IMPROVING STUDENTS’ VOCABULARY BY USING MANGA “DETECTIVE CONAN”

AN ARTICLE

By:
ACHMAD MUTTAQIEN
NIM F12111060

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGES AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
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IMPROVING STUDENTS’ VOCABULARY BY USING MANGA “DETECTIVE CONAN”

Achmad Murtagjen, Iwan Supardi, Dewi Novita
English Education Study Program of Languages and Arts Education Department
Teacher Training and Education Faculty of Tanjungpura University
Email: roxas113@rocketmail.com

Abstract: The purpose of this research is to investigate whether the use of manga as a media is able to improve students’ vocabulary of eleven grade of SMAN 3 Singkawang in academic year 2015/2016. The method used in this research is Classroom Action Research that give attention to the cycle of teaching and learning in classroom to measure the improvement made from the treatment. The sample of this research was 30 students of eleven grade of Social 2. The researcher used the measurement technique to collect the data and the tool of data collecting was test and questionnaire. The researcher used the mean score for analyzing both the test result and the questionnaire result. The test result is improved from 60.17 to 68.3 while the questionnaire result is 84.85 which categorized as moderately positive. The result of test and questionnaire in this research able to satisfy the standard minimum in the school. It proves that the use of Manga is able to improve students’ vocabulary.

Key Words: Manga (Detective Conan), Improving Vocabulary


Kata kunci: Manga (Detective Conan), Meningkatkan Kosakata

Vocabulary has been known as the basic of learning a language. People cannot start to listen, read, speak, and write without understanding and learning the vocabulary first. We could say that we begin with single thing called vocabulary, and we end up with the whole thing which is language.

Vocabulary is a set of words, relate to a particular language as the components or elements on it. Thornbury (2002), by quoting David Wilkins states that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. It is obvious that the vocabulary should be focused in every line of teaching English language as it will provide significant differences in terms of the
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Vocabulary is a set of words, relate to a particular language as the components or elements on it. Thornbury (2002), by quoting David Wilkins states that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. It obvious that the vocabulary should be focused in every line of teaching English language as it will provide significant differences in terms of the
success of understanding the English language teaching process. Vocabulary knowledge is one of the major parts which affect student success in comprehension. For all of the four skills presented in language learning, the vocabulary play its roles as the crucial part to determine the understanding of students over the four skills especially for the reading skill.

To learn a language, to be particular the vocabulary, motivation is needed to ensure the learning process will be successful. Dörnyei and Otto (2011:107) had made themselves a framework based on the process-oriented model, which offers comprehensive principles. The key units in the process-oriented organization include: (1) Creating the basic motivational conditions, (2) Generating student motivation, (3) Maintaining and protecting motivation, and (4) Encouraging positive self-evaluation. The process-oriented approach to motivate able to open the path for better and organized learning activity. Dörnyei (2011:259) has argued that, for real integration to take place, L2 motivation research needs to meet a final criterion, which means that it needs to focus on specific language behavior rather than general learning outcome.

One of the integration which match the vocabulary learning is the reading skill. Vocabulary holds a complex and yet beneficial relation with reading. Vocabulary and reading have a reciprocal causal relationship. Wolfer, and Wolfe cited in Hiebert and Kamil (2005) stated that the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language. In reading skill, vocabulary acts as the starting point to get the idea over the reading material. The comprehension over the reading material will hardly happen if the vocabulary stored in memory is not sufficient. The same goes with the word study, to understand the word and its form, the students need to know the meaning of the word first above else.

There are obviously media if the skill mentioned was related to reading. One of the media which can be considered is manga. The elements presented on manga has a difference from the American comic since manga has developed from a simple caricature into a story which contains diverse themes regarding politics, religious, historical, social, cultural issues, and many more. McCloud (1994, 2006) has noted that compared to American/European comic, in manga there is a higher level of engagement, or reader participation, and a greater emphasis is placed on pacing out the narrative to create a sense of “being there”. Bryce and Davis (2006) stated that although original readers are strictly to Japanese, manga have become a part of global circulation of commodities. This has been helped by the absence of strong ethnicity (Japanese) in their visual presentations which enhances non-Japanese readers/audiences’ approachability and encourages their domestication in host cultures, whilst keeping cultural identity (Japanese) mainly within the purview of the narratives.

