

**Efektivitas Penguasaan Kosakata Siswa Menggunakan Komik “Donald Duck”
pada Sekolah Menengah Pertama**

**Effectiveness of Students’ Vocabulary Mastery Using the Comic “Donald Duck”
in Junior High School**

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Abstrak

Penelitian ini difokuskan untuk menyelidiki efektivitas penguasaan kosakata siswa menggunakan komik "Donal Bebek" untuk siswa kelas 7 SMP N 25 Semarang. Penelitian ini bertujuan untuk membandingkan temuan penguasaan kosakata siswa sebelum dan sesudah diajarkan media komik Donald Duck dan untuk melihat apakah terdapat perbedaan yang signifikan terhadap prestasi siswa dalam penguasaan kosakata yang diajarkan sebelum dan sesudah menggunakan media komik Donald. Penelitian ini menggunakan desain quasi eksperimental dengan dua kelas: eksperimen dan kontrol. Populasi penelitian ini terdiri dari 261 siswa kelas tujuh SMP N 25 Semarang, dan sampel terdiri dari 64 siswa dari dua kelas, VIG dan VID. Data dikumpulkan dengan pemberian pre-test dan post-test kemudian dianalisis dalam program SPSS dengan menggunakan rumus t-test. Hasil analisis menunjukkan bahwa siswa yang tidak diajarkan menggunakan komik memiliki kemampuan yang "buruk", terlihat dari skor rata-rata post-test mereka sebesar 60,13. Siswa yang diajarkan untuk menggunakan komik memiliki kemampuan "baik", seperti yang terlihat dari skor rata-rata post-test mereka sebesar 75,50. Jadi, diperoleh uji-t 13,054 dengan t-tabel 2,042 pada taraf signifikansi 5%. Dapat disimpulkan bahwa uji-t lebih tinggi dari t-tabel ($13,054 > 2,042$). Hal ini menunjukkan bahwa terdapat perbedaan penguasaan kosakata yang signifikan antara siswa yang diajar menggunakan komik Donald Duck dengan yang tidak diajar menggunakan komik Donald Duck. Ini berarti hipotesis alternatif (H_a) diterima, dan hipotesis nol (H_o) ditolak. Belajar penguasaan kosakata menggunakan komik Donald Duck efektif.

Kata Kunci; Kosa kata, Komik, Donal bebek

Abstract

This research was focused on investigating the effectiveness of students' vocabulary mastery using the comic "Donald Duck" for 7th-grade students in SMP N 25 Semarang. This research aimed to compare the findings of students' vocabulary mastery before and after being taught Donald Duck comic media and to see if there was a significant difference in student achievement in their vocabulary mastery taught before and after using Donald Duck comic media. This research used a quasi-experimental design with two classes: experimental and control. This study's population consisted of 261 students in the seventh grade at SMP N 25 Semarang, and the sample consisted of 64 students from two classes, VIG and VID. Data was collected by giving a pre-test and a post-test and then analyzed in the SPSS program using the t-test formula. The analysis results show that students not taught to use comics have a "poor" ability, as seen from their post-test average score of 60.13. Students taught to use comics had "good" abilities, as seen from their post-test average score of 75.50. So, a t-test of 13,054 is obtained with a t-table of 2,042 at a significance level of 5%. It can be concluded that the t-test is higher than the t-table ($13.054 > 2.042$). This shows that there is a significant difference in vocabulary mastery between students who are taught using Donald Duck comics and those who are not taught using Donald Duck comics. This means the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Learning vocabulary mastery using Donald Duck comics is effective.

Keywords; Vocabulary, Comic, Donald duck



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PRELIMINARY

English is the most generally used language in the world, or an international language. English is a foreign language that teachers must teach in schools, and students must be able to (Alqahtani, n.d.) understand, master, and learn it. The primary goal of learning English is to improve students' ability in spoken and written English communication (Troikke, 1988). Speaking, reading, listening, and writing are the four skills that students must master in English (Nejadghanbar et al., 2022). But, of all these skills, students must first master vocabulary. Vocabulary is a common word in a person's language that often develops with age, acting as a helpful and significant tool for communicating and obtaining knowledge (Ammaria, 2017).

