Improving Students' Vocabulary by Using Manga

¹Ahmad Nofrian, ²Syafryadin, ³Iis Sujarwati

1,2,3 English Education Postgraduate Study Program
Faculty of Teacher Training and Education
Bengkulu University
Corresponding e-mail: *ahmadryan49503@gmail.com, syafryadin@unib.ac.id
iissujarwati@unib.ac.id

ABSTRACT

A vocabulary is a collection of words that have meaning and are used in sentences. Manga is a kind of medium that the teacher can use to teach vocabulary. Manga contains vocabulary that relates to the images, which can help students understand new vocabulary more quickly. The descriptive-qualitative research approach was applied in this study. The participants of this study were 16 eighth grade students from SMPN 4 Pendopo Barat in the academic year 2023-2024. To obtain data, the researcher employed a vocabulary test, observation, field notes, and interview. According to the results, there was a significant increase in students' ability in the form of an increase in English vocabulary and also in their motivation to understand the vocabulary contained in the manga. Additionally, the researcher saw several factors that influenced the improvement of students' vocabulary comprehension by using the media in the form of manga. The factors that led to the improvement of students' vocabulary by using manga were students' motivation and students' activeness in the learning process. The researcher noticed that students became more enthusiastic and excited during the teaching and learning process by applying this medium. Therefore, the researcher suggests that English teachers can use manga, especially in order to improve vocabulary as well as students' interest in reading.

Keywords: Improving Vocabulary, Manga, Teaching Media

ABSTRAK

Kosakata adalah kumpulan kata yang memiliki arti dan digunakan dalam kalimat. Manga adalah salah satu media yang dapat digunakan guru untuk mengajarkan kosakata. Manga berisi kosakata yang berhubungan dengan gambar, yang dapat membantu siswa memahami kosakata baru dengan lebih cepat. Pendekatan penelitian deskriptif-kualitatif digunakan dalam penelitian ini. Partisipan dari penelitian ini adalah 16 siswa kelas delapan dari SMPN 4 Pendopo Barat pada tahun ajaran 2023-2024. Untuk memperoleh data, peneliti menggunakan tes kosakata, observasi, catatan lapangan, dan wawancara. Berdasarkan hasil penelitian, terdapat peningkatan yang signifikan pada kemampuan siswa dalam bentuk peningkatan kosakata bahasa Inggris dan juga motivasi mereka dalam memahami kosakata yang terdapat dalam manga. Selain itu, peneliti melihat ada beberapa faktor yang mempengaruhi peningkatan pemahaman kosakata siswa dengan menggunakan media berupa manga. Faktor-faktor yang menyebabkan peningkatan kosakata siswa dengan menggunakan manga adalah motivasi siswa dan keaktifan siswa dalam proses pembelajaran. Peneliti melihat bahwa siswa menjadi lebih antusias dan bersemangat selama proses belajar mengajar dengan menggunakan media ini. Oleh karena itu, peneliti menyarankan agar para guru bahasa Inggris dapat menggunakan manga, terutama untuk meningkatkan kosakata dan juga minat baca siswa.

Keywords: Peningkatan Kosakata, Manga, Media Pembelajaran

INTRODUCTION

English is an important subject that has been taught in Indonesia for many years. In junior high school, English counts as one of the subjects you must study. In English, students of SMP Negeri 4 Pendopo Barat usually rely on their textbook, images, or whiteboard as the media. The teacher must not rely only on these media or sources. There were numerous additional sorts of media that teachers might employ in their teaching and learning activities. Media is very important to help teachers deliver the materials. Media can be used to help students enhance their abilities, particularly when studying English.

Vocabulary is considered as the basis of language learning, which is why vocabulary building should be given to students. Memorizing many vocabularies was better because they would have a stronger foundation for learning. Vocabulary is a collection of words that have meaning and are used in sentences. According to (Thornbury, 2006), a vocabulary is a group of letters that link to a language in particular as features or parts of the language. When the students have sufficient vocabulary, they can easily generate many utterances orally or in writing, specifically in English. The students struggle to convey their views and concepts when they have limited vocabulary, and they also struggle to arrange phrases and comprehend a language. According to (Ellis, 1997), improving vocabulary is an important part of learning a foreign language. Students must increase their understanding of words as a way to study and employ the target language more effective.

