal	: Lintang Songo: Jurnal Pendidikan
Volume	: 1
Issue	: 1

Page : 93-102
Database : Google Scholar
Document type : Journal
ISSN : 2528-4207
Accession Number : 197724587

b. Background

Based on Ma'arif and Ashlihah (2018) the study they have done aims to find out students vocabulary mastery in Elementary school before and after the use of comic strip as teaching media in English Subject.

Teaching English in early school or young students is not as simple as teaching other students because they get bored easily. It makes the learning process more difficult. In order for the classroom atmosphere to be interactive and fun, teachers need to implement good strategies so that the learning process is easier and more effective. One way is to use media that helps students remember, know, and understand the material easily. The use of attractive media in the classroom makes students active in learning. There are many types of media that can be used to help students learn English. One of them is comic media.

c. Methods

The research conducted by Ma'arif and Ashlihah (2018) used Classroom Action Research (CAR). The participants of this research were 25 students in grade 5th of 2017-2018 academic years. The researcher was helped by one teacher as collaborator. The procedures in this research were planning, implementing, observing, and reflecting.

d. Findings

This research was conducted in two cycles:

Finding in Cycle 1: From the data presented on the observation sheet, it can be seen that in the opening activities in the teaching and learning process only 9 out of 25 or 36% of students answered questions about the topic. Then when on the move, the teacher tries to organize discussions. Most of the students or about 64% are silent. However, when asked to discuss the contents of the comics, 13 students or about 52% did the activity, while after the activity there were 14 students or 56% of the students who did the activity.

Finding in Cycle 2: From the data, students' participation in learning activities was better than in cycle 1. Most of them have great attention to the teacher's explanation and were also more interested in comic strip material. Students can do the assignments requested by the teacher correctly.

e. Limitation

The limitation of this study is lack of information provided by researchers. Such as, the researcher did not explain in detail how the researchers choose the participants.

f. Lesson learnt

The result of this study is the use of comic strip has some benefits in increasing students' vocabulary as long as the comic strips used by the teacher are interesting and suitable for students.

5. The Impact of Using *Pixton* for Teaching Grammar and Vocabulary in the EFL Ecuadorian Context

a. Article Profile

Authors : Cabrera, P., Castillo, L., Gonzalez, P., Quinonez, A., & Ochoa, C.

Author Affiliations : Technica Particular de Loja University, San Cayetano Alto, Loja, Ecuador.

Journal : Teaching English with Technology, 2018.

Volume : 18.

Issue : 1.

Page : 53-76.

Database : Institute of Education Sciences (ERIC)

Document Type : Journal

ISSN : 1642-1027

Accession Number : EJ1170640

b. Background

Grammar plays an important role in second language acquisitions since learners can use grammar rules to build sentences in order to express themselves accurately (Mart, 2013). Another component of language teaching is vocabulary because that crucial for successful second language learning. Besides, Nunan (1991) said vocabulary allows the use structures and functions that benefit for communication.

A comic strip is an effective ways to teach both grammar and vocabulary by use visual aids because it is appealing for student learn an English foreign

language (Derrick, 2008). Besides, some of authors have investigated connection between the use of comic strips in language learning, focusing on the teaching academic reading (Engler, Hoskis & Payne, 2008), grammar activities (Kilickaya & Krajka, 2012), and reading strategies (Cimermanova, 2015). By this context, the use of *Pixton* is effective for designing comic strips. The *pixton* is a platform designed to create comic strips online. So, by using *Pixton*, teachers can create visual materials that engage students' participation.

