

Developing Comic Strips in Teaching Vocabulary for EFL Students

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ABSTRACT

There are various ways that can be taken to improve the vocabulary of EFL students. The use of media, as well as teaching methods. This research focuses on developing Comic Strips as a supporting medium for vocabulary teaching. Based on the sections from Comic Strips, students can choose what vocabulary they want to use to complete the available bubbles so that they form sentences and in the end a coherent story. Lecturers can also use Comic Strips to facilitate students in developing ideas in their writings by asking some stimulating questions. In line with the usefulness of Comic Strips to improve the vocabulary of EFL students, the researchers developed comic strip media with certain themes to be used in vocabulary courses for 7 meetings. The researcher believes that the development of Comic Strips media can be effective because it can make students enjoy the teaching and learning process.

Keywords: Pengajaran Kosakata. Mahasiswa EFL, Comic Strips

ABSTRAK

Terdapat berbagai cara yang dapat ditempuh untuk meningkatkan kosakata mahasiswa EFL. Penggunaan media, maupun metode pengajaran. Penelitian ini berfokus pada pengembangan Comic Strips sebagai media penunjang pembelajaran kosakata. Berdasarkan bagian-bagian dari Comic Strips, mahasiswa dapat menyeleksi kosakata apa saja yang ingin digunakan untuk melengkapi buble yang telah tersedia sehingga membentuk kalimat dan pada akhirnya sebuah cerita yang runtut. Dosen juga dapat menggunakan Comic Strips untuk memfasilitasi mahasiswa mengembangkan ide dalam tulisannya dengan cara memberi beberapa pertanyaan stimulasi. Sehubungan dengan kebermanfaatan Comic Strips untuk meningkatkan kosakata mahasiswa EFL, maka peneliti mengembangkan media comic strips dengan tema-tema tertentu untuk digunakan pada mata kuliah Vocabulary selama 7 pertemuan. Peneliti yakin bahwa pengembangan media Comic Strips dapat efektif karena dapat membuat siswa menikmati proses pengajaran dan pembelajaran.

Kata kunci: Pengajaran Kosakata, Mahasiswa EF, Comic Strips.

Introduction

Comic Strips have characteristics that consist of pictures series. These pictures enable students to enhance their ideas easily through the chronological order of the story. The purpose of using Comic Strips in teaching reading, especially vocabulary is to bring fun and joy into the classroom, lessening students' fear (Csabay, 2006). Furthermore, the students are also able to

practice grammatical rules through this medium by changing direct speech in the words balloon into indirect speech. (Darsalina, 2016)

A comic strip is a combination of a cartoon and a storyline that is spread out in a succession of pictorial panels across a page and involves a continuing 27-character or collection of characters, whose thoughts and conversations are conveyed by "balloons" holding a textual speech. The comic strip format may be used to convey a variety of topics. (Fajriyah, 2018).

Comic strips can play a powerful, influential role in the English classroom, and have a positive impact on the learning abilities of many students. According to Smith (2006, in Nuarita, 2015:3), that comics can provide a powerful medium between literature and visual entertainment.

The researcher believes that Comic Strips can be effective since they can make students enjoy the teaching and learning process. Moreover, comic strips can also help students to enhance their ability to write descriptive paragraphs and teachers can make more effectively and efficiently in learning process. These Comic Strips consist of some interesting and funny pictures that can help students find ideas in the writing process, especially descriptive paragraphs. In order to help students in organize their paragraphs, the sections of comic strips have been arranged. Each section of Comic Strips provides detailed information about the description of a place and its situation. These Comic Strips consist of some interesting and funny pictures that can help students find ideas in the writing process, especially descriptive paragraphs. The sections of Comic Strips have been arranged in order to help students organize their paragraphs. Each section of Comic Strips provides detailed information about the description of a place and its situation. There are several keywords in the incomplete sentences in comic strips that can help students vary the words used in writing a descriptive paragraph. Comic Strips can also be used by teachers to guide students during the teaching and learning process of writing. Thus, comic strips have several characteristics that are almost the same as picture sequences. According to Brown (2004:226), "picture sequences can provide an appropriate stimulus to produce writing".

Literature Review

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Students need to see and experience the learning before it makes sense personally. Thus, when the teacher uses a variety of medium into the classroom, they significantly can increase the

possibility of reaching all students (Tileston, 2004:137). Furthermore, the use of comics in language classrooms helps to build skills in vocabulary, reading, critical thinking, problem-solving, listening, speaking, and writing (Drolet ,2010 as cited in Harwaningsing, 2014:25). It means that using comics in language classrooms can solve the students' problems such as minimize of vocabulary, with pictures in the conversation or text description can help the reader to guess the meaning of the difficulties vocabulary (Fajriyah, 2018).

Cabrera et al. (2018); Chirkova et al. (2019), Da Silva et al. (2017), Kılıçkaya & Krajka (2012), and Megawati & Anugerahwati (2012) provide the guidelines for using comic strips for language learning. In terms of the learning objectives, the teacher can incorporate the comic strips as parts of the teaching material, learning activities, or the assessment. When the comic strips are used as reading texts, the teacher can create the while-activity based on the comic strips, such as discussions about the main idea of the comic strips or the new words in the comic strips.