For manga, which is also called Japanese comic, the pictures which are provided able to give students clues and a spark of interest which can help students to read much more easily. McCrudden, Scharw, Lehman & Poliquin (2007) further showed that the underlying cause-and-effect in sentences are understood more easily when there are visual clues of the cause-and-effect.

Manga’s popularity worldwide has come to the attention of teachers and researchers alike with some educators taking advantage of its popularity and validating the text for classroom use (Alvermann & Heron, 2001). The statement
shows how manga has gained a lot of attention in the education field, not only believed to be a strong entertainment media, but also educational media. Thus, it is quite promising that manga able to be used as reading media for students in vocabulary acquisition.

METHOD

The form of this research is Classroom Action Research. Classroom Action Research is where one of the main aims is to identify a “problematic” situation or issue in which it is able to hinder the progress teaching and learning process. The problematic term isn’t telling that the teacher is the one who is incompetent, but often the external factors such as students’ motivation, insufficient materials, lack of facility, and many more. According to Kemmis and McTaggart cited in Burns (2010:7), as seen from figure 1 regarding the flow of Classroom Action Research typically involves four broad phases in a cycle of research. The first cycle may become a continuing or iterative, spiral of cycles which recur until the researcher has achieved a satisfactory outcome. While the second cycle will be to ensure that the development didn’t only stop on the first attempt and able to provide continuity.

In the model which developed by Kemmis & McTaggart, there are several phases which correlated to each other sharing the progress mutually.

The Design of Cycle in CAR

(Burn, 2010)
Several phases which related to above model are:

1. **Planning**
   In this phase the focus will be to identify a problem or issue and develop a plan of action in order to have an improvement in a specific area which researcher wants. The researcher need to prepare several things in this phase carefully before proceeding to another phase. several things need to be prepared are an English teacher as an investigator, lesson plan, teaching material, media in which is going to be used and instruments for collecting data. In specific, the instruments and tools which needed are (1) Lesson Plan, (2) Observation Checklist, (3) Field Note, (4) Test Items, and (5) Questionnaire.

2. **Action**
   Action is the phase in which the interventions which comes from the first phase being implemented in the classroom situation over an agreed period of time. The interventions are conducted based on the plan, but isn’t restricted if any possible changes appear. In this research, the researcher will act as a teacher applying the method and the teacher on duty will act as a collaborator observing the situation happened in the classroom. The researcher will applying the teaching through the use of manga “Detective Conan” to improve the students’ vocabulary. The researcher and the teacher will divide their job as taking note in the form of observation checklist and field note.

3. **Observation**
   In this phase, the researcher will observe systematically the effect of the action which has been planned and documenting the context, actions and opinions of those involved. This phase can be called as data collection phase where the open minded is needed in order to acquire valid information.

4. **Reflection**
   At this point, the researcher reflect on, evaluated and explain the effect of the action which has been done in order to know what has happened and what need to be done in accordance to the outcome acquired.
   The outcome acquired will tell what further action need to be prepared and done as will it be success or need some revise for further attempt of making the result much better. The result gained from the observation checklist, field note, test and questionnaire will be gathered and a conclusion can be made whether there is a need of another cycle or the cycle stopped on this attempt.

The Participants of this research are the eleven grade students of IPS 2 of SMAN 3 Singkawang in the academic year of 2015/2016. The amount of students in this class are 30 students.

In data analysis, the research findings will come from the outcome of observation checklist, field note, and students’ test that have been analyzed. To acquire the students’ mean score, the researcher measured it by using the following formula:

\[ M = \frac{\sum fx}{N} \]
From the mean score, it will be able to show which qualification match the students. The result of the students will be classified into the following criteria:

**Table 1. Table of mean score category**

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>A</td>
<td>Good to excellent</td>
</tr>
<tr>
<td>60 – 79</td>
<td>B</td>
<td>Average to good</td>
</tr>
<tr>
<td>50 – 59</td>
<td>C</td>
<td>Poor to average</td>
</tr>
<tr>
<td>0 – 49</td>
<td>D</td>
<td>Poor</td>
</tr>
</tbody>
</table>

While for the questionnaire the data analysis will be:

The percentage of respond of the questionnaire was calculated with the formula below:

\[
\text{Mean score} = \frac{\text{The total of value}}{\text{The total of question items}} \\
\text{Mean score} = \frac{1697}{20} = 84.85 \text{ (Moderately positive)}
\]