Researchers said that *Pixton* is easy to use and intuitive tool that promotes collaborative work, creativity, and critical thinking. It also includes options for providing feedback, sharing content online, and downloading comic strips (Lee, 2013). Researcher said these features allow Ecuadorian EFL teachers to commit *Pixton* into their English lesson easily and become more usual with this tool to create comic strips. There are other online tools-like Comic Life, Make Belief Comix, Strip Generator, Comic Creator, etc- that are useful to create comics but *Pixton* is more accessible in the Ecuadorian context.

c. Methods

The research of this study was qualitative and quantitative research. The research of this study was used quasi-experimental design. According to Cresswell (2015), in a quasi-experimental design the participants are not randomly selected in order to test an idea, practice or procedure to determine if it influences outcomes. The data collected by pre-questionnaire and post-questionnaire, pre-test and post-test, and observation sheets. The population of this study was conducted in a second grade of junior high school in the southern region of Ecuador. The

participants were 163 students (male and female, aged 12-14 years old) who were taking EFL classes as part of the study plan established by the Ecuadorian Ministry of Education. In addition, 4 male and 10 female English teachers participated in this research.

In this study, the class divided into two group, experimental group and control group. The experimental group included 85 students who participated in the activities using Pixton. While the control group included 78 students attended regular English class without using this tool. The researcher uses five periods (45 minutes per period) of English class per week.

The pre-test contained 20 multiple-choice items that were graded with a maximum score of 20. Before researcher given the pre-test, she gave a pre-questionnaire in order to diagnose their technological skills for learning English grammar and vocabulary. The pre-questionnaire consisted of 11 close-ended. A post-test included 20 multiple-choice questions that were grade out of 20 points. In post-questionnaire, its consisted of combination of 11 multiple-choice and open-ended questions. After gave the test for student, researcher gave a questionnaire for teacher. It attempted to inquire about their perception on teaching grammar and vocabulary through the use of *Pixton*, was implemented. 14 teachers were asked to respond to a questionnaire about teaching grammar and vocabulary through the use of *Pixton*. This instrument included a combination of 11 multiple-choice and open-ended questions. After all, researcher observed the sheet that used to looking for the differences aspect related to students' attitudes, teaching strategies, activities and quality of the materials designed through the use

of *Pixton*. After collecting the data, researcher used SPSS software in analysis the result, descriptive and inferential statistics with a confidence level of 95%. The result of pre-test and post-test (included pre-questionnaire and post-questionnaire) from the experimental and control group were compared and contrasted.

d. Finding

In this study, the researcher found that majority of students express that they feel motivated (74. 23%) when teacher use technological tools while a quarter of students (25.76%) do not feel motivated. They state that the technological tools facilitate the language learning process, meanwhile another said with the use of this technological tools that their teachers apply in lessons mainly because of consider with their low proficiency level prevent them to successful on develop the activities proposed.

The post-questionnaire was applied by used of the *Pixton* for learning EFL grammar was useful, it's around (51.06%). Rather, amount of student (19.14%) said that comic strips are highly useful for learning grammar. Whereas on vocabulary, *Pixton* is very useful on lesson learning vocabularies, It's around 54.97% which higher than grammar. The students said they believe that is highly achievement for improving vocabulary knowledge. This effectiveness was confirmed in the result of the class observations, teachers' questionnaire and tests. In addition, almost of students (41.51%) believed that their teachers' instructions were very clear when using comic strip by *Pixton*. The others students (38.99%) perceived those instructions as clear. Finally, the majority of students (85.06%) agreed that they would like their teachers to continue using comic strips in class.

Indeed, teacher affirmed they would like to design comic strips with *Pixton* to increase the students' knowledge of grammar and vocabulary.

Thus, the result of the pre-test and post-test were significant increased. In pre-test by two groups, experimental and control group, which to identify previous knowledge about grammar and vocabulary show that the experimental group obtained an average of 8.84 points and control group 8.68 points. While a post-test by two groups, the result show that students in the experimental group significantly increased their score. The improvement in the experimental group was higher than control group. Thus this means that *Pixton* was an effective tool to increase grammar and vocabulary in EFL students.

e. Limitation

The researcher did not explain about the limitation of this study. Thus, in my opinion, the limitation of this study was researcher took a long time to do the research. As the researcher said in abstract (pp. 53) that she took 4 months with five periods which in every period take 45 minutes. Moreover, researcher said she used 11 multiple-choice and open-ended questions where is not appropriate with the purpose of post-questionnaires. The purpose of post-questionnaire was determining students' opinion on the use of *Pixton* as resources for learning grammar and vocabulary (pp. 59).

