
Translating Comic Strips as a Strategy to Enrich Students' Vocabulary Mastery

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Abstract

This study aims to figure out the effectiveness in enriching students' vocabulary mastery by implementing comic translation teaching technique. The method of the research is mixed method design with the type of true-experimental pre-test post-test control group design for the quantitative data and close-ended questionnaire for the qualitative data. The population of this study were the students of eight grade in one of the junior high schools in Tasikmalaya. the sample 30 students as the experimental group and 30 students as the control group. The two research instruments used were test and questionnaire. The vocabulary test in the form of finding the difficult word and making it a sentence was used to get the data of students' level of vocabulary mastery, while questionnaire was used to know students' perception toward the technique. Based on the data analysis, it is found that comic translation could improve students' vocabulary mastery. This technique met the criteria of success since average of students' score got 80 and students showed positive perception toward this technique. The preliminary study indicated that students' problem in learning vocabulary was the limited vocabulary knowledge, thus, they performed low in language tasks. Comics were used as media in teaching vocabulary since it is an authentic material that contains rich vocabulary exposure for the students. It is suggested for the teacher to implement comic translation as an extensive vocabulary exposure activity during lesson.

Keywords : Vocabulary, Translation, Comic Strips.

Introduction

Vocabulary plays an important role. Someone who has more vocabulary will tend to be easier to get the information than those who have low vocabulary. As certain learners know more words, learners will be able to understand well what they hear and

read, and the better will be able to declare intention when speaking or writing (Shoebottom, 2014). Furthermore, words are the currency of communication; speakers will not be able to communicate with each other without words or adequate vocabularies (Alexander, 2014; Syafryadin, et al. 2019; Syafryadin, 2020; Syafryadin, et al. 2020; Syafryadin, et al. 2020). In line with this, without mastering vocabulary, the students would neither be able to master the four Language skills, nor to learn English. Furthermore, vocabulary is also useful for learning TOEFL (Syahrial & Syafryadin, 2020). Learning vocabulary is different from learning language skills. Learning language skills requires a process to be fully mastered whereas learning vocabulary is done lifetime. (Kamil & Hiebert, 2005). Thus, having the ability to master a high range of vocabulary is essential for students.

In Indonesia, the teaching vocabulary in junior High School is done integratedly with teaching language skills. In this case, the purpose of teaching vocabulary is to support the development of students' language skills. Thus, besides mastering certain words, students are expected to use the vocabulary precisely based on the topic and context.

However, the problem in teaching vocabulary is that students lack exposure to the authentic materials that contain rich vocabulary. Therefore students have limited vocabulary so that they perform poorly in language skills. The case is on the students of grade VIII Junior High School in Tasikmalaya. Based on the observation done by researchers, in performing language tasks, most students used certain vocabulary with many repetitions. In dealing with advanced vocabulary students used L1 vocabulary if they did not know how to express it in English. Additionally, students' score in vocabulary in the daily test was generally low, only one student got a score above the standard minimum of score. Based on this problem, the researcher suggested using comics that are written in English and translation teaching technique to improve students' vocabulary mastery.

Research Method

This research used a mixed-method research design. A mixed methods research design is a procedure for collecting, analysing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2014).

In this case, comic translation is used to enrich students' vocabulary mastery. The researcher implemented the pre-test in the form of vocabulary test to the students without treatment. Second was giving treatment of the explanation learning vocabulary through comic strips to the experimental group. Third is the students experimental group do the project related comic strips. Fourth is the researcher give post-test to students after treatment. The last after giving the post-test, the researcher gave the questionnaire to get their perceptions concerning translating comic strips. The result of quantitative data had been compared with the qualitative data to look at the result to confirm or disconfirm each other. The data were analysed by using statistic calculation for quantitative and coding for qualitative.

Result and Discussion

Results

The following were the steps that the researcher underwent to get the data. The first, for the quantitative data, the researcher used pre-test post-test. From the calculation, it was obtained that in the pre-test, the researchers assessed the students' vocabulary test. The calculation of the students' score in vocabulary test of the pre-test showed that the highest score before being given the treatment was 75, meanwhile, the lowest score was 45. The calculation of the students' score in vocabulary test of the post-test showed that the highest score of students' vocabulary mastery after being given the treatment was 85, meanwhile, the lowest score was 65.

The result of the computation of this study showed the N-gain t-test obtained a significance of 0.016 which is smaller than 0.05, so H_0 is rejected. This

shows that there is a difference in the increase in the ability of students who use comic strips with those who do not use comic strips. From these results, it can be inferred that the provision of comic strips in this study was effective in enriching vocabulary mastery. Therefore, the first research question of the present study had been answered.

The second, for the qualitative data, were obtained through the results of pre-test and post-test and closed-ended questionnaire. The first, the researcher presented some of the students' questionnaire. The result of the mean score of enriching students' vocabulary mastery was at a positive level. Among the 10 items, the highest mean score was No. 1 "I like to read comic strips in learning vocabulary more than before". ($M = 63$, $SD = 0.48$); followed by No. 4, "I think comic strips are attractive materials for learning vocabulary" ($M = 4.63$, $SD = 0.48$); No. 2, "I feel enthusiast to look pictures in comic strips". ($M = 4.36$, $SD = 0.71$); No. 8, "I think comic strips make me enjoy and confident in learning vocabulary." ($M = 4.33$, $SD = 0.84$); No. 5, "I think comic strips motivate me to learn vocabulary" ($M = 4.26$, $SD = 0.78$); No. 3, "I'm easy to translate comic strips in learning vocabulary." ($M = 4.23$, $SD = 0.76$); No. 10, "I think it is difficult to understand meaning of words in comic strips" ($M = 4.23$, $SD = 0.76$); No.9, "I can understand comic strips after translate in to Indonesia version". ($M = 4.33$, $SD = 0.84$). No. 7 "I think it is a good way to apply comic strips as supplementary materials in learning vocabulary." ($M = 4.33$, $SD = 0.75$). The lowest mean score was no. 6, "I think comic strips improve my vocabulary acquisition." ($M = 4.13$, $SD = 0.77$). All mean scores were at a positive level.

