

CHAPTER I

INTRODUCTION

A. Background of The Study

Based on the discussion above, the researcher wants to know how well students' vocabulary mastery of the eight grade students of MTs NU Ungaran. In this case, the writer wants to improve their vocabulary mastery using comic story. Although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca, a language widely adopted for communication between two speakers each other's and where one or both speakers are using it as a 'second language'.¹

In addition, English is an international language as means of international communication among nation in the world. International English is a phenomenon that deals with the English language being spoken on a global scale. International English will come in a wide variety of dialects, and it is moving in the direction of a standard that must be used in countries around the globe. Therefore, to consider the important role of English, the Indonesian government positions English as the first foreign language.

Every year, millions of people start learning second language, taught very few succeed in mastering it. Teacher just always focused on learning methods. A teacher is not only a facilitator in learning process but also managing in class. They are free to choose a method for the benefit of the students and especially to overcome boredom. A good teacher is model, because of that they should creative and sensitive to students need. Most teachers believe in one method or

¹Harmer, J. *The Practice of English Language Teaching*, (England : Person Longman Education Limited 2001), p.1.

the other, but in practice they will be combine the two to suit their students and the situation.

In Indonesia, English was taught from elementary to higher education in university. Nevertheless, the result of English learning in Indonesia is unsatisfactory. It is shown by vocabulary mastery of senior high school graduation. The majority of them can't speak English fluently about their daily lives. They have poor writing and listening skills as well. They are not satisfactory either. Moreover, English regarded by the students as the most difficult subject for them, so the solution to overcome is carried out.

Many factors influence the result of the language teaching. Such as reading, speaking, listening and writing. We can't express an idea or opinion without knowing English vocabulary. Mastering vocabulary is people necessity to understand a reading material, conversation, or article in English language. Without vocabulary, nothing can be conveyed.² Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign, in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both teacher and the learner.³ Therefore, without mastering enough vocabulary is impossible for people to reach the goal. However, in fact, some of students in junior high school have not enough in mastering vocabulary.

Many students in Indonesia have been studying English for a long time, but they still can not apply the correct English. In other side, many students also have poor vocabulary after they study English for a few years. Why this phenomenon is experienced by students in Indonesia? So, where does the fault lie? Is the teacher using a wrong method in teaching English? The researcher means that there is no innovative material and the teacher only asks the student to

²Scout Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13

³ Celce-Murcia Marine, *Teaching English as a Second or Foreign Language*, (United State of America: Inc. Thomson Learning, 2001), p. 285.

open the dictionary and also asks them to memorize the difficult vocabulary. To reach the best goal, the researcher thinks we must change the way to study English.

Teaching English as a foreign language for Indonesian is not an easy thing to do. The teacher are demanded to be successful. An affective teaching is the basic factor for the success of teaching learning process to prepare an affective teaching. Teachers are constantly searching for new and innovative materials to enhance learning in the formal classroom environment. To meet this demand, the teacher try to promote their material as being authentic, but many teachers (and more important, students) believe that no matter how appealing texts might be, they still ring of artificiality and are just a representation of the real thing.

One authentic material that has been explored over the past few years is the comic strip or comic book.⁴ In order to improve the quality of the material we use in our classes, using authentic material as cartoons and comics may enrich a variety of groups in many teaching environment. There is no person who doesn't like reading something funny or that is appealing, and those learners who are usually reluctant to participate in the classes are the first to discuss comics. Teach vocabulary through comics can help students learn synonyms and antonyms to expand vocabulary and Give an example of vocabulary related to current trends and fads.⁵

Comics are a form of visual communication media have the power to convey information in a popular and easy to understand. This is possible because the comic combines the power of pictures and writings, which strung together in

⁴ Education Resources, "Comics: A Multi-dimensional Teaching Aid in-Integrated skills classes", in the <http://blog.persimpangan.com/blog/2007/08/04/comics-a-multi-dimensional-teaching-aid-in-integrated-skills-classes/>. Sunday on April 2nd 2011 . 11.16 pm.

⁵ GeekyTeacher, "Teaching English Through Comics", <http://geekyteacher.wordpress.com/2009/06/01/teaching-english-through-comics/>. Sunday on April 2nd 2011, 11.16 pm.

story line drawings, make the information more easily absorbed. The text makes it more understood, and the story line is easier to follow and to remember. Comics are a visual communication and media are also more than just a pictorial story of light and entertaining. As a visual communications media, comics can be applied as a tool of education and able to convey information effective and efficient. Comic also can be used to facilitate vocabulary teaching.

Researcher hopes comic to become a more effective medium of learning and facilitate students improve their vocabulary. In addition, the researcher wants to prove that using comics to attract students prefer to learn English especially vocabulary. The more important, students can enjoy their learning process. Because with a growing sense of comfort and fun in the process of learning will make students more easily absorb the lessons, especially for English vocabulary.

The researcher chooses MTs NU Ungaran as the setting of research. Because of the eight classes is more prominent to prove vocabularies than the other class. Such as, the seventh class it more prominent to enrich the vocabularies. So, the eight classes is the suitable choice to apply comic stories to improve students' vocabulary. The researcher observes the students of MTs NU Ungaran are need renovation of English teaching method. Renovation is to improve English with enjoyable media and easy to understand, in this case especially vocabulary skill.

Based on the discussion above, the researcher wants to know how well students' vocabulary mastery of the eight grade students of MTs NU Ungaran. In this case, the writer wants to improve their vocabulary mastery using comic story. The reason for choosing the topic because vocabulary is essential to improve the four language skills (listening, speaking, reading, and writing). The students have mastered vocabulary learning in order to be able to communicate in English. And most students in junior high school still have difficulties in vocabulary. So that, they cannot convey their ideas clearly because of their

limited vocabulary. In other side, Comic stories are one of the ways to motivate students. So that, they are interested in studying vocabulary.

B. Research Question

1. How is the vocabulary score of students of MTs NU Ungaran after taught using comic stories?
2. How is the vocabulary score of students of MTs NU Ungaran taught non-comic stories?
3. Is there a difference in vocabulary score of students of MTs NU Ungaran taught comic stories and those taught using non-comic stories?

C. Objective and Pedagogical Significant

1. To find out the vocabulary score of students of MTs NU Ungaran taught using comic stories.
2. To find out the vocabulary score of students taught of MTs NU Ungaran using non-comic stories.
3. To find out a difference in vocabulary score of students oof MTs NU Ungaran taught using comic stories and those taught using non-comic stories

It can be predicted that the result of research of using comics as a media teaching of vocabulary English. It will give more advantages for the readers. Moreover, the researcher wants to share of this result to the other teachers in the purpose of improving their ability in teaching English for their students.

The result of this study will hopefully be useful for:

1. The students of MTs NU Ungaran

It is hoped that the students can improve their vocabulary through learning vocabulary using comic stories and develop their study in order to be successful

2. The teacher of MTs NU Ungaran

The teacher can use the result of the study as a feedback on teaching activities and he will increase his performance in teaching program well.