

**THE EFFECTIVENESS OF GRAPHIC NOVELS TO IMPROVE
STUDENTS' VOCABULARY ACHIEVEMENT**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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2022**

ABSTRACT

THE EFFECTIVENESS OF GRAPHIC NOVELS TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT

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Vocabulary is an important thing in the language component. Most students of SMPN 2 Pesawaran especially in grade IX have problems mastering vocabulary. The difficulties faced by students in learning English are caused by low mastery of English vocabulary, lack of motivation in learning English, and difficulties in establishing communication in using English. Therefore, the researchers used Graphic Novels as a medium to teach vocabulary.

The research aims to find out whether there is a significant improvement in students' vocabulary mastery after the implementation of Graphic Novel as media in improving students' vocabulary achievement and to find which aspect of vocabulary improved the most. The subject of this research was 21 students of class IX D of SMPN 2 Pesawaran 2021-2022 academic year. The instrument of this research was a vocabulary test. The data were analyzed by using Paired Sample T-test with a significant level of $p < 0.05$ through spss version 19.0.

The results of this study indicate a significant improvement in students' vocabulary mastery after being taught to use graphic novels as a medium. The results of the t-test show that the t-value is higher than the t-table ($6.568 > 2.051$) and the value of significant level $0.00 < 0.05$. the difference in mean scores between the pre-test and post-test increased from (47 to 58) with an 11 gain. In terms of content words, the adjective is most affected by vocabulary. Therefore, it can be concluded that there is a statistically significant increase in students' vocabulary achievement after they are taught Graphic Novels. It means that Graphic novels are effective to improve students' vocabulary achievement.

Keywords: Teaching vocabulary, Graphic Novel, Vocabulary Achievement.

**The Effectiveness of Graphic Novels to Improve students' Vocabulary
Achievement**

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Rhidalta Khairun Nisa

A Script

**Submitted in a Partial Fulfillment of
The Requirements for s-1 Degree**

In

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2022**

**Research Title : THE EFFECTIVENESS OF GRAPHIC NOVELS TO
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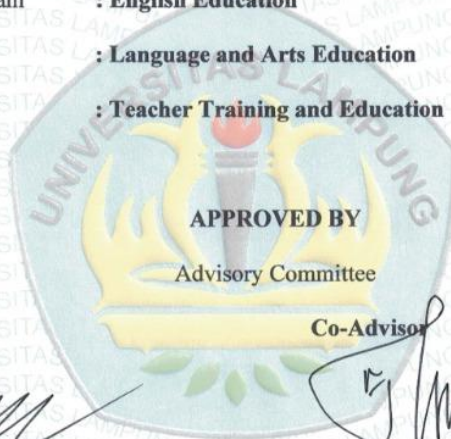
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Skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dalam penulisan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is Rhidalta Khairun Nisa. She was born in Bandar Lampung, on June 3rd, 2000. She is the fourth child in her family. She has two brothers and one sister.

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MOTTO

This world is ephemeral. Permanence is an illusion.
(Yin Nezha)

DEDICATION

By the name of Allah Subhanahu wa Ta'ala, this script is proudly dedication to:

My beloved family

My almamater, University of Lampung

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Praise and gratitude for all the facilities that Allah has given to the writer so that with his grace and permission the writer can complete this thesis with the title, “The Effectiveness of Graphic Novel to Improve Students’ Vocabulary Achievement”. This script is Presented to the English Education Study Program of Teacher Training and Education Faculty of Lampung University as compulsory fulfillment of the requirements for the S1 degree. It is important to know that script would never have come into existence without any support, prayers, and encouragement from several generous people. Here the writer would like to address her gratitude and honor to:

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The writer realizes that this writing is still far from perfect. Therefore, the author hopes for suggestions and criticisms that motivate so that in the future it will be even better. Besides, the writer hopes this research would give a positive contribution to educational development, readers, and other researchers.

Bandar Lampung, 28 September 2022
The Author,

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I. INTRODUCTION

This chapter presents an introduction concerning the background of the research, research questions, objectives of the research, use of the research, the scope of the research, and definition of terms.

1.1 Background of Research

Learning vocabulary is a very important part of learning a language. Choosing the right vocabulary is important in English language teaching (Sutarsyah, 2021). The more words that can be recognized, the greater the potential for understanding what is heard and read and the higher the potential for being able to say what you need to say or write. So that it can be said, the use of a person's language through vocabulary selection can determine the increase in that person's vocabulary. Syarifudin (2014) states that Vocabulary is the first thing to learning a language and also an essential part of the language as a communication tool. It means when we want to convey our perception or opinion, we may need to use vocabulary. While, according to Wilkins 1978 (in Larsen, 2017) "Without grammar, there is very little to say. Without vocabulary, nothing can be conveyed." This means that learning grammar is important, but mastery of vocabulary is more important, this is often encountered in education in Indonesia where most teachers in schools emphasize learning grammar rather than learning vocabulary.

Roinah (2019) said that the difficulties faced by students in learning English due to low mastery of vocabulary in English, lack of motivation in English learning, and difficulty building communication in using English, the problems faced make it difficult for students to adapt to English learning. In line with the problem that the students face, the researcher has done the observation in SMP N 2 Pesawaran to know if there were any problems that students face in learning English, the

researcher asked the teachers who teach English at that school. Like the teacher says that the students get problems in understanding and mastering the words or phrases in English learning. Meanwhile, according to Megawati (2016) the causative factors of English learning difficulties are strongly influenced by the level of language mastery of each student based on lack of mastery of aspects, listening, reading, speaking, and writing.

Learning English will be very difficult if you do not master a lot of Vocabulary because vocabulary is the most basic factor in communicating, mastering vocabulary is difficult because language does not only know and master many words, but the language of students must be able to use the language according to the needs of the situation and the right conditions (Lubis, 2017).

There are many ways to improve students' vocabulary using media learning, such as mind mapping, flashcards, songs, using short stories, picture series, or Graphic Novels. There are many options to increase students' vocabulary ability, it depends on the things they enjoy and make them comfortable. Starting from things they like and making them comfortable can be their initial stage in learning and mastering the vocabulary.

Various learning theories assert that students' learning achievement is influenced by various external factors contained in the learning environment, one of which is the medium of learning. In the previous study According to Pratiwi (2018) the results of data processing, it can be concluded that the effectiveness of learning media use is in the category of sufficient/medium with a percentage of 32%, the value coefficient of determination of learning media variables and student learning achievement variables by 8.48%. That is, partially the learning media has an impact on student learning achievement by 8.48%. It can be concluded that the medium of learning in the context of research has a positive and significant influence on student learning achievement.

Meanwhile, according to Sari & Aminatun (2021) in their research about media learning using English Movies. Research shows that learning English using media

can help them use English in everyday life. They can improve the choice of words, accents, grammar, and pronunciation of certain terms, as well as their vocabulary.

Another research shows the same result about using media in improving student achievement, conducted by Octaberlina & Anggarini (2020) state result the research shows that Picture Cards can increase and enrich students' vocabulary and knowledge. The implication of Pictures Cards can motivate students to understand the text. They said it is easier to memorize and understand the text through picture cards. Researchers choose graphic novels as a tool to improve student vocabulary because the researcher is interested in the medium of picture stories that have complex plots such as graphic novels, in addition, researchers also hope to increase the interest in student literacy in Indonesia, one of which is by providing students with interesting reading materials, in the form of picture fiction stories or this case graphic novels.

