CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is a global language used to improve and develop knowledge because most science publications are imported (Siregar, 2019: 1). English is an important global language. We must be proficient in English to succeed in the global competition, which requires a devoted workforce. (Daulay, 2017: 1). When we wish to communicate, we must master English vocabulary.

Vocabulary is an important feature of English. If we don't master vocabulary, we won't master English. Good vocabulary means simple English and communication (Daulay, 2021: 69). Without mastering the vocabulary, many people can't master English.

In Indonesia, English is a required subject in kindergarten, elementary, middle, high school, and state universities. Several schools that teach English have poor student results. High school graduates' English use shows this. Many high school graduates have weak speaking, writing, and listening abilities. Even college students have a terrible vocabulary.

First, they're apprehensive when speaking. Everyone who tries to communicate feels down when they observe others. It influences their speech, they forget what to say, and the information they offer is imprecise or ambiguous. Students lack vocabulary, too. It's the biggest challenge for pupils who wish to

share their thoughts. Students who wish to talk but lack vocabulary have a nightmare (Daulay, 2018: 1).

Indonesian students find it difficult to teach and learn English. Students must not only listen to the teacher, but also complete four language skills assignments. Bourdon in Nunan (1991) says habits are needed to develop spoken vocabulary. Learning vocabulary from school or the environment takes time to develop English mastery (Sanjaya, 2017: 185).

Teaching involves teacher-student communication. Teachers and students must exchange skills, knowledge, experience, and ideas. With instructor communication, children can learn vocabulary. The teacher must employ games, music, drawings, posters, and other media to minimize miscommunication in vocabulary development. Azhar agrees (2011) Media helps teach lessons. He also said that the media stores teaching elements that can be used to boost student learning. Media is a substance or tool used by a teacher to gather knowledge that is transferred to students (Erina, 2017: 4). Students will respond effectively when prompted to engage their imagination in songs, games, physical gestures, and visuals.

So that the material utilized is appealing, the researcher employs a combination of pictures and text utilizing comics. This material is very entertaining and promotes vocabulary mastering while teaching English. Ravelo (2013) says comics' hilarious wording and graphics entertain readers. Everyone

must like comic books. Learning media employing comics engage students who are reluctant to take English classes (Budiman, 2018: 1).

Comic is a book or picture story that conveys information visually. Comic strips and comic novels are widely read. Newspaper comic strips consist just a few panels, while comic books have multiple titles and themes. The researcher utilizes comics to study English language. Using comics to teach makes English entertaining. Comics blend images and phrases to help children understand lessons.

The researcher expects that utilizing comics to teach English will create an interesting learning environment, shape learning, and boost vocabulary acquisition. Teaching English vocabulary via comics can help kids enjoy and focus on schoolwork. If kids like learning with comics, it will be easier for them to master the lesson, which is to expand their English vocabulary.

Students will get bored if they don't learn English words through comic strips. If kids are bored and uninterested, they won't grasp English vocabulary, and the teacher will feel like a failure.

The researcher wants to determine how well MAN Simalungun class X students grasp English language and intends to improve it via comics. The researcher chose vocabulary because it improves reading, speaking, listening, and writing skills. Students who know English terminology can speak easily. Class X of MAN Simalungun still struggles with vocabulary, so students find it difficult to convey their thoughts that they want to convey using English because they have

very limited vocabulary. On the other hand, comics are also a way to keep students entertained and motivated so that they are interested in learning vocabulary. That's why I want to do research with the title "**IMPROVING STUDENTS VOCABULARY MASTERY THROUGH COMIC AT MAN SIMALUNGUN**".

B. The Identification of the Problem

Based on the background of the problem above, there are many problems that can be identified about vocabulary mastery of comic strips, namely : (1) The difficulties in mastering English due to lack of vocabulary. (2) The students get bored in memorizing vocabulary monotonously. (3) The teacher needs a creative way in teaching vocabulary.

C. The Limitation of the Problem

There are several media that can be used to improve English vocabulary skills, namely comic book and comic strips. This study choose the comic strips. Learning English vocabulary using comic strips is very effective because it can help them to better remember vocabulary by understanding a comic.

D. The Formulation of the Problem

Based on the background and identification of problems that have been described previously, the formulation of the problem in this study are : How is the students improvement vocabulary mastery after using comics?

E. The Objectives of the study

Based on the research background, the objectives of this research is: To know the students improvement vocabulary mastery after using comics in learning English at tenth grade students of MAN Simalungun in Academic year of 2021/2022

F. The Significance of the study

1. For Students

Researchers hope that the results of the research studied can improve students' English vocabulary through learning using comic strips

In addition, the impact of increasing English vocabulary, students become easier to write, read, hear and understand all about English.

2. For English Teachers

The researcher expects this study will help teachers design new learning media employing comics.

Teachers can design effective and creative learning processes and improve instructional programs.