

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

In the findings of this study, researchers will analyze the results of the study using data collection instruments, namely field notes and vocabulary tests. The following is an explanation obtained during the implementation of comic strips as learning media in Kampung Inggris Parit Baru:

1. Field Noted

Based on field notes, the first cycle was carried out in two meetings. The first meeting was held on Saturday, June 10, 2023. In this meeting, the topic used in this meeting was vocabulary related to weather. The researcher also prepared media to teach vocabulary acquisition in English, namely printed comic strips. The researcher used comic strips based on a book entitled family and friends.

The activity began with preparing the class, giving greetings followed by praying before the lesson was held, then doing ice breaking to stimulate students' enthusiasm in learning. Next, the researcher distributed printed comic strips to students. After that, the researcher read the comic strips and students listened carefully to the researcher. After that, the researcher asked students to repeat after the researcher read sentence by sentence in the comic strip. The researcher then re-explained the material by mentioning one by one difficult words aloud and asking students to repeat them. The researcher made the students memorize the word by reading the comic strip again. The researcher then read the word in English and asked students to read the word in Indonesian. The researcher then selected the word contained in the comic strip and asked the students the meaning of the word. Students were very excited in answering every question from the researcher. There are some students who can answer correctly and there are some students who are still confused in answering it. Even so, with the comic strips, students became enthusiastic because there were interesting

pictures even though they did not know the meaning. Next, exercises were distributed to students, namely filling in questions related to the material taught. When answering there are some students who still need help from the researcher in answering them but there are also those who can do well with the questions that have been given. After that the researcher gave feedback to students and repeated the word together.

Then the second meeting was held on Saturday, June 17, 2023. At this meeting the researcher only repeated the material that had been learned at the first meeting. Unfortunately, when the researcher asked about the weather-related vocabulary learned last week, most students did not remember well, only a few still remembered it. In this second meeting, the researcher distributed a multiple-choice test to determine students' understanding of the vocabulary that had been learned. Unfortunately, in working on the questions given, most students still have difficulty and are still confused and do not remember the vocabulary given. Therefore, the researcher decided to continue the research to the next cycle.

2. Vocabulary Test

a. Vocabulary Test

The test was carried out by the researcher with the aim of seeing the level of student achievement after being given treatment in the form of comic strips. The test was conducted by the researcher on the second meeting of the first cycle and the second cycle by giving questions in the form of multiple choice which includes meaning, word usage and spelling as many as 15 questions. After conducting tests on each aspect of vocabulary mastery, the researcher then calculated the scores obtained by students and then looked for the average score of all students. The researcher also looked for the percentage of students who scored above 60. For more details, the presentation of the data obtained will be explained in the table (See appendix)

a. Cycle 1

Individual Score

Individual scores are scores obtained by each student based on worksheets that have been prepared by researchers. The presentation of individual scores will be displayed in tabular form.

The data in table 1 above shows the scores obtained by each student. The scores were obtained based on the test results in the first cycle. It can be seen in table 1 that there are still many students who get low scores.

a) Mean Score

After the researcher calculates the individual student scores then the researcher calculates the average student score to measure the success rate of student learning completeness as a whole was calculated by following formula:

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ \bar{x} &= \frac{1727}{32} \\ \bar{x} &= 53,97 \\ \bar{x} &= 54\end{aligned}$$

By analyzing the data above, it can be seen that the average score of all students is 54. So it can be concluded that it must be continued in the next cycle because the average overall score of students is below 60.

