

# CHAPTER I

## INTRODUCTION

This chapter will present the introduction which contains the research context, research focus research objective, significant of study, scope and limitation, definition of key term

### **A. Research Context**

In language learning, there are four language skills, namely speaking skills, listening/listening skills, and writing skills, two of the four skills are spoken language skills (speaking and listening), and two more written skills (writing and reading). These four language skills can be mastered by a language learner supported by the ability to master the language components, namely the mastery of grammar (grammar) and vocabulary (vocabulary). Mastery of language components is what equips a language learner to be able to speak, express opinions in writing to increase the knowledge of a language learner.<sup>1</sup>Especially in English, because without learning English vocabulary, it is certain that we will experience many difficulties in learning the English language.

English is one of the international language, English is the language of communicational world, so there are almost no countries that do not study as a language of communication for students or businessmen. Language is a means of communication between a person and another language or influence between the people of a nation with one another, therefore language is one of the important relations between nations.<sup>2</sup>

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<sup>1</sup>Zaim, *evaluasi pembelajaran bahasa inggris*, edisi pertama, (Jakarta: Kencana, 2016), page. 3

<sup>2</sup> Ahmad Izzam, *metodelogi pembelajaran bahasa inggris*, (Bandung: Humaniora, 2010), page. 4

In learning English vocabulary has an important role. The more vocabulary we have, the easier it will be for us to understand other people's speech or writing in English and the easier it will be for us to express out thoughts in spoken and written language.<sup>3</sup>

In certain learning there is a teacher teaching strategy, to implement a strategy a certain set of learning method are used that the teacher uses in carrying out it is functions and is a tool to achieve learning objectives. The use of varied learning method will provide an interesting learning atmosphere, and not boring for students, but it is possible that the use of varied methods makes learning activities unprofitable if the user of the variation method is not appropriate, therefore, in using the learning method, teacher competence is needed to choose the right method.<sup>4</sup>

Learning methods are needed in schools, especially for learning in the classroom. That the learning model is a plan or pattern that is used as a guide in planning a teachers learning in the classroom or tutorial learning. The more appropriate the method used by the teacher in teaching is expected to improve the achievement of learning objectives, it can be said that high and quality student learning outcomes can be produced from the process of an educator requiring the ability to apply learning method that are in accordance with the needs in the classroom.

Based on observation made by researcher in the 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan, it is clear that students have not been

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<sup>3</sup>Puspita Ningrum dan Titin Suhartini, *kosakata bahasa inggris harian*, edisi pertama (Yogyakarta: Anak hebat Indonesia, 2021), page. 9-10

<sup>4</sup>Aprida Pane dan Muhammad Darwis Dasopang, "belajar dan pembelajaran", *jurnal kajian ilmu-ilmu keislaman*, Vol. 03, No. 2, Desember, 2017, page. 337-345

able to master English vocabulary well, many students still look stiff in pronunciation, in the terms of interpreting, memorizing, writing even though if you look at the students abilities able to master it. When the English learning process takes place, most students do not pay attention to the subject matter conveyed by the teacher. Students focus more on the things they make, such as chatting, joking with friends, and doing other activities. Then the affects concentration on increasing English vocabulary in students, because students do not focus on lessons.

If students are interested in the teachers learning strategy method, students will remain focused on the ongoing teaching and learning process, and if students enjoy learning methods will easily accept the learning taught by the teacher. In this study, one of the media used by the teacher was comic strips.

Comic strips is said to be one of the learning media as long as it is related to the material and in accordance with the learning objectives to be achieved. Comic strips are a medium in the form of a collection of stories that are drawn and designed in such a way that consists of several panels which are clarified by word balloons and picture illustrations to make it easier for readers to understand the context of the story easily and are both entertainment and educational.<sup>5</sup>

Based on the observations and interviews of researcher raised the theme of learning vocabulary, English because learning in the 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan there were several obstacles,

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<sup>5</sup>Cecep Kustandi dan Danddy Darmawan, *pengembangan media pembelajaran konsep & aplikasi pengembangan media pembelajaran bagi pendidik di sekolah dan masyarakat*, edisi pertama (Jakarta: kencana, 2020), page. 142

namely in the learning process some students were less enthusiastic in learning. The researcher chose the place of research in the 9<sup>th</sup> grade, namely wanting to know the development of the English learning process in the 9<sup>th</sup> grade when the teacher used the comic strips method as a medium of learning. I took the 9<sup>th</sup> grade because according to the English teacher at Nurul Hikamah Middle school for vocabulary learning through comic strips media, it was suitable and easy for older students to understand.