A graphic novel is a literary work in the form of fiction or non-fiction that has a specific and complex line story. The difference with comics that defines the word comic shows periodically for children, published weekly or monthly, is sold on newsstands or specials. In contrast, graphic novels are usually considered to mean long comic narratives published in hardback or paperback and sold in bookstores and with limited series, with serious literary themes and sophisticated works of art. Meanwhile, according to Eisner (1985) (in Yusof, Lazim, & Salehuddin, 2017), a Graphic Novel is "the arrangement of images or pictures and words to tell a story or dramatize an idea". On the same page, Carter (2007) identifies a graphic novel as "a book-length sequential art narrative featuring an anthology-style collection of comic art". Current studies explore the effectiveness of graphic novels in teaching vocabulary.

Based on Bařal's (2016) research, the findings show that graphic novels a combination of visuals and text in storylines are more effective in the expression of idiomatic teaching than teaching them with traditional activities. The use of graphic novels as a tool in this research can be considered an innovative approach to teaching idiomatic expression because despite its growing popularity in educational

circles there is little research, especially empirical, on the use of graphic novels in the field of vocabulary teaching. Making graphic novels as a medium for learning English, especially vocabulary development, is considered very effective. Therefore, the use of graphic novels has gained popularity in educational circles due to their ability to help understand text content through visuals.

Source of Hüseyin & Emine (2015) based on their research states that teaching using graphic novels makes reading and understanding literary texts easier and ultimately contributes, in large part, to better language learning. The study also concluded that graphic novels play an important role in understanding 1) literature such as symbols, backgrounds, and shadows, 2) conclusions, and 3) vocabulary. Research also reveals that the overall use of graphic novels is effective in teaching foreign languages. The results regarding critical thinking skills and literary devices convey graphic novels play an important role in the teaching of English as a foreign language, in the field of increasing vocabulary graphic novels are considered potent in improving student vocabulary, the role of the graphic.

Therefore, by holding this study, the researcher knows if there are any differences in student vocabulary mastery after teaching vocabulary using graphic novels used by the teacher. Because as we know vocabulary is an important aspect needed in learning a foreign or second language.

1.2 Research Question

The research question on this research can be formulated as follows:

1. Is there any significant difference between students' vocabulary achievement after being taught by using Graphic Novels?
2. What aspects of vocabulary improve the most after being taught by using Graphics Novel?

1.3 The Object of the problem

Concerning the research questions formulated above, the objectives of this research were:

1. To investigate whether is there any difference in student vocabulary mastery after studying using graphic novels.
2. To find out which aspect of vocabulary improves the most after being taught vocabulary by using graphic novels.

1.4 Uses of the research

1. Theoretically, the findings of this study contribute to the development of education, especially in language learning. This research can also be used as a reference for those who want to do research with the same theory regarding improving students' vocabulary skills using Graphic Novels at different levels of students.
2. Practically, the results of this study are expected to provide positive contributions and information for researchers in implementing and expanding their knowledge, especially in the field of educational research, such as research on teaching and learning English.
3. This research is expected to be additional material and rational for educational institutions/schools in alternative vocabulary teaching

1.5 Scope and Limitation

This research is focused on investigating and finding out whether there is a significant difference in students' vocabulary achievement after the implementation of vocabulary teaching using Graphic Novels. This research had carried out in January 2022. The subjects of this research are 21 students of class IX D even the semester academic year 2021-2022 at SMPN 2 Pesawaran. Furthermore, the type of text used in this study is an illustration of a story called a Graphic Novel.

1.6 Definition of Terms

The definition of terms of this research is as follows:

1. Teaching

Edmund Amidon (1967) (in Rajagopalan, 2019) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”

2. Vocabulary

A list or collection of words or words and phrases is usually alphabetically arranged and explained or defined. (Merriam, 2003)

3. Media

Teaching vocabulary requires the right media to help teachers to convey the material. Media is a way of communication. The media help in conveying information and can help to make the teaching process simple and perfect. Heinin, Molenda, Russell, and Smaldino (2008) (in Yaumi, 2017) define media as a means or tool of communication. For example, print media, audio, visual, video, and objects. In this research, the writer uses graphic novels as media to teach vocabulary.

4. Graphic Novel

A graphic novel is a sturdy, lengthy comic book that contains a single story or a set of interrelated stories told by using what comics maven Will Eisner calls "sequential art" (Rothschild, 1995).

5. Effectiveness

Effectiveness is a measure of the extent to which the results or outputs of an effect or treatment are given to a population regularly or several treatments (Wojtczak, 2002). In this case, effectiveness is a significant effect after being given treatment in the form of Pre-Test and Post-test.

II. LITERATURE REVIEW

This chapter presents the concept of vocabulary, the concept of teaching vocabulary, the concept of graphic novels, previous research, and the theoretical framework of research.

2.1 Concept of Vocabulary

The vocabulary concepts that will be discussed at this point consist of vocabulary definitions, aspects of vocabulary, classification of vocabulary, types of vocabulary, and the importance of vocabulary.

2.1.1 Definition of Vocabulary

Vocabulary is the most important thing in communicating, not only through writing but also verbally. Vocabulary is considered important because it is a tool to convey ideas, thoughts, intentions, and desires. Vocabulary is not only a series of letters that make up a word. However, vocabulary is also referred to as a collection of letters that are combined to give rise to meaning.

This is emphasized by Barnhart (2008) who defines vocabulary as follows, "... (1) stock of words used by a person, class of people, profession, etc. (2) A collection or list of words, normally in alphabetical order and determined."

Hatch and Brown 1995 (in Rohmatillah, 2014), say that vocabulary refers to a list or collection of words for a particular language or a list or collection of words that may be used by each language speaker. They also state that vocabulary is the only system involved in alphabetical order. While vocabulary is the basis for learning English, it is very important when we want to learn English because the basic foundation in learning new things is vocabulary mastery (Burns, L, & Broman, 1975) while According to Sutarsyah (2021) vocabulary consists of words that written or printed symbol as a unit of a language.

Same with Burns and Hatch (Ur, 1996) define vocabulary as the words we teach in a foreign language. In addition, Brown (2001) views vocabulary items as lists of boring words that must be defined and memorized by students, the lexical form is seen in its central role in contextualized and meaningful language. Richard (in Schmitt & Carthy, 1997) also said that knowledge of a word means knowing how often a word appears, its appropriateness in different situations, syntactic behavior, basic forms and derivatives, word associations and semantics, and characteristics.

Different from other experts, Webster's Ninth Collegiate Dictionary defines Vocabulary as:

- a) A collection of words and phrases that are arranged alphabetically and have definitions.
- b) A set of words used by a group of individuals in a language or a field of knowledge.
- c) A list of terms or codes available for use by language speakers, both local and second languages.

As mentioned above, the definition of vocabulary has many variations, and different ideas not only consist of one, but the definitions from one reference to another are interrelated. Therefore, the author summarizes that vocabulary is a total of words or phrases which maintains all the information used by people, classes, or professions in communication and is important when the learner tries to learn how to use the language the right way based on the equivalent word or learned it through synonym or opposite vocabulary.

