

Chapter One

Introduction

In this part, the researcher discusses the introduction of this study. To explain it, the researcher starts from the background of the study, identification of the problem, and delimitation of the problem. Next, the researcher formulates the problem formulation, which is adjusted to the background of the study. In the final part of this chapter, the researcher explains the objectives of the research, the significance of the research, and the organization of the study.

Background of the Study

Vocabulary is words that people use to express their idea. In language learning, vocabulary plays a prominent part because it can give the meaning of a particular context. By increasing their vocabulary knowledge, language learners can use language more effectively. When learners cannot master the vocabulary, they will have trouble understanding a language, especially when listening, reading, and speaking (Salawazo et al., 2020). Therefore, if learners do not equip themselves with proper vocabulary mastery of a language, it will be difficult for them to share ideas or communicate easily.

Especially for junior high school students, studies said they found issues in learning English vocabulary. Most students have difficulties pronouncing words, writing, and spelling, and different types of grammar are some of the causes of students' issues in learning vocabulary (Susanto, 2021). Based on the statement above, the researcher suggests using comic strips as teaching English media, which can improve students' junior high school vocabulary.

Therefore, supporting the acquisition of English vocabulary is crucial for enhancing the English proficiency of junior high school students. Not only mastering the meaning of the vocabulary but also its use in various English topics (Priatinet al., 2021). Consequently, the teacher as facilitator should provide appropriate media for teaching English, especially for improving students' vocabulary. Therefore, this current research is intended to determine whether using comic strips in teaching English in junior high school can improve students' English vocabulary.

Learning English vocabulary is the first part of understanding the whole English language. Therefore, teachers should find an effective strategy to engage students learn English and improve their vocabulary. One of strategies that can be applied is using comic strips as a teaching medium. That is in line with Kohnke (2019) who stated that improving students' vocabulary by using attractive media can engage students in learning without bore them with so much text. Comic strips can be used as a medium to help students enhance their vocabulary because they consist of a series of stories that incorporate text and images. Students will look at a comic strip that might be noticed in existing images (Juliana, 2021).

Comic strips are acknowledged as effective teaching medium because they have images and a narrative that stimulates students' passion for reading. Students must comprehend the plot and comic strip to write a good story. A comic strip is a series of images with a meaningful message in a few lines that relate to the graphic's theme (Manik, 2019). Comic strips can also be used to teach complex

topics in a humorous and easy to understand way. They are also a great way to engage students with the material and make the learning process more fun.

In addition, using comic strips can help learners understand the words' meaning in the comic strip text well and improve students' vocabulary mastery because students find some new words in the comic strip text. Comic strips invite students to be more active and enthusiastic during learning (Weganofa et al., 2020). Thus, the researcher believes comic strips have a good potential for teaching English media, especially for improving junior high school students' vocabulary.

Identification of the Problems

In this part, the researcher explained the problems, including English vocabulary and comic strips. Based on the preliminary research by conducting in-class observations at one of the junior high schools in Yogyakarta, the researcher found that students have little vocabulary size, even most students are not familiar with familiar or easy vocabulary. The students had a relatively limited focus time when studying, which led to a lack of understanding of English vocabulary. In addition, the learning media provided by teachers are less varied or less appropriate. Teachers' inability to facilitate students resulted in students' lack of interest in studying English.

Delimitation of the Problems

This research focuses on the use of comic strips as teaching media used by teachers to teach vocabulary size, as well as making it easier for students to learn because the material is presented more interestingly. As it is known that

vocabulary size always refers to the number of words mastered by a person, but in this study the researcher chose the operational definition of vocabulary size as the number of words obtained and mastered by students with a vocabulary test in which the vocabulary tested is basic noun and adjective so that this does not represent the nature of vocabulary size in general. This research also focused on students, especially grade 7 students in one of the junior high schools in Bantul, Yogyakarta. Finally, this research focuses on quantitative methods, using the pre-experiment method as the research design.

Research Questions

According to the background of the research, this research is proposed to answer these questions:

1. How is junior high school students' English vocabulary size level before being taught using comic strips?
2. How is junior high school students' English vocabulary size level after being taught using comic strips?
3. Is there any significant difference in the students' vocabulary size before and after using comic strips?

Objectives of the Research

According to the research questions, the objectives of the research are:

1. To determine the vocabulary size level of students before being taught using comic strips through a vocabulary size test where the words tested are focused on nouns and adjectives.

2. To determine the vocabulary size level of students after being taught using comic strips through a vocabulary size test where the words tested are focused on nouns and adjectives.
3. To analyze the significance of students' improvement in English vocabulary size by using comic strips in English language teaching among junior high school students.

Significances of the Research

This current research is intended to give positive insight into some particulars, such as students, teachers, and other researchers.

For the students

From this research, students can learn the benefit of comic strips in teaching English and improving vocabulary. In addition, students are expected to know that comic strips can be used in their learning to improve their English vocabulary. It can also provide recommendations to improve their English vocabulary understanding.

For the teachers

This research helps teachers know the relationship between comic strips teaching English and improving students' vocabulary. English teachers and lecturers can incorporate comic strips into their teaching methods to diversify the materials they use to teach. This research can also be helpful for teachers as a new reference for their teaching practices. Furthermore, this research can also be used to evaluate how teachers should teach and introduce comic strips to students to improve their vocabulary.

For the other researchers

The results of this research give information on using comic strips to improve students' vocabulary. Other researchers can use the results of this study as the theoretical overview of future studies on the same topic. Conducting this research may encourage other researchers to conduct research in the same area of this research or find more facts about this topic.

Organization of the Study

Chapter One showed the introductions of the research. This chapter discussed the background of the study that present the reason about the use of comic strips in this study, identification of the study, delimitation of the study that focus on how students acquired the vocabulary size through the vocabulary size test that tested a basic noun and adjective. Then, the research questions that questioning about how is junior high school students' English vocabulary size level before and after being taught using comic strips, and also about the significant difference in the students vocabulary size. Next, the objectives of the research that to determine all the answer of the research questions, the significance of the research for the teachers, students and the future research. Last, the organization of the research.

Chapter two revealed the theories related to the use of comic strips in improving junior high school students' vocabulary size. Several parts discussed, such as the importance of English vocabulary, the explanation of comic strips and how to use them as a teaching medium in English Classroom, and a review of related studies.

Chapter three demonstrated the methodology used in the research which is experimental research. The research involved pre-experimental design and focus on a single group that tested through vocabulary size test (pretest and posttest), for the research setting, it is conducted at one of junior high school in Yogyakarta, and the participant of this study there are 36 students. the data collection method through vocabulary size test (pretest and posttest) and four meetings of treatment. For the research instrument there are test and lesson plan, and last for the data analysis there are validity that checked through the distribution of validator expert judgment form to the lecturer and reliability by checking through the cronbach's alpha (SPSS).

Chapter four explained in detail the results and discussions of the processed data. In the results section, researchers include the results of the processed data of the pretest and posttest by implying descriptive analysis and generating the range score. It is known that students were at a good level for the pretest and very good level for the posttest, and proofed that there is an impact in the use of comic strips in improving vocabulary size level. In the discussion section researchers explain in detail related to the data presented and supported by the views of related experts.

Chapter Five presented the conclusions of the study that there is a significant difference in improving students vocabulary size after being taught using comic strips, while also providing recommendations for teachers, students and future researchers in the same field.