Cycle 2

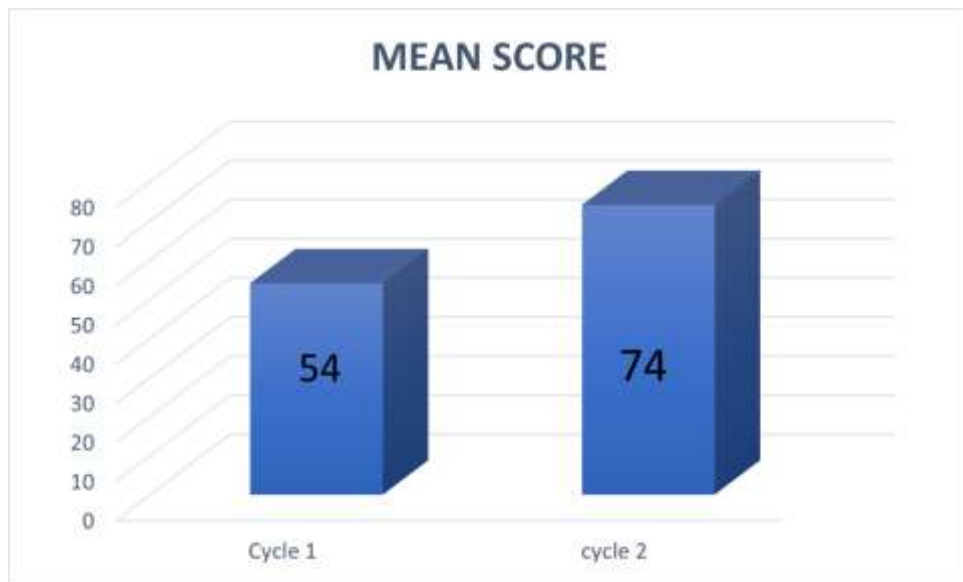
a) Individual Score

Individual scores are scores obtained by each student based on worksheets that have been prepared by researcher. The presentation of individual scores will be displayed in table form (see Appendix).

a. Mean Score

After the researcher calculates the individual student scores then the researcher calculates the average student score to measure the success rate of student learning completeness as a whole was calculated by following formula:

$$\bar{x} = \frac{\sum x}{N}$$
$$\bar{x} = \frac{2366,8}{32}$$



$$\bar{x} = 73,96$$

$$\bar{x} = 74$$

Based on the calculation using the formula above, the average score in the second cycle of this study was 74 while in cycle 1 it was only 54. So it can be concluded that there is an increase in students' vocabulary mastery from cycle 1 to cycle 2.

Furthermore, the researcher will calculate the percentage of improvement in students' abilities from the first cycle to the second cycle using the formula below:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$
$$P = \frac{73,96 - 53,97}{53,97} \times 100$$

$$P = \frac{19,99}{53,97} \times 100$$

$$P = \frac{1999}{53.97}$$

$$P = 37,03\%$$

Based on the analysis above, it can be seen that the increase in students' vocabulary skills from cycle 1 to cycle 2 amounted to 37.03%. So, it can be said that comic strips as learning media is an alternative media in learning English.

B. Discussion

Based on the research findings that have been described above, this section will further discuss the problems that exist in this study based on theory and logic. This study aims to determine the use of comic strips in improving students' vocabulary mastery in Kampung Inggris Parit Baru. After the researchers analysed the field notes described in the research findings, it was found that the use of comic strips as learning media was able to improve students' mastery of English vocabulary. This can happen because comic strips contain colourful pictures and comic strips also contain stories that make students interested in learning them. With the pictures in the comic strips, it is easier for students to imagine the meaning of each word contained in the comic strips. This is in line with the journal written by Sherliane Trisye Poai (2018) which states that comic strips can also help students in memorizing vocabulary because there are pictures and can increase attention to instructions and explanations in class, activeness in doing exercise questions, independence, and enthusiasm during learning. In addition, the results of the tests that students do which contain indicators of vocabulary mastery, namely meaning, use, and spelling have increased in the second cycle.

The next thing to be discussed is about the classroom situation when comic strips are used as a medium to teach vocabulary to students in Kampung Inggris Parit Baru. The words used in comic strips tend to be short and few, making it easier for students to read and memorize them. The presence of

comic strips as a learning media can increase students' enthusiasm for learning in the learning process, students also become more active when answering some questions related to the material taught. This is also very relevant to the previous research journal written by Lisa Darsalina et al (2016) saying that comic strips have a positive influence that results in better achievement in vocabulary and in other words students' vocabulary becomes better after the application of reading teaching using comic strips.