2.1.2 Aspect of vocabulary

Vocabulary is considered very important in learning a foreign language when we are going to speak, write, read, or listen in this case of course it consists of various kinds of vocabulary. Students must master vocabulary more. In addition, we know that the lack of vocabulary often brings a lot of problems to students.

According to Lado 1972 (in Sari S., 2016), there are several ways that the learner can learn English vocabulary such as:

1. Meaning

In learning vocabulary, we should know the meaning of the words because it is basic to understand what we are reading, listening to, or what we will speak and write. When the teacher teaches vocabulary related to the meaning the teacher maybe can use context, which can make students easier understand the material more.

2. Spelling

In learning vocabulary, spelling is very important because it helps in reading and as a link between letters and sounds. Spelling can also be a different acceptable written form for the equivalent word in the same English variation, for example, the letter "I" when we spell it, can have different pronunciations. It can be long vowels or short vowels. So, the teacher expected to explain the word with correct spelling.

3. Pronunciation

Pronunciation of words is the way or technique that person said and we heard that. Most words only have one pronunciation, but not infrequently some words have more than one pronunciation. English pronunciation is considered difficult to learn because it is not related to word spelling. When we are learning the English language we want to communicate well, so that other people understand what we are saying. Many other students want to be able to speak English well with understandable pronunciation so that they can communicate well. Saying a word and continuing to repeat it allows students to remember it longer and identify it more easily when they hear or see it.

4. Word Classes

Word classes or part of speech is categories of word that have characteristic in each of them. This word has two major families, Lexical Class (consisting of Noun, Verb, Adjective, Adverb, Preposition, conjunction, and interjection) and function class (determiners, particles, prepositions, and others).

5. Word use

Word use is the use of words, concepts, or phrases in writing or speech. Word use is also a way of placing words in a sentence so that the sentence is precise and effective.

2.1.3 Classification of vocabulary

Classification of vocabulary consists of several things, those are Noun, Verb, Adjective, Adverb, conjunctions, prepositions, and Interjection. In this research the writer only focuses on four, those are:

a. Nouns

According to Putrawan & Nurweni (2018), Nouns are words that refer to the names of people, places, ideas/feelings, and things. Nouns are also divided into as follows:

1. Common noun

The common noun is a general noun that refers to the names of people, places, or things. The first letter of the word type is not capitalized.

e.g. Building, city, girl, boy, vacation, etc.

2. Proper noun

The proper noun refers to a specific noun, then the first letter of the word is capitalized.

e.g. Yogyakarta, Eiffel Tower, Central Park, Kartini's Day, etc.

3. Countable Noun

The countable noun refers to an individual, countable entity, such as books, pencils, and flowers.

e.g. She gives me her book.

4. Uncountable Noun

The uncountable noun refers to an undifferentiated mass or notion, such as butter, water, or sugar.

e.g. my mother ask me to buy sugar at market

b. Adjective

Putrawan & Nurweni (2018) states that the Adjective has three comparative forms, those are; Absolute, comparative, and superlative. Each to show the same degree or level, greater or less, and the greatest.

For example:

Absolute	: Smart, sweet, beautiful, intelligent, Bad, God
Comparative	: Smarter, Sweeter, More Beautiful, More Intelligent, Worse, Better
Superlative	: Smartest, Sweetest, Most Beautiful, Most Intelligent, worst, best.

c. Verb

Verbs are words that help you express your actions and make statements. Verbs are a partly important part of a sentence. A verb or compound verb asserts the subject of a sentence and represents an event, action, or state of existence. Putrawan & Nurweni (2018) also state that verbs are divided into three categories, namely: Action Verbs, Linking Verbs, and Helping verbs (auxiliary).

1. Action Verb functions to declare an action either in the form of a physical or mental action

For example:

Cry, Swim, think, feel, run, etc.

2. Linking Verb serves to describe how the subject or what the subject looks like. Linking verbs commonly used include *be, grow, seem, appear, look, smell, become, turn, taste, feel, and sound*. Most linking verbs also function as action verbs.

For example:

a) The Radio always sounds the emergency alarm (*Sound* in this sentence as action verbs)

b) The idea sounds great (*sounds* in this sentence as a linking verb)

3. Helping Verb is a verb that serves to help the main verb / main verb to explain an action or make a statement.

For example:

Is, am, are, must, shall, will, do, did, does, have, has had

d. Adverb

Harmer (2007) States that an adverb is a word (or group of words) that explains or adds to the meaning of the verb, adjective, adverb, or whole sentence. He further states that there are eight types of adverbs. As follows:

- 1) Manner : bravely, fast, happily, hard, quickly, well.
- 2) Place and direction : down, far, here, near, there, up, west.
- 3) Time: : now, soon, still, then, today, yet.
- 4) Frequency : always, never, occasionally, often, twice
- 5) Sentence : certainly, definitely, luckily, surely.
- 6) Degree : fairly, hardly, rather, quite, too, very.

2.1.4 Types of Vocabulary

Hiebert & Kamil (in Astatia, 2019) explain that vocabulary has formed, the first one, Spoken Vocabulary is a group of phrases that we understand which means whilst we communicate or examine orally. The second, Published Vocabulary includes phrases whose means are understood whilst we write or examine silently.

They additionally outline vocabulary information as follows:

a. Productive vocabulary is a collection of phrases that someone can use whilst writing or speaking. They are well-known, familiar, and regularly used phrases.

b. Receptive vocabulary or recognition Receptive vocabulary or popularity is a group of phrases that may be given which means or interpreted by a person whilst listening or reading. These are phrases that are regularly unusual and infrequently utilized by students. Human beings can be capable of assigning a few which means to them, even though they'll now no longer understand the entire info of the differences. Usually, those also are phrases that the man or woman now no longer uses spontaneously. However, once they come upon those phrases, they understand them, even though they every so often imperfectly.

Celce-Murcia (2000:76) divided vocabulary into three; a) Content Words, b) function Words, and c) Receptive and Productive vocabulary, but in this research, the writer only used content words.

a. Content Words

Content words are lexical elements required for large, open-word classes. Content words are the lexical elements necessary for large, open word classes. The content words of the new version are easy to understand. In the meantime, the old word is still there but no longer useful.

Examples: nouns, verbs, adjectives, and some adverbs.

b. Function Words

Functional words are lexical items that should not be restricted to word classes. Feature words, simply new, no lost words. Examples: pronouns, auxiliary verbs, prepositions, determinants, and many adverbs. Functional words should be taught as part of the grammar and meaningful words as part of the vocabulary.

2.1.5 The Importance of Vocabulary

Vocabulary is very important for people who are learning English, either as a foreign language or as a second language. The importance of vocabulary is demonstrated constantly in schools and outside of schools. In the classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Read (2000), Nation (2011), and others (in Siddiqua, 2016) state that the acquisition of vocabulary is essential for successful second/foreign language use and plays an important role in the formation of complete spoken and written texts. English as a second language (ESL) and English as a foreign language (EFL). Learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

This idea was emphasized also by Wilkins 1978 (in Larsen, 2017) said, “Without grammar, there is very little to say. Without vocabulary, nothing can be conveyed.” This means that learning grammar is important, but mastery of vocabulary is more important in language for communication.

Words are needed for communication and human activities, it means from words that people can express ideas, desires, love, ambition, gratitude, joy, sadness, and frustration. Words make it possible to understand people and the words around us. In action, the better our understanding or knowledge of words, the better we can choose words to express our ideas. In short, good knowledge of words help us communicate with people all over the world and discover everything information from various sources to enrich our knowledge.