f. Lesson learnt

The use of *Pixton* facilitates EFL grammar and vocabulary teaching because its characteristics allow teachers to create didactic materials as well as to

use dialogues, images, characters and sceneries in comics that promote collaborative work, creativity, and critical thinking. Clear instructions, as an essential part of the teachers' methodology when using activities with Pixton, are indispensable for successful vocabulary and grammar learning when teaching young students. Teachers believe that comics are original and useful as a teaching aid to create a good classroom environment and get students' attention when learning grammar and vocabulary.

6. Building Writing Skills in English in Fifth Graders: Analysis of Strategies Based on Literature and Creativity

a. Article Profile

Authors	: Nino, F. L. & Paez, E.V.
Authors Affiliations	: Del Tolima University, Colombia
Journal	: English Language Teaching
Volume	: 11
Issue	: 9
Page	: 102-117
Database	: Education Resources Information Center
Document Type	: Journal
ISSN	: 1916-4750
Accession Number	: EJ1188571

b. Background

According to Nino and Paez (2018) the level of English proficiency in most public schools, especially in Colombia, is very low. This is because they

only have the opportunity to learn English at school. So, to develop their skills in a second language, creative teaching strategies are needed, in which writing is one way to foster children's imagination and help them develop their English language skills. In order to foster children's interest in writing, teachers can help students create their imaginations through daily life.

c. Methods

The research method in this article is mix methodology (qualitative and quantitative). This research was conducted at a police public school founded by a Catholic nun on 17 September 1962. The participants in this study consisted of sixteen girls and twelve boys aged 10-11 years with low average English proficiency. The implementations of strategies were given from Tuesday to Thursday one hour a day and Friday two hours. The whole group was selected in order to apply a series of strategies and to analyze their impact on their performance in writing in English language.

d. Findings

The findings in this research were divided into three categories: Survey results, the impact on English classes and the writing strategies:

First, survey result showed that, teacher need to consider about students' opinion when planning learning processes and strategies for student's needs. As a result, after applying this survey the data showed that most students loved reading fiction texts, only one student showed low interest, and many of them disliked nonfiction texts such as biographies or summaries. Their interest is placed primarily in fairy tales.

Second, the impact on English Classes is that children become motivated to participate and complete assignments. The application of this research has an impact not only on the English class, but also on other subjects.

Third, writing strategies that was planned not only considered the survey results but also the needs analysis that resulted from the diagnosis in the previous stage of research. This data shows students' interest in certain writing strategies. First, acrostics are the starting point for developing writing skills as a creative task, at this stage students explore about themselves, adjectives, likes and nature and others. Second, calligrams provides children with innovative writing methods; they enjoy choosing topics and planning their texts, following forms and even sharing activities with their partners. Another important strategy implemented to improve writing skills is the use of comics. The pictures provided by the teacher contribute to support their ideas through text, likewise, the comic format helps students to organize their text in squares, where stories are told sequentially and easier for children to write via conversation bubbles. The last one was poster, they improve the ability to write from another perspective, at this stage the children work in groups, to share ideas and involve them in assignments.

e. Limitations

There are several limitations in this study. First, since planning starts at the beginning of the school year, many problems involve certain adjustments in planning modifications such as topics, schedules, timing, and other teacher collaborations. Then, small population and also the limited time the researcher have to implement the strategy.

f. Lesson learnt

Writing is a skill that can be developed in a variety of creative ways as children enjoy play and by using their imaginations writing can be an excellent resource for improving writing. In addition, there are many strategies and approaches to be applied in English classrooms to develop their skills in a second language; Literary games, for example, are a funny and creative part of motivating children to include other elements of writing and connect them with other subjects in school. Although textbooks help teachers to guide English classes, it is very important to integrate ways of writing in which students have the opportunity to play with literary elements and have fun learning.

