

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

Vocabulary is an important element in language that must be mastered by students in learning the four skills of English. By mastering a lot of vocabulary, it makes it easier for students to find the right word according to the context and can also understand a sentence well. According to Jack C. Richards (2001:4), Vocabulary is one of the most important components of language and is one of the things that linguists must pay attention to Hiebert et al (2005:3) state that vocabulary is the knowledge of the meaning of words. Knowing the meaning of words is one way to understand the meaning of a sentence or paragraph as a whole.

Vocabulary can be used to express ideas, feelings, thoughts or information to others clearly and precisely. In fact, it is not only done by using words, but also by using body language or gestures. According to Hackman (2008:3) states that vocabulary is more than just a list of words, and although the size of one's vocabulary is important, it is knowing how to use it that is most important. So, it can be concluded that vocabulary is the most important thing to learn in order to use English well.

Whereas Vocabulary Mastery is a person's ability to use precisely the words they have both orally and in writing. Vocabulary mastery is very necessary for students to understand and use collections of words to express thoughts and feelings in various spheres of life, especially in language activities. According to Kucan (2012) the aspects of vocabulary can include usage, spelling, meaning and pronunciation. The first aspect of vocabulary mastery assessment is usage, it is not enough to learn a word in isolation. If students want to develop their vocabulary and be able to use words productively, both in speaking and writing then students need to understand how the words are used. Next is spelling which is very important if you want to use words in writing because English is notoriously difficult with many

words spelled differently to how they sound. This can be seen when checking homonyms (words that sound the same but are spelled differently). Furthermore, there is meaning. In general, when learning vocabulary, it is best to study words in context, for example in a reading or listening text, and learn their meaning as used in that context, focusing on one meaning rather than all possible meanings. Last but not least is pronunciation. Understanding how a word is pronounced involves the position of stress in words that have more than one syllable. This can sometimes change in different word forms, a phenomenon known as stress shift, which makes pronunciation more difficult. Based on the above information, it can be concluded that the aspects of mastering English vocabulary include spelling, pronunciation, word meaning and usage but, in this study, focused on usage, spelling, and meaning.

Unfortunately, based on the researcher's experience teaching in the English village most students have not met the indicators of vocabulary mastery from the explanation above. This is because when the tutor mentions a word the students are confused to write the word they hear. Not only that, during the English test, students also do not understand the meaning of the vocabulary and finally most students do not understand in answering every question in the test. Moreover, using vocabulary most students are very weak in this case because they do not understand how to use the word according to the context.

This is what underlies the researcher trying to offer a solution to improve the vocabulary of students in English villages using comic strips. Comic strips are a series of images that contain a story and can be read at any time by students. According to Lisa Darsalina et al (2016:139) that comic strips have characteristics in which it consists of a series of pictures and these pictures enable students to gain the ideas easily through the chronological order of the story. According to Sherliane Trisye Poai (2018:56), comic strips can help students to memorize vocabulary because there are pictures. It can be used to increase attention to classroom instructions and explanations, activeness in doing the exercises, independence, and enthusiasm during activities. Comic

strips also have many benefits in learning English. According to Eka Anastasia Wijaya et al (2021:231) there are some benefits namely it could stimulate the students' competence in language learning and increase the students' attention and positive attitudes in the learning process. Not only that, comic strips are helpful in language learning, especially vocabulary and expressions, grammar, and compositions. It could also be used to develop the students' visual literacy. Besides that, comic strips could increase the students' understanding of language usage because it enables them to pursue the language at ease. Then, comic strips can improve students' English learning as effective media in language teaching. Hopefully students in the English Village will like learning English more and, in the future, can use vocabulary according to the context.

## **B. Research Questions**

The research questions are formulated as the followings:

1. How comic strips can improve students' vocabulary in the English Village of Parit Baru?
2. How is the classroom situation when comic strips are implementation to teach student's vocabulary mastery in English Village of Parit Baru?

## **C. Research Purposes**

This study is intended to:

1. To investigate comic-strips can improve students' vocabulary mastery in the English Village of Parit Baru.
2. To describe the classroom situation when comic strips is implementation to teach student's vocabulary in English Village of Parit Baru.

## **D. Significances of the Research**

### **1. Theoretical Significance**

This study conducts an understanding of using comic strips as a learning medium to increase students' English vocabulary so that learning

English becomes more exciting and in this study is based on pre-existing theories.

## 2. **Practical significances**

### a. To the Tutor

Through this research, tutors can increase the creativity of tutors in developing various learning models, especially using comic strips and tutors are able to create an effective and creative learning process for students so that the atmosphere in language learning classes, in this case English, is more enjoyable.

### b. To the students

Through this research, the researcher hopes that students can improve their vocabulary mastery according to what has been determined in the assessment rubric. In addition, students are expected to have high motivation in learning a variety of vocabulary so that they can communicate well and add insight in English.

### c. To other researcher

To future research, especially language research, it is hoped that the media used in this study can be applied as a medium for learning English. They can also use the data contained in this study as a reference in further research on language.

## E. **Research Terminology**

### 1. Vocabulary Mastery

Vocabulary Mastery is a person's ability to properly use the words they have both orally and in writing. The aspects of vocabulary mastery assessment that are emphasized are spelling, meaning, and usage.

### 2. Comic Strips

Comic strips that contain colorful pictures will certainly make students interested in reading because it can be read anytime and anywhere and students can find a lot of new vocabulary in comic strips.

### 3. English Village of Parit Baru

English Village is collaboration between the English Education study program of IKIP PGRI Pontianak and the village head in Parit Baru village. English Village is located at the Parit Baru Village Office, Jalan Arteri Supadio KM.3 No.DII/14, Sungai Raya, Kubu Raya Regency. This activity aims to teach English to children in Parit Baru village and is a non-formal English teaching. Tutors who teach in the English village are 6th semester English students who have gone through selection and there are six students sent to teach there. Learning activities are held once a week on Saturday.

### **F. Action Hypothesis**

Based on the theoretical studies and conceptual development of action planning that has been stated above, the action research hypothesis is formulated as follows through the comic strips the researcher hope students in the English Village of Parit Baru can practice this media to improve their vocabulary in English subject.

If the learning process fulfills the indicators of achievement, then there is an increase in English vocabulary mastered by students in English village of Parit Baru after applying learning media using comic strips.