One of the most crucial aspects of learning a language is vocabulary ("Improving Students' Thinking Quality in Junior High School English Reading Teaching," 2021). Vocabulary learning is an important aspect of foreign language learning because the meanings of new words are frequently stressed, whether in books or in classrooms. Vocabulary has a significant role in one's life, both as a way of thinking and as a way of communicating with others (Muat, 2013). A person learning a language relies heavily on their vocabulary since it helps them

construct sentences and accurately communicate their ideas and emotions both vocally and in writing. Therefore, success in learning English requires vocabulary mastery. The students should learn a variety of vocabulary related to reading comprehension to have a better comprehension of an English text. When a word is known as knowledge, it indicates its definition and how it functions in the outside world. This statement is supported by (Thornbury, n.d.) "vocabulary refers to a broad assortment of things. He continues by saying that expanding one's vocabulary is crucial because it improves one's word knowledge".

Learners often achieve their potential without an extensive vocabulary and strategies for acquiring new vocabulary, and they may be discouraged from taking advantage of language learning opportunities around them, such as listening to the radio, listening to native speakers, using language in different contexts, reading, or watching television. as said by (Richard & Renandya, n.d.), vocabulary is a critical component of language proficiency because it serves as the foundation for how students talk, listen, read, and write.

Without a good knowledge of a language, learning English is impossible (Kirkpatrick, 2012). As students' vocabulary grows, they will find it simpler to enhance their English. As a result, learning vocabulary is crucial, especially for young learners like those in junior high school. They have a particular need to learn English vocabulary because it can help them improve their reading and language skills, as well as their self-confidence, their perspectives, and their problem-solving and social competence. as said by (Marzano, n.d.) which found that mastering vocabulary can enhance students' academic performance as well as their capacity for critical thought and problem-solving.

Comics are also referred to as picture books. Comics are a visual medium for communication that can effectively transmit information and have the benefit of being simple to understand. Text and visuals work together to create an engaging plot by being structured in a certain way, comic also engage readers and inspire students to learn, as indicated by Comics are defined "as a type of animation that unveils characters and acts out a tale in a close sequence, connected by graphics, and intended to delight readers."

Comics offer imaginative imagery and characters, the colors utilized in them might catch children' attention and pique their interest in reading (Chen et al., 2018). Students will not get bored reading the comic because of the simple phrases utilized in it. As mentioned by asserts "Comics intentionally contrast pictorial and other images in order to deliver information and/or elicit an aesthetic response from the reader."

Students in SMP N 25 Semarang's Class VII still have trouble understanding English vocabulary, particularly nouns and verbs. In order to help young learners, develop greater language abilities in the future, it is important that teachers, parents, and mentors support the process of learning vocabulary. Particularly when the teaching and learning process takes

place in class, teachers are expected to use a teaching strategy that impresses students' attention so that they can comprehend the subject being taught.

From the data above, researchers took some the previous research including (Maharani, n.d.) the aim of this study was to reveal how Line Webtoon comic can be used to teach vocabulary, the student's vocabulary mastery, and the student's responses toward the use of Webtoon comic. The participants in this study were ninth-grade students and their English teacher. Based on the data, the process of using Line Webtoon for ninth graders was successfully upgraded the students' vocabulary mastery and motivation to read through online comic. It also showed that the students were interested to read because Webtoon consisted of many pictures and they were able to get many new words by using online media. The second the research is from xxx. The aim of the research is to create word cards and picture cards on vocabulary material on the Indonesian subject appropriate for second-grade students. This research was development research using the ADDIE model, and the data collection method used was a questionnaire, interview, and observation. Based on the test results of experts and students, it can be concluded that the word cards and picture cards developed are suitable for learning activities on vocabulary material on the Indonesian subject in second grade.

The next research is (Korompot et al., n.d.) The purpose of this study describes the use of comic media to improve participants' vocabulary mastery in learning Indonesian for Foreign Speakers (BIPA) at the Language Center of Trisakti University Jakarta. This research uses qualitative methods with a case study approach. The results showed that comics can be used efficiently to improve the vocabulary mastery of BIPA participants. Therefore, the use of comics in learning has the same impact as the use of game methods in BIPA learning. This provides a pleasant atmosphere in the classroom. Comics not only entertain and attract participants, but there are many benefits in learning BIPA.

The Walt Disney Company's Donald Fauntleroy Duck, commonly known as Donald Duck, is a cartoon character. Donald Duck is portrayed as a white duck with no pants and a sailor shirt, cap, and bow tie. His fury might flare up at any moment, and he is also impatient and likes to brag. The day Donald made his debut, June 9, 1934, is recognized as his birthday; however, in the movie *The Three Caballeros*, his birthday falls on Friday the 13th. The cartoon "Donald's Happy Birthday" claims that Donald's birthday falls on March 13.