7. Multicultural strip comic as a learning media to improve the caring character in primary school

a. Article Profile

Authors	: Aulia, N. & Wuryandani, W.
Authors Affiliations	: Primary Education, Yogyakarta State University
Journal	: Journal of Education and Learning
Volume	: 13
Issue	: 4
Page	: 527-533
Database	: Google Scholar
Document Type	: Article
ISSN	: 2089-9823
Accession Number	: 295346035

b. Background

The 21st century has made the development of technology and communications accelerate so that it greatly affects the lives of people in various parts of the world. The widespread use of technology and communication is one of the characteristics of 21st century globalization. It has an impact on social life such as the development of individual attitudes towards society. Increasing individual attitudes in the 21st century is one of the effects of globalization that affects social communication so that education in schools requires learning that can solve 21st century problems by teaching good character to students. There are three reasons why schools should be involved in character education: first, we need good personality to become totally human, and then school is a place that is conducive to learning to teach good character and the last the importance of character. Current education to build morals in society.

According to the Ministry of National Education, there are 18 character values in the world of education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, love for the country. Peaceful, like reading, caring for the environment, caring and responsibility. So based on these character values, caring is one of the characters that must be taught to solve problems that arise in the 21st century.

Given the importance of caring character education in the current era of globalization as a character that must exist in society and awareness of diversity, it

is necessary to have an attractive medium for character education learning in schools. Comic strips combine text and visual representations that help children develop their thinking skills to understand the story. Multicultural comic strips as one of literary works and media that are attractive to elementary school students can be developed as an effort to increase the caring character in elementary schools. The comic strip media which contains a collection of stories emphasizing unity in diversity can increase awareness of diversity and can increase the caring character in elementary schools as one of the solutions in the 21st century.

c. Methods

This research was held in five schools in Yogyakarta. The subjects of this research are grade fourth students of primary school. The preliminary field trials totaled 9 students, the main field test was 36 students and the operational field tests were 62 students divided into two classes: experimental class and control class.

This research and development uses the Borg and Gall design which has two purposes for product development and to test the product's effectiveness. Data collection techniques were carried out by interview, observation, media expert scale, material expert scale, and response questionnaire. Qualitative data were obtained from interviews and observations as a preliminary study and quantitative data were obtained from the material expert scale, the media expert scale, the response questionnaire and the caring character observation sheet. Qualitative data used descriptive analysis and quantitative data used inferential statistics.

d. Findings

Based on the results of research that has been conducted on fourth grade of elementary school students in Gondokusuman regency, the validity and effectiveness of the multicultural pathway to improve the caring character of students. In this operational field test, the results of the N-Gain test and t-test show that multicultural comic strips can improve caring characters in the experimental class. So that multicultural comic strips can improve caring characters in elementary schools.

e. Limitation

The limitations that exist in this study are that the authors took a long time to do the research and choose five schools as field testing.

f. Lesson learnt

The education system must teach citizens to live in diversity because a multicultural education system can teach cognitive abilities and competitive values to individuals to be able to mingle with a diverse society. Multiculturalism must be integrated into the educational curriculum by providing an understanding to teachers that multicultural education is important for students to understand during the learning process in the classroom, so that it can foster positive behavior in the social environment.

8. The Application of Comic Strips in Teaching Vocabulary

a. Article Profile

Authors : Darsalina, L., Syamaun, A. & Sari, D.F.
 Author Affiliations : Syiah Kuala University, Banda Aceh
 Journal : Research in English and Education
 Volume : 1
 Issue : 2
 Page : 137-145
 Database : Google Scholar
 Document Type : Journal
 ISSN : 2528-746X
 Accession Number : 2582

b. Background

According to Nam (2010) vocabulary has essential function in EFL classroom. Vocabulary is one of important aspects to development language learners. On the other hand, Rokhayani & utari (2004) state that, teachers assume of all English aspect, the four English skills are more important. It means, a teacher lack of focus on develop vocabulary which is vocabulary cannot be taught by individual in classroom but accompanied with four aspects of English, that are listening, speaking, reading, and writing. The impacts of the less vocabularies activities are reduces the student difficulties in learning.