Vocabulary is an instrument used by humans to convey ideas and feelings and to communicate with others both in conversation and through writing. Every single word in a language contains a specific definition, either literally or conceptually. (Budiman et al., 2018), stated that people utilize appropriate vocabulary to describe their emotions or opinions as a way to be heard in written or spoken form. People may interact with one another through the use of words to ask questions or provide ideas. This explained why vocabulary was so crucial to language use.Introducing new vocabulary requires students to comprehend the words' meanings. In accordance with (Neuman & Dwyer, 2009), vocabulary is "the words we have to understand as a way to interact with others well: vocabulary used in speech (verbal vocabulary) and vocabulary used when listening (receptive vocabulary)".

Introducing new words required students to figure out what the words meant. The main objective was to explain to students the meanings of words without making them bored. As a good advisor and organizer, the teacher should make the students' learning process as simple as possible. Using natural language persuades the students' interest in the teacher's lesson. There would be no attention if no students were interested in the subject. One way to gain students attention and interest in teaching and learning is by using media. Learning media had the purpose of enhancing the learning process. Learners with learning problems must use media to learn (Mulyono, 2003).

Media has value and benefits as a teaching tool. According to (Akmalia et al., 2021), the purposes and advantages of learning media are as resources, instruments, and approaches in educational activities with the goal of encouraging learners to be more enthusiastic about learning and may assist learners in enhancing comprehending, conveying data clearly and accurately, encouraging the interpretation of data, and condensing information in a way that accomplishes the goals of learning.

The teacher must facilitate the students' use of compatible media or situations to make learning activities more effective. According to (Arsyad, 2011) media is an important source or actual platform in the learning setting that carried educational material that allows students to learn. In relation to the vocabulary teaching, the use of media can be an effective strategy for increasing students' motivation, attentiveness, and interest in learning. Manga (Japanese comics) written in English is one type of media that is useful for teaching. Manga is available for all ages and can serve as fun entertainment, and manga is easy to find,

especially in this digital era.

Manga is a form of comic book originally from Japan, and it contains images that are combined with text or other visual information or narration. Manga are extensively composite stories that closely combine textual and visual content to illustrate and explore various subjects in daily life (Murakami & Bryce, 2009). The images in manga create understandable text, which means that manga can assist students in comprehending the content. According to (Erina et al., 2017), manga, or comic books, are a form of artistic media wherein illustrations integrate with words or different kinds of content to represent a notion. Manga contains vocabulary that relates to the images, which can help students understand new vocabulary more quickly.

Manga is an example of visual media. Visual media (pictures) are extremely important in the educational process. Visual media, according to (Arsyad, 2011) can improve understanding (through organizational and systemic elaboration) and enhance remembrance. Visuals may also pique the curiosity of learners and serve as a bridge between the classroom and the real world. Visuals must be put into a relevant context to be effective, and learners must communicate with the visual (picture) for efficient information processing.

A comic or manga is a series of images and sentences that serve a purpose for the readers. Manga can draw students' attention, increasing their interest in reading because the manga contains creative images and characters. The manga's simple sentences keep students from becoming bored as they read it. As stated by (Karap, 2017), comics/manga combine symbolism and contextual information to help non-native readers deduce the meanings of unfamiliar words. As a result, foreign language readers are more likely to correctly guess the meaning of new lexical items when the source material is in comic/manga format rather than traditional written text. However, because related visual cues are present in comics, it not only aids readers in inferring meanings but also aids in the grounding and anchoring of new words. It can also be hypothesized that memory recall for vocabulary learned from comics is superior to memory recall for vocabulary learned from traditional written texts. The teacher should select appropriate learning media based on the content being taught. Learning would be more enjoyable if the learning medium was interesting

There were some researchers concerning on the use of manga or comics to improve students' skills, and it had a favorable effect on the participants. The current study, set up by (Muttaqien et al., 2016) the research show that utilizing manga in the teaching of vocabulary improves students' vocabulary, while using manga in the teaching of vocabulary also enhances the teaching process. The students performed better when it came to comprehending unfamiliar words and remembering high-frequency terms. In addition, a study by (Budi, 2020), the research indicated that English-translated manga has an impact on students' knowledge of literacy in English literature, especially in relation to enhancing English vocabulary, comprehending meaning, comprehending English grammar, and comprehending readings.