2.2 Concept of Teaching Vocabulary

The concept of teaching vocabulary will discuss the definition of teaching, aspect of vocabulary, classification of vocabulary, types of vocabulary, and the importance of vocabulary.

2.2.1 Aspect of Teaching

When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean sharing experiences or communicating information, for instance, through lectures. Teaching is regarded as both an art and a science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

According to John Brubacher (1939) (in Rajagopalan, 2019), “Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”. B.O. Smith defined teaching as “Teaching is a system of actions intended to induce learning”.

Gage (1963) in Rajagopalan (2019) also has statement about teaching, he said, “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person”. Teaching is a system of actions that involves experts in a particular field, the purpose of which is to see the final result. However, there

are two situations faced by that are, things that are beyond the expert's control (class size, student characteristics, physical facilities, etc.) and that he can modify (such as teaching techniques and strategies).

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Meanwhile, Hasibuan & Moedjiono (2006) explain teaching is the creation of environmental systems which allows the process of study. Based on the theory above, we can conclude that teaching is a form of interpersonal influence to change the potential behaviour and mindset of others that is carried out consciously, meanwhile Teaching Vocabulary is an activity carried out to influence a person or group of people to recognize a new word that was previously foreign. become more familiar, aims to make it easier to communicate in a new language based on the vocabulary that was learned.

As for the component of teaching vocabulary, an account of what vocabulary forms need to teach and the principles of how they are taught is crucial. Firstly, apart from vocabulary teaching which is in line with its objectives and students' need, it is certain to consider the vocabulary aspects to teach. To accomplish it, Nation (2001) proposed these aspects, namely spoken form, written form, parts of a word, concept a word has and items it may associate, an association of the word, the grammar of the word, collocation of the word, register and frequency of the word Secondly, the principles of teaching vocabulary.

There are many theories about teaching vocabulary guidelines and principles. According to Nation (2005), there are six principles or aspects of vocabulary teaching that consist of six points, those are:

- (1) Keeping teaching simple and clear without any complicated explanations
- (2) Relating present teaching to past knowledge by showing a pattern or analogies
- (3) Using both oral and written presentation
- (4) Giving most attention to words that are already partly known

(5) Telling learners if it is a high-frequency word that is worth noting for future attention

(6) Not bringing in other unknown or poorly known related words like near-synonyms, opposites, or members of the same lexical set.

Lastly, according to Graves (2006), providing a rich and varied language experience, teaching single words, teaching word learning strategies, and building awareness of readers and writers are the foundations of a successful vocabulary program.

2.2.2 Stages in Teaching Vocabulary

Teaching vocabulary using picture stories such as graphic novels have several objectives that students can easily understand. The picture introduced to students contains a series of simple plots and relates to their growth and development, namely stories whose characters have the same age, besides that the pictures and plots are clear, and unambiguous so that students can recognize the meaning of the pictures that contain the series of plots are. they can identify what words in English can be introduced through the picture. By using picture stories, it is hoped that students more interested in learning vocabulary.

There are four steps of teaching. According to Davis and Glaser (1962) as cited in Rajagopalan (2019), there are some steps of teaching as follows:

Step 1: Planning of teaching which includes content analysis, identification, and writing of objectives.

Step 2: Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.

Step 3: Identification of suitable teaching-learning strategies for effective communication of content.

Step 4: Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the feedback for teachers and students.

In these graphic novels, the pieces of each sheet contain a series of plots in the form of conversations between characters. From the conversations and pictures, students will connect the words that become the dialogue between the characters. It is good for students to look at the whole scene or picture to see how the parts relate to the whole. It also helps (especially for beginners in English) to understand a word or sentence by combining the series of pictures in the Graphic Novel.

For example, in this Graphic Novel Coraline has an image showing the following: A house, a girl, a cat, a lit candle, etc., the image is shared with each student or may be displayed on a projector so that all students can see it together. The students have seen and heard the English word for each, and have copied the word into their notebooks. Our goal now is to help students master vocabulary, so we want to encourage the use of each word for communication. We consider possible techniques to make students feel it is important to know English words. Here's one way:

Before the class starts, the teacher prepares several techniques and tools to assist in the teaching and learning process. Students leave their books closed all the time during class, and it is up to the teacher to provide them with models and stimuli that will evoke the desired pattern. However, before the teacher starts an exercise that requires pictures, students open the picture that has been shown at the beginning of the exercise.

The teacher shows the picture pieces from the Graphic Novel "Coraline" to the students and then the teacher explains the words and sentences listed on the picture pieces. Then the students repeated the teacher's statement. Relate the statement to the picture in the Graphic Novel.

For Example:

Object: about the picture which are consist of 1) a little girl 2) a cat 3) candle

The Teacher: Look at this guy, Coraline Said *"because when you're scared but you still do it anyway. That's brave"* do you know what Coraline means?

The students: She is scared?

The Teacher: She is scared, but she still walking. It means Coraline is BRAVE.
Brave

The students: Brave

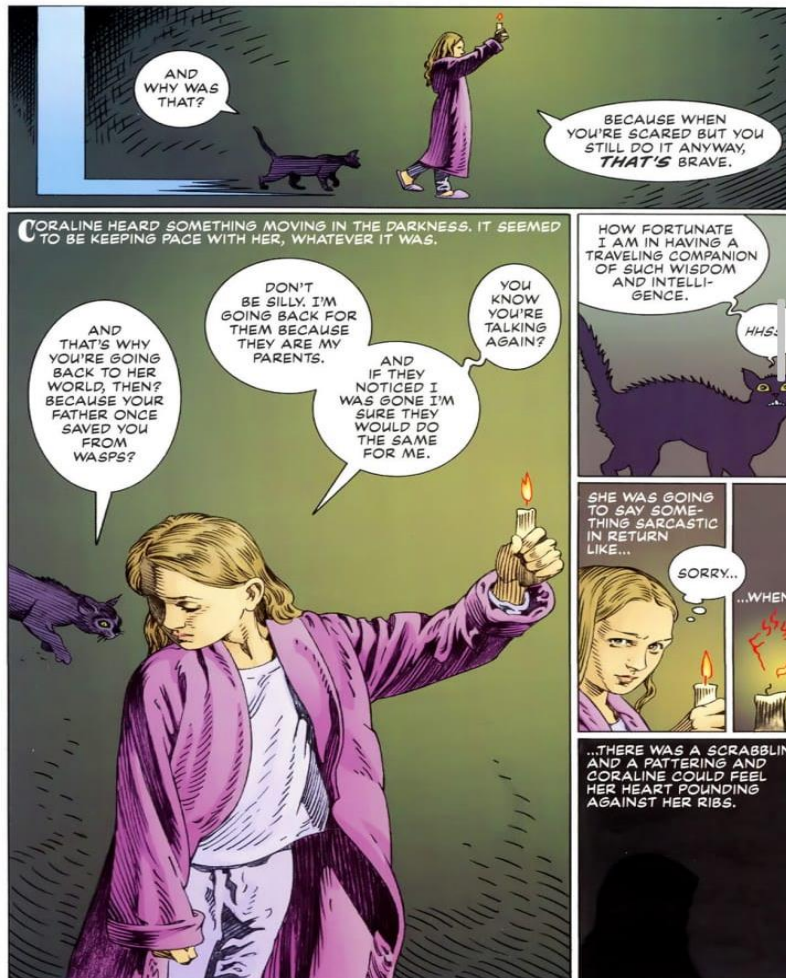
The Teacher: There is an explanation about Coraline's situation, "*There was a scrabbling and patterning and Coraline could feel her heart pounding against her ribs*" where are the words that you don't know?