On this fact, the writer discovered that Comic Strips as authentic reading material help learners to improve their vocabulary. As Khoiriyah (2010) revealed

that Comic Strips facilitates learner in vocabulary growth through visual media (picture). The researchers also said that the story of Comic Strips made learners understand the information of the story line easily and efficiently. Furthermore, it based on one of characteristic Comic Strips is buildt pleasure and comfortable learning (Ravelo, 2013).

c. Methods

The research of this study was quantitative method. The researcher used experimental design. The data were analyzed by using statistical method. The instruments used were pre-test and post-test. The population of this research was second grade students of SMPN 8 Banda Aceh. The samples were 21 students and selected by using purposive sampling technique based on students' intelligence.

In this study, the writer uses one class experimental by group for 4 times. The group was given two tests, that are pre-test and post-test as well as implemented by teaching using Comic Strips. The test consisted of 10 items in form of fill in the blank. After collected the result, the writer analyzed data by used statistical formulas to obtain internal score and mean score. After determining the internal class and the mean, the writer examined the hypothesis to prove whether hypothesis is accepted or rejected. Every hypothesis could be true and could be false.

d. Findings

This conclusion was drawn based on the gain between pre-test and post-test. After teaching vocabulary by using Comic Strips, it found that the student

have improvement. In the pre-test score, there was no student whom achieved such standard. This means that student have low competency in vocabulary area. By contrast, after the student in the class has been given treatment for four times, in the last meetings, researcher did a post-test. The student post-test showed that from 21 students, there were 19 students whom obtained *The Standard Score* set by the school which *The Standard Score* of SMP 8 Banda Aceh is 70. It showed that Comic Strips effect on students' skill improvement.

On find out the hypothesis, the data was analyzed statistically. Researcher used two ways in determining the result of the study. Firstly, the data was calculated based on the formula as suggested by the expert. Secondly, the data was through by use of SPSS software. The former was done to estimate Range of Class, Amount of Internal Class, Length of Internal Class, and Mean, whereas the later has been used to obtain the normality of data distribution as well as the t-test. The finding of this study revealed that students' post-test score has as the t-test. It means, the use of Comic Strips in teaching reading to enhance students' vocabulary has showed improvement on students' competency in such area. The development was detected by comparing the result of pre-test and post-test of the group.

e. Limitation

The limitation of using this technique was the students get the knowledge of the meaning before they read the texts, frequently. They did not need to read every word to understand the meaning. Thus, it does not help student increase the students' vocabulary. Then, this technique also made student stuck with the

pictures. They could not explore the students' point of view regarding the use of this technique. The impact, students can't imagine using their own mind.

f, Lesson learnt

This study show that this research ideal use to the students have low competency on vocabulary area. They will easily remember the words by using the Comic Strips. This technique appropriate use in elementary school which is do not difficult to learnt but it's not suitable to learnt by senior high school students even more college students. This accordance with an experimental study that conducted by Campbell (1997) in Dallas, Texas. She used this technique to the four grade students of Albert Sidney Johnston Elementary School revealed that students' had improvement in the vocabulary mastery. The result of experience also has significant improvement. The experimental group increases around 6.08 compare to the control group around 4.11 after being taught using Comic Strips.

9. The Effect Contextual Comic Strip on Eighth Grade Students' Reading Comprehension at SMP Negeri 6 Singaraja

a. Article Profile

Authors : Sosiawan, M.Y., Marhaeni, A.A.I.N. & Dewi, N.L.P.E.S.D.