Clarence "Ducky" Nash, who played Donald's voice is responsible for giving the character his distinctive sound until his death in 1985. Since then, Nash himself trained Tony Anselmo to take over as Donald's voice until now. Even though Donald Duck is already mentioned in a 1931 Disney storybook, Donald made his debut on June 9, 1934, in the Silly Symphonies cartoon "The Wise Little Hen." Donald's personality also did not grow. In other

words, he merely played the part of the story's unhelpful friend. On August 11, 1934, Bert Gillett, the creator of "The Wise Little Hen," revived Donald in his Mickey Mouse short, "Orphan's Benefit." One of several characters who helped make the show a fundraiser for Mickey's Orphans was Donald.

Donald's act involves reciting the poems "Little Boy Blue" and "Mary Had a Little Lamb," but each time he tries, the mischievous orphans eat the cake he cooked especially for them, sending the duck flying off in a frenzy. The public continued to enjoy Donald. The character started off as a regular cast member alongside Mickey, Minnie, Goofy, and Pluto in most Mickey Mouse cartoons. Cartoons from this time are frequently praised by critics as excellent movies and animation masterpieces, such as the 1935 cartoon "The Band Concert," in which Donald continually interrupts the Mickey Mouse Orchestra's performance of "The William Tell Overture" By playing "Turkey in the Straw." With the animation "Mickey's Service Station," animator Ben Sharps teen also created the iconic Mickey, Donald, and Goofy humour in 1935.

In 1936, Donald underwent a revision to become a little broader, rounder, and cuter. He also started to appear in solo cartoons, the first of which was "Don Donald," a Ben Sharps teen animation from 9 January 1937. Daisy Duck, Donald's long time love interest, was also introduced in this (here called "Donna Duck"). Donald Duck would appear in "Modern Inventions" about the same time. When Carl Banks suggested to Walt Disney that Donald Duck get an upside-down haircut, Walt approved of the concept and asked that Donald have a hot towel applied to his behind. Donald and other Disney characters first appeared in unique comic book stories by Western Publishing in 1942. The first of these, "Donald Duck Finds Pirate Gold," was written by Bob Karp. Carl Barks and Jack Hannah were two new illustrators who were brought on board by the new publisher. The idea of treasure hunting would eventually reappear in many more works by Barks (Alemi et al., 2015).

The educational significance of comic books in the teaching and learning process is unquestionable. Comic media in the teaching and learning process, according to (Sudjana, n.d.) "can develops interest in students, simplifies the teaching and learning process, can improve interest in learning, and develops interest in appreciation." Thus, the use of comics in vocabulary learning can attract in and inspire students to learn, comics can keep students focused during the learning process, comics can also spark the imagination and turn into classroom entertainment, and comics given to students undoubtedly have value in terms of moral lessons that can be imparted to them. Teachers can help students choose an engaging comic book that fits their learning style and chronological age (Morgan, 2014).

In this case, the researcher decided to using comics as a teaching tool to help students acquire English vocabulary since it was an engaging medium and it matched the learning

objectives and indicators that the students needed to meet (Alemi et al., 2015). According to (Setiawan, n.d.) “comics in general are illustrated stories in magazines, newspapers, or media that are generally easy to consume and funny.” It is possible to conclude that Comics are a visual medium for communicating ideas, they are frequently paired with text or other visual information, employing comic books can increase students' enthusiasm in learning English vocabulary (Ronan & Czerwec, 2020).

Design is required for this research for it to be conducted efficiently and methodically, the researcher using design of a quasi-experiment with two classes (Neuman, 2013). That is experimental and control class and the analysis of observations, this study makes use of quantitative data, employing computations on information that is numerical or statistical data as a starting point, and using observational learning methods as a mechanism (Neuman, 2013).

The population in this study were all seventh-grade students A to H, with a total of 261 students of SMP Negeri 25 Semarang through the school year 2022/2023. The researcher used purposive sampling technique. Sampling in this study the researchers took 7D class with 32 students as the control class and 7G class with 32 students as the experimental class.

Researchers used the test as a research instrument, to assess students' capacity to master English vocabulary, particularly noun and verb vocabulary. A vocabulary test based on comic books was the testing device employed in this study, Researchers selected Walt Disney's monthly comics, taking the Donald Duck series Taming the Rapids from pages 3 to 10. Data collection in this study is by documenting, giving pre-test and post-test, and treatment.