The making of comic strips can be integrated into learning activities, assessment, or both. In this case, one of the first steps that the teacher should do before advancing to comic strip creation is to learn to make the comic strips, either manually or digitally and then teach the students how to do it. Thus, after establishing the learning objectives, the teacher can create the lesson plan that incorporates the making of comic strips: the teacher can think about the strategy to achieve the learning objectives with comic strips, the teacher can make worksheets with comic strips, arrange activities to create comic strips, and how to teach the students to make their comic strips. Because the comic strips can be about anything, the teacher can incorporate the making of comic strips into any topic of language learning.

Implementation

In detail, the implementation of this research is as follows:

Table 1. Implementation of Developing Comic Strips

Activity	Activity Description
Pre-survey	Preparing the required research instruments: field notes, interview form, and observation form.
Data collection	Doing observation during the teaching and learning activity in EFL class, interview with the lecturers and EFL students, and reviewing the first media product and the syllabus.
Data processing	The data that has been obtained is analyzed to serve as the basis for compiling the English material outline.
Creating prototype	Composing the comic strip
Testing (1)	Examine the comic strips that has been compiled. The comic strips were used to teach Vocabulary for EFL students. At this stage, learning observations were conducted using observation checklists and field notes.
Media revisions	Based on the results of learning observations, the comic strips were revised. After revised, the comic strips were printed

The advantages of using comic strips for language teaching as one of the suitable teaching media in language teaching. Besides, the benefits could be seen in using comic strips to improve language components and skills, such as vocabulary, grammar, reading skills, and writing skills. 1) Comic Strips for Improving Vocabulary as one of the basics in language learning, vocabulary is an important part of a language. According to Budiman et al. (2018) and Cabrera et al. (2018), one of the critical components that students need to master in language learning is vocabulary. It is because vocabulary is the bridge to using and understanding the language and the skills such as reading, writing, speaking, and listening. Therefore, the teacher should create a learning atmosphere for learning that encourages the students to learn some new words. In this case, comic strips can help with vocabulary acquisition (Cabrera et al., 2018; Cimermanová, 2015).

According to Chaikovska (2018), comic-based activities reinforce traditional grammar and vocabulary tasks. Furthermore, Megawati (2012) claims that comic strips are appropriate for assisting students to understand vocabulary. The pictures and the dialogues complement each other as the representation of the character's expression. As a result, it could be argued that using comic strips gives benefits to vocabulary learning. The advantages are; 1) it helps to promote and facilitate vocabulary teaching, 2) it helps to improve vocabulary, and 3) it makes the learning process becomes fun and meaningful. Hereafter, the explanation could be seen as follows. The first advantage is that it can be used to promote and facilitate vocabulary teaching. According to Chaikovska (2018); Hamidah et al. (2015), and Sharma (2020) argue that comic strips can be used to promote vocabulary. It could be seen in filling in the blank for the dialogues in the comic strips and creating sentences for the dialogues that required the students' vocabulary knowledge. Besides, the pictures in comic strips facilitate vocabulary teaching (Poai, 2018). Thus, the use of comic strips containing pictures and simple words matched with the motion increases the students' interest in improving their vocabulary.

Furthermore, the second advantage is that it can be used to improve vocabulary. Then, Budiman et al. (2018), Sarma (2016), and Sharma (2020) argue that comic strips can improve students' vocabulary mastery through the relation between the pictures and the caption in the comics that help them understand new words. Moreover, Chaikovska (2018) also states that students could also learn synonyms and antonyms to expand their vocabulary through comic strips, adding new words into their repertoire when the students read comic strips and familiarize the use of the new words when the teacher required the students to create their comic strips. According to Budiman et al. (2018), Humola & Talib (2016), and Suwastomo (2016), reading comic strips helps students to understand the text as well as improve their vocabulary. It is because there will be some new vocabulary provided in the comic strips.

Then, the third advantage is that it makes the learning process more enjoyable and meaningful. Then, according to Cabrera et al., (2018 as in Chaikovska, 2018) that the use of comic strips makes the learning process fun. The students could describe the pictures in the comic strips by using adjectives. Simultaneously, the students will remember the adjective because it is combined with visualization to lead to vocabulary improvement. Thus, the learning process will become more enjoyable and meaningful. Moreover, the use of comic strips can promote higher-level thinking skills like analyzing skills through the process of comparing the panels

(Chaikovska 2018; Hamidah et al. (2015), Sharma (2020). Then, Cabrera et al. (2018) and Kohnke (2018) also found that comic strips positively influenced in vocabulary learning and effectively motivated students to learn vocabulary in pleasant techniques. The use of comic strips allows the students to exercise creative control and show high enjoyment while interacting with comic strips.

Conclusion

The results of this research show the necessity of developing Comic Strips on teaching vocabulary based on the student's needs. The Comic Strips clearly represent the context in which the EFL students are. The responses of the related participants demonstrate the success of the Comic Strips implementation after several testing. This research also contributes to many parties; for the campus, the development of Comic Strips for EFL is expected to support the accreditation of the PBI program; for the lecturers, the Comic Strips that have been prepared can become a reference and media for them to teach EFL students; the English materials composed facilitate lecturers in teaching when connected with the study program that is being pursued by students; students will be more enthusiastic as it suits their field so that learning will be more effective; for the researchers, the stages and process of developing the English textbooks can be one of the references for researchers who will conduct research who needs and situation analysis. The method and analysis applied in this study can be used for all types of research. It is expected that in the future there will be further research for other disciplines.

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