The students: All of the words

The teacher: You can note the words on to piece of paper or you're phone note. Lets we find the meaning. I'll give you a clue, same with the Pattern, you already know right? same as the pattern, but scrambling is like abstract writing that can't be read.

The students: so, it's abstract writing?

The teacher: Yap, you're right.



2.3 The Concept of Graphic Novel

The graphic novel concepts consist of the sixth point is; the definition of the graphic novel, characteristics of the graphic novel, terms of the graphic novel, how the graphic novel grows up, major types of the graphic novel, and the last advantages and disadvantages of teaching using graphic novel.

2.3.1 Definition of Graphic Novel

The graphic novel is one of the literary works that developed in the early 1970s until now. At first glance, graphic novels look like comics, but there are different things, Graphic Novels are picture books that have many genres, and can be fiction, non-fiction, or biographies. Novels are comic books that have complex plots, magazines, a specific book, Graphic Novels are also defined as a medium for

expressing information, or an artistic idea defined with images used sequentially (Abel, 2008).

Graphic novels and comic books are similar because they use sequential art to tell a story and have similar attributes (McCloud, 2000). Graphic novels also have differences from comic books, usually Graphic Novels are stand-alone stories with more complex storylines. Graphic novels are also collections of short stories that have previously been released as separate comics. Meanwhile, comics are more specific to a fictional picture book that has a storyline.

According to Seelow (2010) as cited by Basal (2016) the graphic novel is an “extended, self-contained comic book” Gorman (2003) on the same page defines the graphic novel as “an original book-length story, either fiction or nonfiction, published in comic book style”. It can be seen from most of the definitions that scholars compare graphic novels with comic books and in these definitions, graphic novels are different from comic books in terms of their length and completeness. However, perhaps it is more useful to focus on the “great transformative potential [of graphic novels] for English classrooms and the students in them” (Carter, 2007, p. 49) since it allows language learners to increase their comprehension of the text by combining text with pictures, two different modalities.

2.3.2 Characteristics of Graphic Novel

Graphic novels can be seen as an art form combining many features:

- Novels speak to us usually in a linear written narrative;
- Picture books tell a story with text accompanied by illustrations;
- the film does so with moving images and dialogue
- poetry can communicate on levels that no other storytelling can.

Graphic novels combine all these elements in their unique way. They are like prose in that they are a written printed format, but they are also like film in that they tell a story through dialogue, and through visual images that give the impression of movement. (Smith, 2005) With their success in combining different elements, graphic novels can be used as an effective tool to differentiate vocabulary instruction in language teaching by putting into action the power of reading.

A graphic novel is a book that has comic book material. Although the term "novel" usually refers to large fictional works, the phrase "graphic novel" relates to fiction, non-fiction, and anthologized material. This is often distinguished from the word "comic book," which is commonly used for comics periodicals and trade paperbacks, at least in the United States (see American comic book) (Phoenix, 2020)

Graphic novels can often be distinguished by their characteristics. If a book has all of these elements, it is likely a graphic novel (Meleen, 2009)

- images tell most of the story
- heavy use of dialogue bubbles and narration boxes
- frequent use of sound effects
- similar in length to typical novels
- bound like a standard book
- stands alone

2.3.3 The Graphic Novel Grows Up

According to Hutomo (2014) in his script about *Novel Grafis dan Media Promosi Jajanan*. In general, the term Graphic Novel was first introduced in 1978 along with the publication of a picture story book such as a comic titled *A Contract with God* (1987) by Will Eisner. Will Eisner uses the term "Graphic Novel" in this picture story. In *Faster Than a Speeding Bullet: The Rise of the Graphic Novel*, Stephen Weiner writes: "The first modern "graphic novel" was written and drawn by a veteran cartoonist, Will Eisner, who coined the term while trying to persuade the editors at Bantam Books to publish a comic book written as thick as the original book. Because of this statement, the world of books has a new history, especially in the history of comics in America. This is also supported by Time Magazine which supports reforms in the world of books, especially picture stories, this support is disseminated both in print and online editions.

Unlike Will Eisner, who was open about the term Graphic Novel, comic historian R.C. Harvey noted that Will Eisner was not the first to use the term "graphic novel".

In addition, according to Harvey, the first printing of *A Contract with God* did not include the title "graphic novel" on the cover or in the introduction. According to Harvey, after 1978, the term "graphic novel" began to be widely used and it was only in subsequent printings that the term was attached to the book. So, according to Harvey, the presence of *A Contract with God* is not a sign of the birth of graphic novels.

According to Harvey, the term was first introduced in November 1964, by Richard Kyle in a Newsletter that was announced to members of the Amateur Press Association. In 1967 a long-running comic identified as a 'graphic novel' was published under the title *Beyond Time and Again* by George Metzger. He pinned the "Graphic Novel" form on the cover and title page of the book.

Time magazine comic reviewer Andrew Arnold admits this historical fact, but he still believed Eisner's work was the first graphic novel. After confirming with Eisner, indeed the word "graphic novel" was not included in the first edition, which was a hardcover edition. But this word was included in the softcover edition published in 1978 as well. So, in terms of timing, it is appropriate that the word "graphic novel" is attached to the year the work was first published. In addition, Eisner admitted to Time that he was the first to coin the term and the graphic novel format. This is consistent with the description of Eisner's graphic novels in *The Will Eisner Companion*: "Eisner popularized the term "graphic novel" when trying to attract editorial interest in his project Bantam Books (making comic books for adults) several years before (1978). The Bantam editorial staff refused, but the term stuck with it."

2.3.4 Major Types of Graphic Novels

Graphic novels, like regular books but have images and sub-genres, are fiction or non-fiction. There are many types of Graphic Novels, Moss (2012) states here are these types:

Manga: The Japanese word for "comic," but it is also used to describe Japanese-style comics in the United States. Manga is traditionally read from top to bottom and right to left, as is conventional Japanese reading. Though Manga

strictly refers to Japanese comics, many people believe it refers to a style rather than the place of origin.

Titles: Attack on Titan, Full Metal Alchemist, Jujutsu Kaisen

Superhero Story: Superhero graphic novels have transformed the most popular genre of comics into epic Sagas from what were formerly small episodic adventures. Marvel, DC, and Darkhorse are the three major publishers of superhero comics.

Batman: Dark Knight Returns, League of Extraordinary Gentlemen, and Atrocity are some of the titles.

Personal Narratives ("Perzines"): Personal Narratives ("Perzines") are autobiographical stories written by the author based on his or her personal experiences, perspectives, and observations.

Titles: Fun Home, Blankets, Lucky, The Quitter.

Non-fiction: Non-fiction is similar to Perzine's in that it is written from the author's personal experience, but the author is usually utilizing their own experience to address a larger social issue. It is similar to Perzine's in that it is written from the author's personal experience, but the author is usually utilizing their own experience to address a larger social issue.