This research also departs from the researcher personal phenomenon, namely the researcher has studied at the SMP Nurul Hikmah Tlanakan Pamekasan middle school, the school is not far from the researcher house, the reason the researcher took the theme is also in accordance with the experience that the researcher experienced, when the researcher was still studying at school.

The English learning applied by the teacher to increase vocabulary is by using the method of memorizing vocabulary in the dictionary, while for memorizing some of the researcher friends and also including researcher, they find it difficult to memorize it because there is no explanation of how to read it and it is clear meaning. Therefore, the impact that occurs on students is lazy to learn English and feels bored, so from this experience the reason the researcher wants to know how the latest learning strategies are applied by teachers today to improve English vocabulary mastery at the 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan.

Departing from this phenomenon, the researcher is interested in conducting research on “Teacher’s Strategy in Enriching the Vocabulary Mastery by Using Comic Strips as aMedia at the 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan”. The purpose of this study was to determine the teacher’s strategy in enriching vocabulary mastery using comic strips as a medium for learning English. From this strategy, it is expected that there will be an increase in vocabulary skills in English learning.

## **B. Research Focus**

Research problems are the educational issues, controversies or concern that guide the need for conducting the study.<sup>6</sup> There are phenomenon happened around the educational world and it is necessary to be studied in order that we can get the solution of the problem. Based on the background above, the research problem is a question related with the phenomenon that will be searched by the researcher to get the answer of the question.

In this research, the researcher formulates the question of this research as follows:

1. How does the teacher strategy to use the comic strips as a media to enrich vocabulary mastery at the 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan?

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<sup>6</sup> John W. Creswell, *educational research* at 4 edition (Boston: Pearson press, 2012), page.59

2. What are advantages and disadvantages of the comic strips as a media to enrich vocabulary mastery at 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan?

### **C. Research Objective**

The research objective is a sentence formulation that shows the results, something that will be obtained after the research is completed, as well as something that will be achieved or handled in a study.<sup>7</sup> It involves statement about what the researcher will reach about the study. In this research the researchers provide the research objective to answer the question of the research problem. The research objectives are formulated as bellow:

1. To describe the teacher strategy to use the comic strips as a media at the 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan.
2. To know the advantages and disadvantage of the comic strips as a media to enrich vocabulary mastery at SMP Nurul Hikmah Tlanakan Pamekasan.

### **D. Significand of Study**

This research can be useful or beneficial both theoretically and practically:

1. Theoretical significant

The results of the research are expected to be able to provide inspiration and new insights for teachers to develop more strategic actions in the teaching and learning process that make students enthusiastic in learning, one of them is through the comic

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<sup>7</sup> Muhammad Ramdhan, *metode penelitian*, edisi pertama, (Surabaya: Cipta media nusantara, 2021), page. 4

strips method to enrich the mastery of English vocabulary or other learning. So that students can achieve optimal teaching goals.

## 2. Practical significant

The practical uses of this research include:

### a) For Researchers

The research is intended to increase scientific knowledge especially in the field of English education.

### b) For English Teachers

1. Improve teacher insight to create fun English learning.
2. Development of good learning strategies to enrich student mastery of English vocabulary.
3. Improve the competence of teachers in teaching professional.

### c) For English Students

Enriching the vocabulary mastery English vocabulary of 9<sup>th</sup> grade SMP Nurul Hikmah Tlanakan Pamekasan.