Author Affiliations : Ganesha University of Education

Journal : International Journal of Language and Literature

Volume : 3

Issue : 2

Page : 61-67

Database : Google Scholar
Document Type : Journal
ISSN : 2549-4287
Accession Number : 20842-31606-1

b. Background

English is an international language which is very influential for communicating with people from other countries. So to fluently communicating students should master English well. In English, there are four aspects for students to master English. First there is speaking, reading, listening and the last is writing. Of the four skills, reading is one of the language skills that students must master. According to Smitt (2001) reading is an activity which the reader should understands the contents of written texts. So reading plays an important role in the teaching and learning process. Where, the role of reading is to help students to increase their knowledge. It is same as the statement of Gallik (1999) which says that reading can bring out another side of people. So from reading we can get new knowledge and learn something new based on someone's experience, also the mind and language skills develop because we know something new from the text.

According to Rukmini (2004), the problems faced by Indonesian students in the reading aspect are reading the material and reading the strategies used by the teacher. The problem is that students cannot understand the reading of the text and complex structures of the books used. Therefore, the teacher in reading class needs strategies to motivate student in reading. On the other hand, reading

material also need an interesting strategy that makes the students understand and comprehend the text.

c. Methods

In this research, the researchers used qualitative approach as a method of the research in order to test a theory. This research used the posttest-only control group design. It involved two group of sample: experimental group and control group that were selected randomly by using a lottery. The experimental group was taught by using a contextual comic strip, and the control group was taught in a conventional strategy. It is used to investigate the difference score between the two groups. The sample in this study was 60 students consisting of 30 students from the VIII B1 as the experimental group and 30 students from VIII B2 as the control group. The sample was selected by using cluster random sampling technique. The score of the two groups were analyzed by using statistical significance.

d. Finding

The finding of this study is the achievement of experimental group was better than control group. Based on the result in the descriptive statistical analysis, it can be assumed that the students who were taught using comic strips strategy had better reading comprehension rather than the students who were taught by using conventional strategy. In this study, the use of comic strip in teaching students was able to make students better in reading and comprehend the words in the text.

e. Limitation

The limitation of this study is that the researcher did not use the pre-test to determine the results of the students' abilities before the researcher gave the treatment.

f. Lesson Learnt

This research is useful to the English instructors and the readers to improve their abilities in teaching reading and writing skills. The learners can enrich their vocabularies and reading comprehension through the use of comic strips and also introduce and teach learners with authentic materials such as comic strips from the newspaper are effective because the materials are interesting.

10. Using Newspaper Comic Strips to Improve Reading and Writing among Muet Band 1 and 2 Year 1 Students of Faculty of Quran and Sunnah Studies of University Sains Islam Malaysia (USIM)

a. Article Profile

Authors	: Mahir, N.A., Ali, R.M. & Amin, K.M.
Author Affiliations	: University Sains Islam Malaysia
Journal	: Journal of Global Business and Social Entrepreneurship (GBSE)
Volume	: 2
Issue	: 3
Page	: 57-62
Database	: Google Scholar

Document Type : Journal
ISSN : 24621714
Accession Number : 2057-62

b. Background

Most graduates in Malaysia face difficulties in finding a secure job in established companies resulting from their inability to present and write fluently in English. Despite the fact that English language has been taught to students from the elementary to tertiary level, the level of language proficiency is still unsatisfactory. Educators are constantly involved in Action researches and innovative teaching materials as attempts to enhance the language acquisition, particularly in students' reading and writing skills. One of them is by promoting the use of newspaper comic strips.

This paper intends to ascertain whether there is a significant difference in using comics in the newspaper to improve reading and writing among Year 1 students of Faculty Quran and Sunnah Studies (FPQS) in USIM. These first year students of MUET Band 1 and 2 have been selected as they are taking General English Proficiency Course, i.e. BIA 2012 English for Communicative Purposes in their second semester.

c. Methods

In this study, the data were obtained through an experimental research. the participants in this study were 60 students, which is 25 male students and 35 female students. Divided into two groups of students who have enrolled for English for Communicative Purposes (ECP) course in their second semester,

2015-2016 sessions. Questionnaires, class observations and customized oral and written tests (OWT) were used to get information from the students (respondents). The OWT was also used to state the implication of using comics in the newspaper to improve reading and writing among the respondents and to measure their achievement in both skills. The OWT was used to record the students' competence before and after the experimental process.

d. Finding

The study found that, the score for females was higher (mean= 3.0987 $sp=0.4445$) compared to males (mean = 2.9595, $sd = 0.4465$). This difference was found to be statistically significant at the level α (alpha) $\alpha = 0.05$ with t equal to $t(298) = -2,672$, $p, 0.01$). Female students showed great affection in using comics in the newspaper to improve their reading and writing skills.