Discussion

This study attempt to figure out the effectiveness in enriching students' vocabulary mastery and investigating the students' perceptions on translating comic strips as a strategy to enrich vocabulary mastery.

Several studies have been done to review the use of comic as media to improve students' English proficiency, for instance (Kurniawan, 2009), (Listyorini, 2012), and (Klau, 2015) from different angles. Firstly, (Kurniawan, 2009) was conducted action research study to improve 20 freshmen of English Department of UNISKA vocabulary

mastery. The researcher used comic as a source to study vocabulary. The students were asked to read comic and discuss difficult vocabulary they found in pair. Students were also expected to discuss the plot of story. After discussion the teacher drilled students to memorize the vocabulary. By implementing this technique, students' score improved, in cycle 1 the average score was 60 and in Cycle 2 the average score was 70.7. Based on this finding the researcher concluded that comic can improve students' vocabulary mastery. The researcher conducted the similar research about English vocabulary, especially about teaching vocabulary. From this research gap, the purpose of this present study is to implement the use of translating comic strips as a strategy to enrich students' vocabulary mastery.

Secondly, (Listyorini, 2012) was conducted correlation study to measure the relationship between vocabulary mastery and translation ability of 22 Senior High School Students of SMA 1 Mejobo. Based on the analysis, the researcher found that there was positive and high correlation (0.71) between vocabulary mastery and translation ability. The high score of vocabulary mastery was followed by the high score in translating text from English into Indonesian. The previous studies indicated that translation comic strips can be effectively used to teach students from different levels of proficiencies. Meanwhile, in this present study only focus to translation strategy, not conduct correlation study.

Thirdly, (Klau, 2015) was conducted action research study with different purpose and the subject of the study. In (Klau, 2015) comic strips were used as media to improve students' speaking skill. The object of the research was 34 students of Junior High School class. Based on the data analysis derived from the test, observation, and interview it can be concluded that comic strips improve students' motivation to speak. Besides, students became more enthusiastic and active in speaking. Based on the previous study, the researcher wanted to conduct the similar research about comic strips. The difference between this research can be seen from what aspect that the researcher does. In this research, the researcher wants to describe the English vocabulary teaching in Junior high school.

Next, (Branch, 2016) was conducted research, The study investigated the using of comic strip stories on vocabulary learning intensive reading comprehension courses among intermediate English learners. To this end, two groups including 66 students were assigned to an experimental and a control group. A vocabulary pre-test was given to the groups to assess learners' knowledge at the beginning of the course. Then the experimental group read the comic strip stories while the control group received reading comprehension passages including the same vocabularies in the comic strip stories. Finally, both groups took the post-test of vocabulary which included the same vocabularies of the pre-test but different in formats of items. Independent and Paired Samples t-test was run to discover the differences between the groups in pre and posttests. The results showed that the experimental group had a significant improvement after treatment on vocabulary learning. In addition, there was a significant difference between the experimental and control groups. The implications of this study may suggest that the use of funny materials may promote the intermediate English learners' vocabulary in intensive reading courses. The previous study used quantitative study, meanwhile the present study use mix method.

The last previous study is from (Palacios, 2017) "The Effect of Comic Strips Used as Class Material in Order to Enhance the Vocabulary of Readings and Conversation II Students from English Major with Emphasis in Teaching" For this reason; three instruments were elaborated to obtain the data required from the sample to analyse carefully the information provided by teachers and their students. First of all, a questionnaire was structured in order to gather specific information from the students who were using a new class material course. Questions referring to the positive effect of the use of the comic strips exposure in English learner's speaking skill were presented to students. One checklist was used to observe one group selected, where the research team could directly be in contact with the exposure of the activities and the material used. In addition, one note taking sheet was elaborated to determine students' behaviour and the positive effect of comic strips in Readings and Conversation II. This previous study can be used by the researcher as a reference in composing and conducting the research. The researcher also can compare the methodology of research and the result between present study and this previous study.

Conclusions

Based on the discussion in the previous chapter, the conclusion can be drawn that teaching vocabulary by using comic strips has given a positive effect; it can be found in students post-test. The score was higher than the pre-test. Using comic strips in learning activity contributed to the students' mastery in vocabulary. It increased student's understanding about the words.

In formulating the result, the researcher gained two kinds of data in this research: quantitative and qualitative data. The result of the quantitative showed that the student's scores indicate the improvement of their vocabulary mastery. The score were gained from the pre-test and post-test. The mean scores increased from 61.50 to 78.50. This shows that the use of comic strips was successful in improving the student's vocabulary mastery.

In addition, the qualitative data were summarized as follows. Regarding the second research question was about the students' perceptions on the translating comic strips. The researcher asserts that the students generally interested and have a good excitement in applying comic strips. They assumed that applying comic strips could easy their understanding toward the material such as translate of words, a correct pronunciations and enrich their vocabulary. Based on the data, this strategy is effective toward the students' vocabulary at the Second Grade Student of Junior High School 1 Bantarkalong.

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