### d) For School

1. Improve the quality or quality learning in schools and be able to encourage to the carry out in terms of learning in a better direction.
2. Realizing teacher competence using various methods, techniques, or strategies for learning English for students

3. Improve the quality of learning for students

#### **E. Scope and Limitation**

In scope and limitation, the researcher must tell about the limitation of variable that want to researcher to research. The population or the subject of research, and then when the research will be do, and also scope and limitation the research can explain about the variable become subvariable well as indicators of it. The scope of this research will focus on the teacher's strategy in enriching the vocabulary mastery by using comic strips as a medium. The limitations in this study are the teachers and students at 9<sup>th</sup> grade of SMP Nurul Hikmah Tlanakan Pamekasan.

#### **F. Definition of Key Term**

The definition of key term is to avoid the misunderstanding between the reader and the researcher about the topic. By knowing the key term, the reader can understand easily about the discussion. The researchers identify the definition of key term as follow:

1. Teachers Strategy is way or plan owned by the teachers, contains about activities designed to manage class to achieve good educational goals.
2. Vocabulary Mastery is to understand the words that are commonly used in everyday conversation, this vocabulary is what is needed in conversing in English.
3. Comic Strips in the form of a card that reveals a character that contains pictures that make up fun, comic strips here are about folktales conversations



## G. Previous Study

The following research is related to the use of the comic strips method as a medium for learning English:

Research conducted by Nur Aida Fitantri Ferdiana, with the title “using narrative comic strips to improve reading comprehension ability on narrative text 10<sup>th</sup> grade students at SMAN 2 Malang. At a fairly low level they have no interest in participating in reading activities in the classroom. In this case, narrative comic strips after students the opportunity to read narrative stories in a more enjoyable way with interesting and colorful pictures, therefore comic strips are chosen to solve the problem. In this study using classroom action research (CAR). The subject of this research are students of class X IIS 3 SMAN 2 Malang in the 2014/2015 Academic year, the focus of this research is the value of students reading comprehension skills, student behavior during the application of narrative comic strips, and students responses to the application of narrative comic strips, the media used using this research comic strips containing narrative stories, it can be concluded in improving the reading comprehension ability of 10<sup>th</sup> graders of SMAN 2 Malang.<sup>8</sup>

The research conducted by Adenin Nur Aliyah, with the title “using comic strips to improve the tenth grade students writing skill in recount text at SMAN 1 Tumpang”. The problem in this study is that the X-BB SMAN 1 Tumpang students still do not know the structure of the text used correct. They are also confused about how to use the past tense

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<sup>8</sup>Nur Aida Fitantri Ferdiana, “using narrative comic strips to improve reading comprehension ability on narrative text 10<sup>th</sup> grade students at SMAN 2 Malang” (Thesis, Universitas Negeri Malang, 2015).

and how to develop their ideas into a good paragraph, so that students get bad grades. Therefore the research conducted this research to solve this problem by implementing the media, namely comic strips. The function of comic strips is to direct students visualization of several events into a complete story. This study uses a classroom action research design (CAR), the subject of this research is the Academic year 2016/2017, based on the results of research that has been done shows that comic strips media can improve the writing skills of students X-BB SMAN 1 Tumbang.<sup>9</sup>

The results of the 2 research above have similarities with the research that will be carried out namely, both use comic strips as learning media, and the role of comic strips as learning media plays an important role in improving the quality of students interest in learning. The difference with the research that will be carried out is that the research above focuses on using (CAR) with qualitative and quantitative approaches, while the research that will be examined uses descriptive qualitative methods. Another difference is seen in terms of the material focused on reading comprehension skills and improving the writing skills of students in class X-SMA, while the material that will be studied is increasing the English vocabulary of students at the 9<sup>th</sup> grade of SMP. In addition, the research above aims to see students understanding after using the comic strips method, while what will be examined is to find out the success of the strategy applied by the teacher using comic strips as a media.

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<sup>9</sup>Adenin Nur Aliyah, "using comic strips to improve the tenth grade students writing skill in recount texts at SMAN 1 Tumpang" (Thesis, Mahasiswa UM, 2021).