Based on this study, the researchers conclude that using comics in the newspaper as teaching aids in teaching and learning process can improve the Year 1 FPQS students in reading and writing skills, as well as motivate the students in appreciating narrative texts with graphics.

e. Limitation

The limitation of this study is lack of information provided by researchers. Such as, the researcher did not explain in detail how long this research was conducted.

f. Lesson learnt

This research is useful to the English instructors and the readers to improve their skills in teaching reading and writing skills. The learners can improve their vocabularies and reading comprehension through the use of comic strips and also introduce and teach learners with authentic materials such as comic strips from the newspaper are effective because the materials are interesting.



CHAPTER III

ANALYSIS

The aims of this study are to explore the effect and challenge of using comic strips in teaching English vocabulary. To analyze the effect and challenge of using comic strips, the writer reviewed ten articles which have integrated libraries and international publishers in many countries published in the last five years.

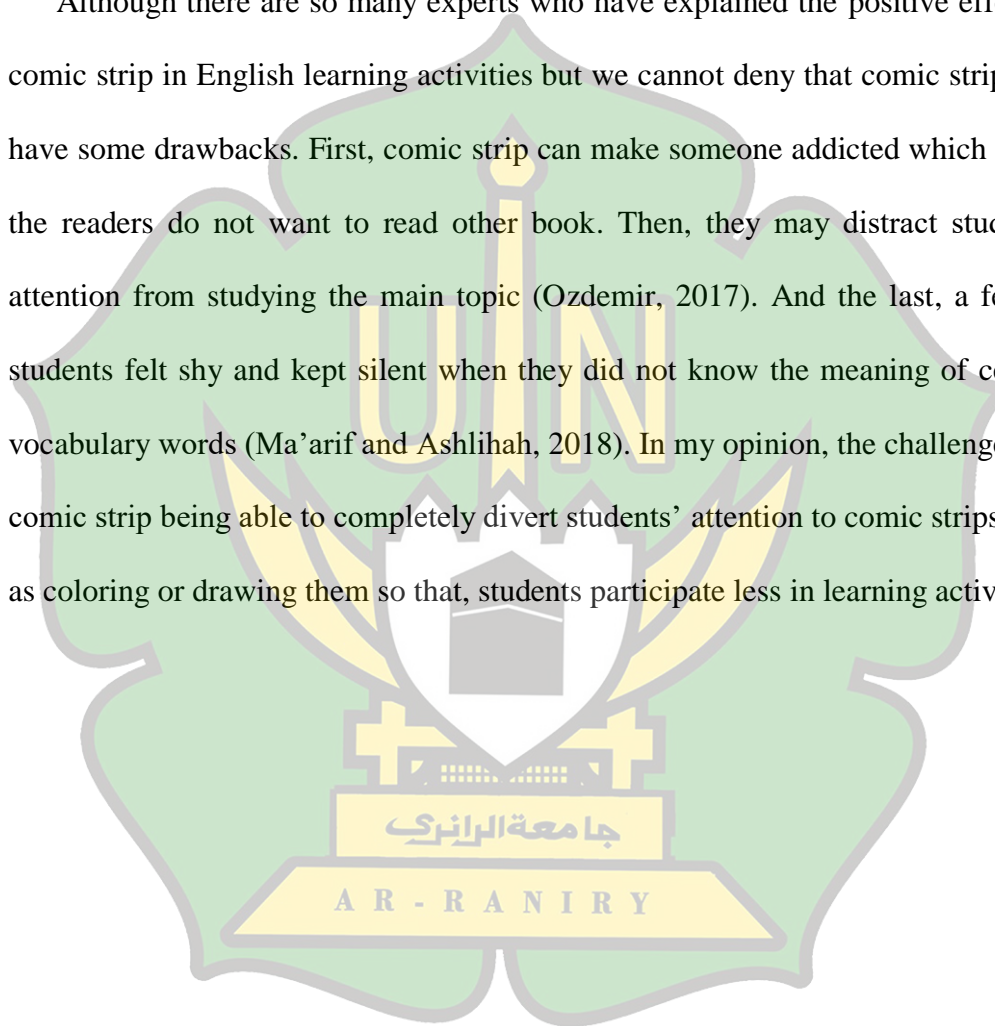
A. The Effects of Using Comic Strip

The use of comic strip has meaningful effect on the performance of language learners on acquiring incidental learning (Gorjian and Branch, 2016; Arast & Gorjian, 2016). Comic strip can help students understand and appreciate humor in the target language (Arast & Gorjian, 2016). The use of comic strips through *pixton* increase students' enthusiasm in the learning process. It is useful to create good classroom environment and get student's attention in learning process (Ma'arif and Ashlihah, 2018; Cabrera et al, 2018; Mahir et al, 2016). Children were motivated to participate and achieve the assignments (Nino and Paez, 2018). As a result, comic strips can help the learners to improve their vocabulary (Darsalina et al, 2016; Mahir et al, 2016; Sosiawan et al, 2019). In my opinion, comic strip has the power to facilitate the students in teaching English vocabulary because they were more motivated and interested when the teacher showed them some comic strip. Comic strips also help by promoting the target language and vocabulary through student-centered work, varied group work and discussions and

others. Therefore, teachers need to consider several things before choosing comic strips to be used in teaching English vocabulary.

B. The Challenges of Using Comic Strip