After getting the data above the researcher analyzed the data, The first method of data analysis is to identify the mean score of the students' pre-test and post-test using the

formula: $\bar{X} = \frac{\sum X}{N}$, the second is the standard deviation: $S = \sqrt{\frac{SS}{N-1}}$, where $SS = \sum X^2 - \frac{(\sum X)^2}{N}$, the

last is to find the t-test score with the formula: $t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2 + S_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$

DISCUSSION

Vocabulary Learning;

Language serves as the foundation for communication, which is heavily influenced by the vocabulary we employ and require in daily life, and vocabulary is one component that influences mastery of the English language, other factors, such as listening, grammar, structure, and reading (Hymes, 1972). Without vocabulary, it is impossible to communicate,

write, read, or understand what is being said. Teaching English vocabulary to students can be tough since the medium used for this purpose is sometimes uninteresting and causes students to lose interest in what they are studying. Here, the researcher will discuss vocabulary instruction in English through entertaining media, specifically comic books. Everyone of different ages enjoys reading comics due to their interesting visual representation, concise speech, and simplicity.

Students will understand the contents of the comic story better because to the illustration and character of the pliers in the comic. This is what a teacher should do to student to be interested in the lesson that will be taught in the classroom, as mentioned by (Arsyad, n.d.) "media can affect the ambiance and circumstances in the classroom by serving as a tool for teaching and learning, a comic book tells a tale by using sequential drawings and brief text passages that include narration, sound effects, and dialogue."

Comics are frequently used in the learning process in schools to help students learn concepts or information more effectively and interactively. Comics may be a very successful medium for motivating students to study in a fun way since they contain pictures accompanied by text that is ordered narratively and sequentially, allowing the lesson to be delivered to be grasped more quickly and clearly. like the definition of comics that provided by Will Eisner, He wrote two books each of which contained a description of comics. (Eisner, n.d.) in the book "Comics and Sequential Art" He stated that a comic is a book with word balloons and pictures that are placed in a particular sequence (Wojdziak et al., 2013).

While providing comic media to students, the teacher must also choose the right type of comic for their age, in addition to paying attention to the components in the comic, such as storylines, pictures, and dialogue, and then explain what is contained in the comic to students. The use of the above components is critical when done correctly, like the definition of comics provided by Coulton (Waugh, n.d.) According to him, "comics have three components:

- a. A series of images that tell a joke or a story.
- b. Text placed into the image, typically in the form of speech balloons.
- c. Characters that remain in the picture."

Using the criteria provided by the comic book professionals, the researcher determines that comic is a story in a book, newspaper or magazine that contains pictures, colors, text, and characters that can evoke aesthetic responses from readers, can contain stories or convey facts.

Mastery of Student Vocabulary by Using the Comic "Donald Duck";

The main objective of this research was to find out the differences in English vocabulary mastery between students who were not taught using Donald Duck comics and those who

were taught using Donald Duck comics in seventh grade at SMP N 25 Semarang. supplied research data for this study is documentation in the form of lesson plans and images taken during the learning, as well as pre-test and post-test give for both classes (experiment and control). Both classrooms were given a pre-test to see How far they knew English vocabulary without using Donald Duck comics. Following that, the researchers conducted treatments with the experimental class using comic books, while the control class used school handbooks. Following treatment, both the experimental and control groups were given a post-test. then the researcher calculated the results of the pre-test and post-test that had been obtained using SPSS 25.

Table 1. Pre-test dan Post-test Experiment Class

Pre-test dan Post-test experiment class						
		Mean	N	Std. Deviation	Minimum	Maximum
Pair 1	Pre-test Experiment	44.69	32	13.769	24	76
	Post-test Experiment	75.50	32	14.538	40	96

According to the table above, it can be concluded that the pre-test post-test results for the Experiment class have increased. The lowest pretest score was 24 with the highest score was 76. After being taught using comics, the students' vocabulary mastery shows the lowest score was 40 and the highest score was 96. Then the pre-test average score was lower than the post-test average score, was 44.69 to 75.50, and the standard deviation of the pre-test and post-test also changed from 13,769 before and 14,538 after being taught using comics.

Table 2. Pre-test dan Post-test Experiment Class

Pre-test dan Post-test control class						
		Mean	N	Std. Deviation	Minimum	Maximum
Pair 2	Pre-test Control	45.88	32	14.114	16	76
	Post-test Control	60.13	32	13.574	20	84

According to the table above, the pre-test and post-test results for the Experiment class have improved; the lowest pretest score was 16 and the maximum score was 76. After being taught using comics, the students' vocabulary mastery was 20 and the highest score was 84. The pre-test average score was lower than the post-test average score, specifically 45.88 to 60.13, and the standard deviation of the pre-test and post-test reduced from 14.114 before being taught using comics to 13.574 after being given a post-test.

