CHAPTER I
INTRODUCTION

This chapter consists of research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

In Indonesia, English refers as foreign language and become a compulsory lesson from junior high school until senior high school, even in the university. When learning English, based on the goal of teaching, students are expected to have four main skills of English such as speaking, listening, reading and writing. Some additional to be master in English are language components that must be learned such as grammar, vocabulary, and pronounciation. To be able to use English well, having more vocabulary is one of the key to expert in English.

One of the problems of students in Indonesia is English vocabulary. Many students at junior high school, senior high school, even university are still confused about the meaning of new words, unfamiliar words, or even words that are common to be used. Because of their limitedness in vocabulary, they had difficulties to understand the English text for doing their task, examination or for communicating with other people or foreigner. Khajloo (2013) states that even English has been taught in many years the students often do not achieve the desirable level of language skills and are not able or fluent to say some English sentences.

Another problem is found in method and media used by teacher. Khajloo (2013) also assertes that teachers should use the specific methods and media in
order to motivate the students in learning English. Boring method and media will make the students’ attention decreasing. Furthermore, Rokhayani & Utari (2014) state that one of the role of teachers in teaching and learning process is facilitating the students by using an appropriate teaching and learning media which aims to make students interesting and understand about the material, new words or vocabulary that teacher taught in speaking, reading, listening even writing. Students also need something new in their process of learning, especially in school.

The other problem is the lack of participation, interest and motivation of the students in class. Based on Khajlo (2013), when students learn the language, most of them are not interested and just think to pass the course as soon as possible. Some of them do not get attention and listen to the teacher when she is explaining the materials. Some students also do not learn anything, even if they learn, they will forget it quickly. Sometimes the students feel shy to ask the new words to the teacher, so they keep it by themselves without finding any solution.

Therefore, it is necessary to teach English using interesting media to get attention of the students. The teachers have to be creative in delivering knowledge to the students. Teaching media is an important thing to support the teaching and learning process.

One of the interesting media that can be used to attract the interest of the students is comic strip. It could add students’ vocabulary. A good mastery of vocabulary will help the learners to express their idea precisely.
Comic strip is the good media to help students in learning English because comic strip contains of many pictures. Sometimes it can be colourful, nice, cute, funny picture that will interest the students to learn. Students will be excited in how does comic gives them knowledge, and it becomes interesting because most of the children in junior high school like comic.

Teaching English using comic strip as media to teach in junior high school students especially in first grade is the best choice. In this stage, their ability to get new language is easy to comprehend and they have a big chance to implement it in their daily activity. They are still young and in their age their brain still fresh and can catch up language easily. That’s why it is good to teach English vocabulary using comic strip in junior high school.

Based on previous study conducted by Rokhayani & Utari (2014), the use of printed material comic strips can be used as an English teaching media to improve vocabulary for the junior high school students. This improvement is based on the test in cycle I and cycle II. Comic strip is appropriate and effective as teaching media because it gives an easy way for the teachers to deliver the materials. It is also effective for the students’ ability misunderstanding the expression delivered by the characters in comic.

Students lack of vocabulary also seen in MTs Negeri 2 Malang. Based on the preliminary study in MTs Negeri 2 Malang especially in first grade students, the students find difficulties in vocabulary such as they do not understand the teacher’s explanation about material in English. The other problems were the students’ participant was low, many of them were not willing to participate and
they felt bored in the class. Besides, the preliminary study was showed that the first grade students of MTs Negeri 2 Malang like comic book, they often bring comic to the school such as doraemon and conan comic book.

In addition, this research will be focused on the implementation of using comic strip to teaching vocabulary for first grade at MTs Negeri 2 Malang. The researcher uses comic strip to investigate whether comic strip is useful to add vocabulary of the students.

1.2 Research Problem

The problem of the research is formulated as “Does comic strip improve Students’ Vocabulary Score in First Grade of MTs Negeri 2 Malang?”

1.3 Research Objectives

The objective of the research is to know whether comic strip could improve students’ vocabulary score in first grade students of MTs Negeri 2 Malang or not.

1.4 Hypothesis

There are two types of hypothesis in experimental research; $H_a$ (Alternative Hypothesis) and $H_0$ (Null Hypothesis). In this study, the hypothesis are:

1. $H_a$ (Alternative Hypothesis): The average of vocabulary gain score of the students who are taught using comic strip media is higher than before using comic strip as teaching media.

2. $H_0$ (Null Hypothesis): No difference in the average of vocabulary gain score of the students who are taught using comic strip media and before using comic strip as teaching media.
1.5 Scope and Limitation

The research is focused on the implementation of using comic strip to improve English vocabulary. This study is limited on the first graders at MTs Negeri 2 Malang.

1.6 Research Significance

The results of this study are expected to be beneficial for teachers, students, and future researchers.

For the teachers this research is expected to give reference, especially to teach vocabulary for the students. So the teachers do not use just monotonous media like using book, newspaper, etc. They are expected to use interactive teaching media, such as comic strip.

The students are expected to understand about some new vocabularies by using comic strips in class, also how to implement that vocabularies in their daily activities so they are not confusing anymore and lack of vocabulary in students can be minimized.

Future researcher can use this research for reference to help them conduct their research that related with researcher’s study.

1.7 Definition of Key Terms

Based on the researcher’s title Implementation of Using Comic Strips in Teaching Vocabulary for First Grade Students at MTs Negeri 2 Malang, there are some key terms; Vocabulary, Comic Strip.

- Vocabulary is a list or set of words which is used by any speakers of language. (Hatch & Brown: 1995)
- **Comic Strip** is a few panel or few box that consists of pictures which tell a story. (Liu in Hariati, 2017)