Titles: Pedro and Me, Maus, Persepolis.

2.3.5 The Advantages and Disadvantages of Teaching using Graphic Novel

According to experts in teaching vocabulary using graphic novels there are advantages and disadvantages, as follows;

a. Advantages

According to Martin (2009) when we learn new things with graphic novels' we get the "balance between visual imagery and written words". This idea was emphasized by William (2008) who said, using pictures and written words can help students develop their literacies. Carano and Clabough, (2016) (in Basal, 2016) suggest that "most graphic novels contain rich and accurate content

material about a topic. It can be a supporting factor in teaching vocabulary using pictures and words written. Combining visuals and texts through the use of graphic novels may help language learners to increase their comprehension of the information presented in the text. Moreover, using graphic novels contextualized featured language in the correct ways. (Chun, 2009).

On the other side According to Miller (2005) (in Basal, 2016), graphic novels help students to develop reading skills comfortably and provide opportunities for developing higher-order thinking skills. On the same page, McTaggart (2008) reminds educators that they need to teach graphic novels because graphic novels “enable the struggling reader, motivate the reluctant one, and challenge the high-level learner”. In terms of language teaching, it is considered that using graphic novels in language classrooms may bring about the same effects in terms of reluctant readers and motivation of the students to read since the graphics and/or illustrations make graphic novels interesting to readers.

Many English language students may benefit from graphic novels. As students read, they can observe images that accompany the words. If a student is struggling with a particular word or sentence, they can look at the images in the novel to assist in his/her understanding. In classrooms where teacher assistance is not always readily available, graphic novels can serve as a self-teaching tool, as long as the graphic novels chosen contain some literary quality. (Krashen, 1989)

b. The disadvantages

The disadvantages of graphic novels in teaching According to Smith (2005) some parents, educators, and librarians may associate the term. They may not yet be familiar with the growing body of graphic novels that are suitable for all ages, including children.

2.4 Previous Research

Making graphic novels as a medium for learning English, especially vocabulary development, is considered very effective. Therefore, the use of graphic novels has gained popularity in educational circles because of their ability to help understand text content through visuals.

The current study explores the effectiveness of graphic novels in teaching vocabulary. Based on Basal (2016) the results show that Graphic novels, a combination of visuals and text in a storyline, are more effective in idiomatic teaching expressions rather than teaching them with traditional activities. The use of graphic novels as a tool in the present study can be considered an innovative approach to teaching idiomatic expressions since despite its growing popularity in educational circles there is little research, particularly empirical, on the use of graphic novels in the area of vocabulary teaching.

Moreover, Idiom teaching has attracted a lot of attention from Zarei & Rahimi (2012) (in Başal, 2016) in the field of language teaching. The idea behind using graphic novels to teach idioms that are difficult to learn is that with graphic novels students can not only see idioms in the text but also can see them in combination with pictures, text, and stories. In other words, more than one modality is exercised to present idiomatic expressions. In addition, Frey & Fisher (2004) say students' ability to choose vocabulary after reading a graphic novel by Eisner has improved. Text is a means or medium that instructs hard thinking to read and discuss word choices and vocabulary as a tool to give strength to the author's message.

Another research by Hüseyin & Emine (2015) based on their research state that teaching using graphic novels makes reading and understanding literary texts easier and ultimately contributes, in large part, to better language learning. In the study, it was also concluded that graphic novels play an important role in understanding

1) Literature such as symbols, backgrounds, and shadows. 2) Conclusions, and 3) Vocabulary. The results of the study also revealed that the overall use of graphic novels is effective in foreign language teaching. Results regarding critical thinking skills and literary devices convey graphic novels play an important role in the

teaching of English as a foreign language, in the field of increasing vocabulary Graphic Novel are considered potent in improving student's vocabulary, The role of graphic novels in the teaching of English as a foreign language is the motivation that provides for students.

2.5 Theoretical Assumption

Vocabulary is one of the objects that must be mastered by the students in gaining knowledge of English, If the vocabulary is limited it will be difficult to speak English, then without a proposed or qualified vocabulary it will be difficult in reading, listening, speaking, and writing. To help students more easily learn and understand the material, teachers should offer fun materials, as well as create a comfortable and good learning space. Using images is one of the tools in the form of media that are useful in practicing vocabulary. Teachers can give more attention and guidance to students. It can be through student interests or learning styles so that students have the motivation in learning vocabulary. This supports the use of images as a method of conveying the material to be given so that it is stronger to inspire students in learning. In other words, it can have a good influence on them, especially from their words.

Based on the statements above, the author assumes that the usage of images is more powerful than the usage of translation techniques in coaching vocabulary for the basic college students at SMPN 2 Pesawaran.

2.5.1 Hypothesis

Based on the theoretical assumption elaborated above, the researcher formulated the hypothesis as follows:

There is a significant difference between students' vocabulary achievement after being taught by using Graphic Novels.

This is the explanation of some theories related to the research. The theories are used as references to conduct the research.

III. RESEARCH METHOD

This chapter discusses the research design, the sample of research, the variable of the research, the data collecting technique, the instruments of research, the research procedure, the scoring system, data analysis, and the hypothesis.

3.1 Research Design

This research was conducted to analyze the significant difference in students' achievement in vocabulary mastery after the implementation of teaching vocabulary using graphic novels. To answer the research question, this research used a quantitative approach and one group pre-test and post-test design (Setiyadi, 2018). Pre-test and post-test gave to find out the significant difference in students' vocabulary ability. The pretest was given to students to measure their initial achievement in vocabulary before doing the treatment and the post-test was given after the treatment to find out how far the increase in the student's vocabulary achievement was after implementing the treatment. There were three meetings in this research.

The design for the research question was illustrated as follows:

T1 X T2

Where:

- T1: is a pretest that is used to know the students' mean score in vocabulary
- X: belongs to the treatment (The implementation of teaching Vocabulary using graphic novel media)
- T2: is a post-test after having a treatment

3.2 Sample of Research

The sample of the research was class IX D total of the samples was 32 which consists of 15 males and 17 females. The sample decided to use random sampling to show up if all the students have the same opportunity to be the sample of the research.

Tabel 3.1 Students Class IX Grade
Jumlah Siswa Kelas IX Semester Ganjil SMP Negeri 2 Pesawaran
Tahun Pelajaran 2020/2021

No	Kelas	Jumlah Siswa		Jumlah siswa
		Laki-Laki	Perempuan	
1	IX A	15	17	32
2	IX B	15	17	32
3	IX C	15	17	32
4	IX D	15	17	32
5	IX E	15	17	32
6	IX F	15	17	32
7	IX G	17	15	32
8	IX H	17	15	32
9	IX I	16	15	31
Jumlah Siswa Keseluruhan		140	147	287

Sumber: *Data Sekolah*

3.3 Variable of the Research

Setiyadi (2018) stated that a variable is a group of people, behavior, or environment that have various characteristics. In this research, the variables were Teaching Vocabulary using Graphic novels (Y) and Students' Vocabulary Achievement (X). It assumed that students' vocabulary achievement was a dependent variable that will be influenced by the technique. Besides, the independent variable was teaching vocabulary using Graphic Novel techniques which were expected to increase the student's vocabulary achievement.