Although there are so many experts who have explained the positive effect of comic strip in English learning activities but we cannot deny that comic strip also have some drawbacks. First, comic strip can make someone addicted which cause the readers do not want to read other book. Then, they may distract students' attention from studying the main topic (Ozdemir, 2017). And the last, a few of students felt shy and kept silent when they did not know the meaning of certain vocabulary words (Ma'arif and Ashlihah, 2018). In my opinion, the challenges are comic strip being able to completely divert students' attention to comic strips such as coloring or drawing them so that, students participate less in learning activities.



CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusions

The writer illustrates some conclusions and suggestions about the use of comic strips in teaching English vocabulary. There are some conclusions as follows: First, the use of comic strips in learning English vocabulary has a positive impact on students because comic strips attract students' attention so that it helps students understand the material. It is possible because they are communicative, popular and readable. Second, the students showed the improvement in vocabulary knowledge. It means that the application of contextual comics learning strategies has better performance than students who are taught with conventional strategies. Third, not only teaching English vocabulary, comic strips can also be used as a learning media in other lessons.

B. Suggestions

According to the results of the study, there are some suggestions for the people who might consider to read and further to use this study, as follows:

The writer suggests that the teachers can use comic use comic strip as a media in teaching English vocabulary since it has many advantages in increasing the students' imagination and vocabularies from the picture of comic strip. In this case, the teacher should consider in choosing comic strips that suitable and related to the learning objectives and ability levels of the students.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11107/Un.08/FTK/KP.07.6/07/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-/Un.08/FTK/KP.07.6/05/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal
- MEMUTUSKAN**
- Menetapkan : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-/Un.08/FTK/KP.07.6/05/2021** tanggal 16 April 2021
- PERTAMA**
- KEDUA** Menunjuk Saudara:
1. Safrul Muluk, S.Ag., MA., M.Ed., Ph.D Sebagai Pembimbing Pertama
2. Dr. Jarjani S.Ag, S.Si, M.Sc, MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Nurul Dzikra**
- NIM : **231324137**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Use of Comic Strip in Teaching English Vocabulary (A Literature Review)**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 29 Juli 2021

An. Rektor
Dekan,



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Banda Aceh, 07 January 2021

The Writer,

Nurul Dzikra