**Table 2. Table of questionnaire score category**

<table>
<thead>
<tr>
<th>Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-120</td>
<td>Very positive</td>
</tr>
<tr>
<td>80 – 99</td>
<td>Moderately positive</td>
</tr>
<tr>
<td>60 – 79</td>
<td>Moderate</td>
</tr>
<tr>
<td>40 – 59</td>
<td>Slightly negative</td>
</tr>
<tr>
<td>20 – 39</td>
<td>Moderately negative</td>
</tr>
<tr>
<td>0 – 19</td>
<td>Very negative</td>
</tr>
</tbody>
</table>

*Adapted from Likert scale (Ary et al, 2010: 230)*
FINDINGS AND DISCUSSION

Findings

Table 3. Result of students’ score on the first cycle.

<table>
<thead>
<tr>
<th>Total of students</th>
<th>30</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of students’ score</td>
<td>1805</td>
<td>-</td>
</tr>
<tr>
<td>Mean score</td>
<td>60.17</td>
<td>23.33%</td>
</tr>
</tbody>
</table>

After collecting and analyzing students’ answer sheet, the researcher found many students did not pass. Based on the test, the students’ mean score was 60.17.

$$\text{Mean Score} \quad M = \frac{\sum fx}{n}$$

$$= \frac{1805}{30}$$

$$= 60.17 \text{ (average)}$$

The students’ mean score showed that the students in first cycle had not passed the standard minimum score, 68. The percentage of students who had passed the standard minimum score was 23%, as shown below:

$$T = \frac{m}{n} \times 100\%$$

$$T = \frac{7}{30} \times 100\%$$

$$= 23.33\%$$

Through the percentage which showed the students who had passed the standard minimum score, we can see there were only 23% students that had passed.

Based on the field note, there were some points which related to the teaching and learning process including the teacher and the students. First, the focus of the students easily distracted by the external factors, such as noise from the outside, the appearance of students from another class whom passed by, and even the rang of the bell. Second, there were several male students, who did not pay full attention with the explanations given by the teacher and even went to disturb the group near them. Because of that, they lost the time to discuss and share their idea while reading the chapters within their group. Another point was that several students giving a hard time...
for teacher to divide them into several groups because they wanted to be in a group along with their close friends.

<table>
<thead>
<tr>
<th>Table 2. Result of students’ score in the second cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of students</td>
</tr>
<tr>
<td>Total of students’ score</td>
</tr>
<tr>
<td>Mean score</td>
</tr>
</tbody>
</table>

Based on the test, the students’ mean score was 68.3.

\[
M = \frac{\sum fx}{N} = \frac{2050}{30} = 68.3 \text{ (average)}
\]

The students’ mean score showed that the students in second cycle had passed the standard minimum score, 68. The percentage of students who had passed the standard minimum score was 53%, as shown below:

\[
T = \frac{m}{n} \times 100\% \\
T = \frac{16}{30} \times 100\% \\
= 53.33\%
\]

Based on the field note, the observer noted some findings which might helped the explanations over the process of the teaching learning. First, the student did excited and able to grasp the idea of learning through manga. It was shown from how the students able to get active, even the one who first kept silent. Second, the teacher did correct several mistakes and well aware with some of the groups which needed extra attention. In conclusion, the teacher and the students were done better than the previous cycle.

While looking at the result of the students, there are many students who have improved and passed the standard minimum, while there are also several students who have failed and did not passed the standard minimum. As researcher investigated the reasons behind this shortcoming, the researcher found that several students who failed were distracted by the test items and the distracters. Several students who did not
passed the second test mostly confused over the type of verb and the adjective test. Another thing was that the students happened to overconfident to their answer quickly after having the same type of test in the previous one. Last thing was that the students didn’t have the same amount of knowledge received compared to the first meeting, as both of the manga chapters and the test items being used were different. The researcher believe that this kind of shortcoming might happened unintentionally and any kind of internal factors which might related to it can’t be avoided, yet able to be prevented in the future.