3.4 Data Collecting Technique

In gaining the data, the researcher used several techniques as follows:

1. Try Out

Try Out was given to identify the quality of the test before it was used to obtain data for research. The test includes several options consisting of 50 items with four alternative options a, b, c, and d, one correct answer, and three distractions.

2. Pre-Test

The pre-test was administered before the treatment was carried out. The purpose of the pretest was to determine the student's initial abilities before being given the treatment. The test items were given in the form of multiple choices amounting to 30 items with four alternative options a, b, c, and d, one correct answer, and three distractions. Some of the questions that the researcher gave were related to the words in the Graphic Novel, it could make students memorize the words that have been read.

3. Post-Test

Posttest was conducted after the treatment. The post-test aims to know students' vocabulary improvement after being taught by using graphic novels. the test was administered one time after three meetings.

3.5 Instruments of Research

The researcher used Vocabulary Test as the instrument, after getting the result the researcher checks the validity and reliability, Level of Difficulty and Discrimination power.

3.5.1 Vocabulary Test

The aim vocabulary test as the instruments was to find out student significant improvement after taught using graphic novel. The pre-test was given at the beginning of the meeting to see the students' initial achievement in vocabulary. Then, the post-test was administered after the students were taught by using Graphic Novel to indicate the difference in student vocabulary achievement. Both the tests have similar instructions adapted from Scott Thornbury. The form of the test was multiple choice that consists of nouns, verbs, adjectives, and adverbs as an option and questions.

3.5.2 Validity of vocabulary Test

The process of gathering data using some instruments while conducting the study. However, the instruments must be validated and meet the requirements for validity

and reliability. Validity and reliability are two characteristics of research that cannot be separated in terms of measuring instruments. (Setiyadi, 2018)

It was necessary to check the instruments' validity and reliability to determine whether they were suitable for gathering research data. As a result, the researcher evaluated the characteristics of validity and reliability in this study to meet the requirements for excellent instruments.

The validity used in this study was content and construct validity.

a. Content Validity

According to Sugiyono (2020), Content Validity is an instrument in the form of a test that is often used to measure learning achievement and measure the effectiveness of program implementation and objectives. To fulfill content validity, the researcher looked at the questions and analyzed whether the test had represented the entire material, which is to be measured. If the test has represented all the ideas of the material, which will be measured, the test has met content validity (Setiyadi 2018). In this study, the writer connected the instrument with the 2013 syllabus and curriculum for junior high school. This means that the material is based on basic competencies in the syllabus for class IX SMP. The researcher has made a vocabulary test based on the curriculum.

The Table of Specifications is determined by its weight balance material. Weight consideration is done based on the judge (Arifin, 2012: 99). Many items are obtained by calculating the percentage of the number of problems for each subject (Arikunto, 2013: 205). When all of the material we concluded it can result in 100% as a final counting.

Table 3.2 Table of Specification of Vocabulary Test Items

No	Content Words	Item Number	Total	Percentage
1.	Verb	1,5,9,13,17,21,25,28,32, 37,45,49	12	24%
2.	Noun	2,6,10,14,18,22,29,36,38,41,42, 46,50	13	26%
3.	Adjective	3,7,15,19,23,26,30,34,39,47	10	20%
4.	Adverb	4,8,11,12,16,20,24,27,31,33,35, 40, 43,44,48	15	30%
Total			50	100%

Table 3.3 Table of specifications of pre-test and post-test items

No	Content Words	Item Number	Total	Percentage
1.	Verb	1, 5, 10, 15, 20, 25, 29, 30	8	26,7%
2.	Noun	2, 6, 7, 11, 12, 17, 21, 22, 26, 28	10	33,3 %
3.	Adjective	3, 8, 13, 16, 23, 27	7	23,3 %
4.	Adverb	4, 9, 14, 19, 248	5	16,7%
Total			30	100%

Table 3.2 presents 50 items that were given to students as vocabulary tests. 20 items were bad and dropped because they didn't fulfill the criteria of level of difficulty and discrimination power. The dropped items were categorized as easy or difficult items in terms of the level of difficulty and poor results for discrimination power. The items used for the Pre-Test and Post-Test consist of 30 items. The post-test was given after the treatment and the questions given were the same as the pre-test.

b. Construct Validity

According to Suryabrata (2000) construct validity is extent to which the scores of measurement results with an instrument reflect the theoretical construct underlying the preparation of the instrument.

To determine whether the instrument we need has fulfilled construct validity an expert judgment was involved in checking the instrument.

The expert judgment is the teacher who teaches English at SMP N 2 Pesawaran, her name is Sri Hartuti, and she has been teaching English since 1988, she moved to SMP N 2 Pesawaran in 2005 until now. The result of her judges as follows:

Table 3.4 Table of Specification of Construct Validity of the Test

Please check the items and measure what suppose to be material.				
No	Vocabulary Aspects	Items	Judgments	
			Yes	No
1.	Do the items of the test measure the meaning of words?	7, 10, 34, 37, 46, 47	✓	
2.	Do the items of the test measure the context of words in sentences?	1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 44, 48, 49, 50	✓	
3	Do the items of the test measure the forms of the word?	15, 16, 43, 45	✓	
3.	Noun	2, 6, 10, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50	✓	
4.	Verb	1, 5, 9, 13, 7, 21, 25, 28, 32, 37, 45, 49	✓	
5.	Adjective	3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47	✓	
6.	Adverb	4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48	✓	

3.5.3 Reliability of vocabulary test

Reliability is referred to the stability of findings, whereas validity is represented the truthfulness of findings (Altheide & Johnson, 1994). The other theory that explains Reliability is the consistency of the instruments in terms of the gained score

(Setiyadi, 2018). A reliable instrument is an instrument that gives consistent results to measure the same subjects at different times.

In this study, the researcher analyzed the reliability of the vocabulary test and the research assessment system. A test was considered reliable if it shows consistent results. In addition, to avoid research subjectivity, the researcher uses Split half Reliability with Statistical Package for Social Sciences (SPSS). Split Half Reliability is an instrument reliability testing technique by divides it into two parts. In this research part, 1 as X consist of number 1-25, and part 2 as Y consists of number 26-50. Reliability testing is used to determine whether the consistency of the measuring instrument is reliable and consistent if repeated measurements are made with the instrument.

After getting the students' final scores and calculating the score, the researcher used Pearson Product Moment in SPSS to see the correlation between forms of the test in which the formula is:

$$r1 = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2] - [(\Sigma y^2) - (\Sigma y)^2]}}$$

The design can further be notified as follows:

$r1$: is concerned with a coefficient of correlation between the x and the y variables

Σxy : relates to the sum of the multiplication of the x and the y variables

Σx^2 : denotes the sum of x quadrate

Σy^2 : refers to the sum of y quadrate

$(\Sigma x)^2$: denotes the sum of x is quadrate

$(\Sigma y)^2$: relates to the sum of y is quadrate

Based on Hatch & Farhady (1982), after getting the reliability of half test, the researcher uses Spearman Browns Prophecy formula in SPSS to determine the reliability of the whole test. The formula is as follows.

$$rk = \frac{2rxy}{1 + rxy}$$

Where:

r_k : the reliability of the whole tests
 r_{xy} : the reliability of half tests

The Criteria for coefficient correlations are:

0.00-0.19 = Very Low

0.20-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very High

3.5.4 Level of Difficulty of Vocabulary Test

The level of difficulty is related to the ease and difficulty of the items based on the student's point of view who take the test. It is important because if test items are too easy and all of the students can answer the test correctly or the test items are too difficult and all of the students cannot answer the test, it means that the items of the test are not working well (Heaton, 1975). In this research, the researcher used Statistical Package for Social Sciences (SPSS) to compute the level of difficulty of test items which formula is:

$$LD = \frac{U + L}{N}$$

In practice, the formula can be explained as follows:

LD : level of difficulty

U : the number of upper groups who answer correctly

L : the number of lower groups who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.30 : difficult

0.30–0.70 : average

>0.70 : easy

(Shohamy, 1985)

3.5.5 Discrimination Power of Vocabulary Test

Discrimination power refers to the extent to which an item can distinguish between high and low scores in a test. Discrimination power is used to distinguish between high and low student scores. In this study, researchers used the Pearson correlation formula in SPSS to calculate the discrimination power of the problem item with the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP: discrimination power

U: the number of students from the upper group who answer correctly

L: the number of students from the lower group who answer correctly

N: the number of the students

The criteria are:

DP: 0.00 - 0.19 = Poor items

DP: 0.20 - 0.39 = Satisfactory items

DP: 0.40 - 0.69 = Good items

DP: 0.70 - 1.00 = Excellent items

DP: - (Negative) = Bad items, should be omitted

(Heaton, 1975)

3.6 Research procedure

To see the differences in students' vocabulary achievement before and after the treatment of teaching vocabulary using graphic novels and to find out which aspects improve the most, the researcher explains the procedure for collecting data as follows:

1. Observing and finding the problem of the sample

The researcher observed the SMPN 2 Pesawaran know what the problem that students faced in learning English was, the researcher also asked the teacher at that school.

2. Selecting and determining the Sample

The populations of this research were the nine-grade students of SMP Negeri 2 Pesawaran in the second semester of the 2020/2021 academic year. The sample was the students of class IX chosen by random sampling. The reason why the researcher observes the ninth grade of SMP Negeri 2 Pesawaran was based on the teacher's information that they had difficulty in expressing their idea and practicing English skills.

3. Selecting and determining research instruments

The teaching materials arrange based on the curriculum of the ninth-grade students' junior high school in SMP Negeri 2 Pesawaran. The narrative text was used as the material in this research. The text was used for guiding the students to improve their vocabulary. To make it enjoyable in the teaching and learning process, the narrative text was produced as an English Graphic Novel. The material emphasized their vocabulary mastery.

4. Trying out the instruments

Try out is used to determine the quality of an item in question because the item used as an instrument must be good and by the criteria. This item consists of 50 multiple choice questions with 4 options A, B, C, and D with 1 correct answer and 3 distractors

5. Administering Pre-Test

The writer was given a pre-test for the students in the first step of teaching because she wants to know the capacity of the student's intelligence or whether they are different. The writer also wants to know how far the student's achievement was in understanding the vocabulary about parts of the face before the writer gives the treatment to the students. A pre-test was conducted on the sample to get a score. The author makes the same questions for the pre-test and post-test. The author makes 30 items with four options a, b, c, and d. Three distractors and one correct answer.

7. The conducting of the Treatment

This step was the implementation of the Graphic Novel Technique. The treatment consisted of three meetings. All treatments were carried out in Zoom Meeting. Students were asked to look for synonyms, definitions, and equivalents of the words given by the researcher. The word related to the vocabulary in the Graphic Novel which they do not know at all was to determine the students' initial abilities.

8. Administering Post-test

The post-test was given after all the treatments have been conducted. The instruction was similar to the pretest but the number of tasks was random but it was still related to the graphic novel.

9. Analyzing the data

The researcher analyzes the data after scoring the students' work. The data was computed through the Statistical Package for Social Sciences (SPSS). It was used to find out the means of pretest and posttest and how significant vocabulary improvement was after being taught using Graphic novels.

3.7 Scoring System

To calculate the score of the pretest and post-test in which the maximum score was 50, the researcher used the following formula:

$$\frac{\text{Right Answer}}{\text{Score Maximum}} \times 100$$

(Zaida, 2019)

3.8 Data Analysis

In analyzing the data, the researcher used quantitative data analysis to answer the research questions. To analyze the research question about the significant difference between students' vocabulary achievement before and after being taught by using Graphic novels The data is analyzed by using the T-test in Statistical Package for Social Science (SPSS) by using the following steps:

1. Scoring the pretest and posttest.

2. Find the mean of the pre-test and post-test by using a formula. The researcher computed the mean score using a formula which was designed by Arikunto (2006) as follows:

$$M = \frac{\sum X}{N}$$

Where:

M: mean (average score)

X: the total students' score

N: total number of students

3. Concluding by comparing the means of the pre-test and post-test that were statistically analyzed by using Repeated T-Test (Paired Sample T-Test) to examine whether there is a significant difference between students' vocabulary achievement after the implementation of Graphic Novel.

4. Scoring and comparing each aspect of vocabulary test between Pre-test and Post-test to find out what is the content words that improved the most after being taught by using graphic novel.

3.9. Hypothesis

Hypothesis testing is used to see whether the hypothesis proposed in this study is accepted or not. The tested hypotheses are:

H1: There is a significant difference between students' vocabulary achievement after being taught by using Graphic Novel

H0: There is no significant difference between students' vocabulary achievement after being taught by using Graphic Novel

The criteria for acceptance of the hypothesis are if the t-value > t-table and the significant value of $p < 0.05$ then H0 is rejected and the hypothesis is accepted (Setiyadi, 2018).

V. CONCLUSION AND SUGGESTIONS

In this last chapter, the points presented are conclusions and suggestions regarding the results of the research questions. Suggestions are giving for English teachers who want to use English Graphic Novels as additional media in teaching vocabulary and for those who want to do similar research.

5.1 Conclusion

Based on statistical data it can be seen the result of the post-test is increasing after being taught using Graphic Novel. The mean for the Pre-Test was 47 and the mean for the post-test was 58. There was also an increase in Adjective Vocabulary. It can be concluded that Graphic Novel is effective to improve student vocabulary achievement.

5.2 Suggestions

Considering the result of the research, the researcher would like to propose some suggestions as follows:

5.2.1 Suggestions for the teacher

- a) Based on the research results, the researcher suggests teachers use English Graphic Novels as a medium for teaching English. because graphic novels are used to improve students' vocabulary achievement and can motivate students to learn new vocabulary and discover new things in a story.
- b) Teachers can use projectors or In Focus in teaching English using graphic novels, related to time, teachers must be able to manage the time used in teaching material from graphic novels. should not be too long, because it will make students bored. The teacher should ask students to pick 1 or 2

interesting words in the material, then ask students to develop these words into short stories that they like.

5.2.2 Suggestions for further research

- a) This research was conducted on grade IX students of SMP N 2 Pesawaran. Therefore, future researchers, they can teach in different classes and with different teaching methods, or with different focuses, such as; Speaking, writing, or listening.
- b) In this study, it is only to find out whether there is a significant change in students' vocabulary, maybe the next researcher can find out about students' perception of the English Graphic Novel. The future researcher maybe can use a questionnaire, interview, or open-ended questionnaire as the instrument to collect the data.

Those are the explanations of the conclusion of this research and the suggestions for the teacher and further researchers to fulfill the limitations of this research.

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