Table 3. Paired Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment – Post-test Experiment	-30.813	13.352	2.360	-35.627	-25.998	-13.054	31	.000
Pair 2	Pre-test Control –Post-test Control	-14.250	21.789	3.852	-22.106	-6.394	-3.700	31	.001

In order to understand the statistical differences between the pre-test and post-test results of the experimental class as well as the control, data calculations made with the SPSS program are used, along with the t test or significance test. For the level of 5% significance test, the control class has a t-test result was 3,700, with a t-table was 2,042. It can be concluded that the t-test is higher than the t-table ($3.700 > 2.042$) in this class there is a change but not significant, because this class is not taught vocabulary mastery using comics. While the experimental class has a t-test result was 13.054 with a t-table was 2.042, It can be concluded that the t-test is higher than t-table ($13.054 > 2.042$) in this experimental class also experienced a significant change because this class was taught vocabulary mastery using comics, indicating that the alternative hypothesis (H_a) of the class was accepted while the null hypothesis (H_o) of class is rejected. Therefore, it can be said that there are differences in the Experiment and Control class. The experimental class was more effective in mastering English vocabulary taught by Donald Duck comic than the control class which was not taught using Donald Duck comic in grade 7 SMP N 25 Semarang.

Mastery of Student Vocabulary by Using the Comic “Donald Duck”;

We can see that after using comics, students' vocabulary mastery showed the lowest score was 40, while the highest score was 96 with an average score of 75.50. And the standard deviation of the pretest and posttest is 14,538. Whereas for the experimental class it has increased with the highest pretest score of 84 out of 76. This means that the use of comic media is very effective for grade 7 students of SMP 25 Semarang.

After knowing the pretest and posttest values, as well as the experimental class, the calculation of the SPSS program data with a 5% level test has a higher t-test than t-table ($3,700 > 2,042$) which shows a change although not too significant. Whereas in the

experimental class there was a significant change because this class was taught using comics. It Shows that the class alternative hypothesis (Ha) is accepted while the class null hypothesis (Ho) is rejected. So, it can be said that the use of Donald Duck comics can increase vocabulary in English.

This shows that the use of media as an innovation to increase English vocabulary strengthens the research conducted by (Sukmawati, 2020) which concluded that using the HELLO ENGLISH application media was able to increase vocabulary. On the other hand, this study also corroborates the previous research conducted by (Maharani, n.d.) which said that the use of line webtoon comics for grade nine succeeded in increasing students' vocabulary mastery and motivation in learning English because it consisted of lots of interesting pictures and words.

CLOSING

The media or instructional methods are one of the many factors that influence student learning results. Students will like the lesson when a teacher employs instructional strategies or material in accordance with the method. Using comic books to teach English vocabulary to pupils is an innovative way to help them expand their vocabulary. Here, the researcher opts to employ a comic book called "Donald Duck" so that they can learn, review, and retain the vocabulary in the comic. First, the researcher started her research and pre-tested the experimental and control classes to determine how well they could learn English vocabulary before receiving treatment. It is clear from the pre-test calculations results for the two classes that the student's vocabulary mastery abilities are low.

The researcher treated the experimental class on the second day during treatment, the researcher explained to students what comics were and the vocabulary (verbs and nouns) they would learn in the middle of teaching and learning, the researcher instructed them to form groups of six students here, the researcher took out a Donald Duck comic and continues treating. Here, the researcher also encourages participation from the class by having them read, search for some noun and verb vocabulary, and ask and respond to questions regarding unfamiliar words. the researcher also taught the control group, but did not give the Donald Duck comic book treatment; rather, the researcher conducted regular instruction using the available book media.

The post-test was given to the experimental and control classes on the last day. In this instance, the researcher gives post-test questions to both classes. After receiving the post-test score information from the two classes, the researcher starts their analysis. This demonstrates that the students' test results are good, especially for the experimental class, after using Donald Duck comic media to expand their English vocabulary. With the inclusion

of comics into learning, students are more engaged in the teaching and learning process, which makes the use of comic books in the teaching of English particularly the types of nouns and verb vocabulary extremely effective. The most of students have actively participated in answering questions from other students or teachers. Comics can be used to teach and acquire reading, writing, speaking, and listening abilities for teachers and students, they also offer vibrant images and colours that help entice students to learn.

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