The Questionnaire analysis

In order to assist the data for measuring the motivation, the researcher tried to give students a questionnaire which consist of 20 question items that related to the key units of process-oriented approach from Dörnyei (2011). The percentage of respond of the questionnaire was calculated with the formula below

\[
\text{Mean score} = \frac{\text{The total of value}}{\text{The total of question items}}
\]

\[
\text{Mean score} = \frac{1697}{20} = 84.85 \text{ (Moderately positive)}
\]

Discussion

This research was conducted in two cycles. Each cycles consisted of four stages which are planning, acting, observing and reflecting. To improve the data obtained, the teacher cooperated with collaborator to observe and to monitor the activity which was happened in the classroom through the use of observation checklist and field notes. The existence of collaborator was also to minimize the subjectivity which the teacher might had while analyzing and evaluating the data. The data collected in form of the observation checklist, field notes, and students’ test. From the research findings, it can be seen that the students’ vocabulary has increased from the first cycle to second cycle. The researcher tried to answer the research questions based on the data acquired. As mentioned before, the research questions are; (1) How is the improvement of vocabulary of students by using the manga? (2) Is the use of manga able to improve the students’ vocabulary?. The first question can be answered through the research findings that show there is improvement made from the first cycle to second cycle. While the second question can be answered that the improvement is good with the increase from first cycle 60.17 to second cycle 68.3 about 8.13. Another point is that the students’ score shows when the first cycle happened, there were only 7 students
who passed the minimum standard score which is 68. While on the second cycle, there were 16 students who passed the minimum standard score.

Based on the students’ achievement score, we could see that the students’ vocabulary had increased from the first cycle to the second cycle collectively. Additionally, the observation checklist and the field notes also showed that there were significant improvement in the teaching and learning process. The students were became much more focused in teaching and learning activity. The students were paying attention better to the instruction and explanation. The students felt much more confident to share ideas and to give feedbacks to their friends. By that very fact, the researcher decided to stop the cycle.

Another point to be mentioned was the questionnaire which aimed to look upon students’ motivation in learning vocabulary with manga. The questionnaire was given after the second test. The questionnaire was used to assist the observation checklist, field note and test to ensure that the intended result was achieved. The questionnaire result was 84.85 which can be categorized as moderately positive. From the result of questionnaire responses, the researcher believes that, the motivation for students to learn new vocabulary was enhanced, or at least sparked.

In conclusion, the researcher believed that this research was satisfactory. The vocabulary improvement by using a manga could be seen from the students’ test score and students’ performance. While the students motivation improvement could be seen from the questionnaire result. Therefore, the researcher has concluded the action hypothesis which was stated as “manga able to improve students’ vocabulary for eleventh grade students of SMAN 3 Singkawang academic year 2015/2016” has been proven.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the research done on the eleventh grade students social 2 at SMA Negeri 3 Singkawang, the researcher derives conclusions as follows 1). The students’ vocabulary was improved by using manga in teaching learning of vocabulary. This was proved by the result of students’ mean scores in achievement test. In the first cycle, the students’ mean score was 60.17 and the students’ mean score in second cycle was 68.3. 2). The teaching learning process was improved by using manga in teaching learning of vocabulary. This was proved by the description of the observation checklist and field notes from both of the first cycle and second cycle. The students showed better result in the process of learning the new words and memorizing the high frequency words. 3). The application of manga did not only improve the students’ score and performance to pass the standard, but also the motivation of the students. It can be seen from the result of questionnaire which is 84.85 and considered as moderately positive.
Suggestions

Based on the research findings, the researcher would like to offer several suggestions to improve teaching learning process specifically for teaching vocabulary by using manga. The suggestions are defined as follows 1). It is suggested for English teacher to apply manga using Classroom Action Research, for very reason that it was proved that applying manga could improve students’ vocabulary in term of motivation to learn new words and memorize high frequency words. 2).The use of manga in teaching learning activities should be related to the topic to be learned. 3). In improving students’ motivation to learn new words through manga, the teacher should consider the use of appropriate manga which means the manga that is not filled with pornography and other sensitive aspects. The teacher should also be aware that the manga can mislead students to false understanding over what was aimed for, which means monitor from teacher is important. 4). The teacher should consider the kind of manga to be used for vocabulary learning. As in this research, the researcher use Detective Conan which considered as teen manga and the genre is mystery. As the manga can be both educating and entertaining, the choice of genre could affect the result greatly. 5). The teacher should pay great attention to the time management in applying the manga in classroom. As manga contains both pictures and texts in panels, there will be likely different respond given by students as some might become encouraged, bored, frustrated or even hopeless as they need different amount of time to understand the story. 6). The teacher should remember that the test to find out the result of manga implementation are both influential and important. The test items given to students should be kept checked as manga contains an abundance of words. There will be a chance that the words aimed to be learned are happened to be too much for students or the words are too difficult and rare.

REFERENCES