English is the most commonly used foreign language, so knowing its vocabulary is crucial. Students obtain new words when they intentionally learn them, in addition to vocabulary learned consciously during reading or other language-rich activities. According to (Stahl, 1999), teachers could offer students 300 to 500 words every academic year, or 8 to 10 words a week. Unfortunately, based on what the researcher encountered when teaching the students in previous semester and after conducting a test to determine students' ability to understand vocabulary, most students had a low level of vocabulary or a lack of vocabulary. Based on the prior explanation, the researchers decided to apply a medium that was expected to increase students' vocabulary. Using Manga to teach vocabulary to students was interesting since students could enjoy the illustrations while remembering the vocabulary and understanding the meaning of the story.

Thus, the formulation of the problem in this study were : To what extent does Manga improve the students' vocabulary? and What factors affected the student's vocabulary changes while using Manga?

METHODOLOGY

In this study, the descriptive-qualitative method of study was used, as (Creswell, 2012) describes qualitative study methods as a tool for studying and evaluating the value with which people or organizations identify a human or social situation. The participants of this study were 16 eighth grade students from SMPN 4 Pendopo Barat during the academic year 2023-2024.

To collecting the data of this research, the researcher using vocabulary test, an observation checklist, field notes, and interviews. Vocabulary test was used to find out the students' vocabulary level. A vocabulary test consisted of two types of tests. The vocabulary tests that have been distributed before the use of manga were called pre-tests, and the vocabulary tests that have been given after finishing all the cycles were called post-tests. The questions were based on vocabulary test indicators. According to Cameron in (Sismona, 2020), recognizing a word means knowing about its structure, what it means and its usage.

Then, the researcher used observations and field notes to obtain the data on the usage of Manga in educational activities. (Creswell, 2012) defined observation as the practice of acquiring direct knowledge through monitoring individuals and locations at a research site. In addition, an observation checklist is a sheet that comprises a number of questions, indications, or spots that are able to help an observer evaluate an individual's actions and manners. Observation checklists assisted observers in identifying weaknesses and issue areas so that teaching approaches, classroom management, and student achievement could be improved further. Moreover, Field notes were the data that accumulated during an observation. Field notes were texts (words) that a researcher records throughout an observation in a qualitative investigation (Creswell, 2012).

Following the vocabulary test and observation, the researcher conducted interviews. Interview was a data collection technique that involved interviewing a selected individual as a respondent. An interview was also carried out for the purpose of getting specific facts to support the result of the test and find the students' opinions or factors that could improve the students' vocabulary.

The researcher then analyzing the result of vocabulary test using quantitative analysis. According to (Creswell, 2012), the stages in a process of quantitative analysis and interpretation of data include preparing numbers for analysis, subsequently running the analysis, then presenting and reporting the outcomes employing tables, charts, and an explanation of every statistical test, at last interpreting the results by clarifying the main results, comparing the outcomes, and eventually analyzing the outcomes.

Moreover, the data from the interview, field notes, and observation checklist have been analyzed using qualitative analysis. It was the procedure of analyzing the structure of the qualitative data and recognizing similar patterns within it. According to (I R Gay, Geoffrey E Mills, 2012), Qualitative data analysis is a way of splitting up the data into smaller parts, assessing their import, and placing the relevant parts together to generate a more general analytical format. there were three stages to evaluating qualitative data. The procedures are Reading/Memoing, Describing and then Classifying the data.

FINDINGS AND DISCUSSION

Findings

The researcher classified the results into two categories: the result of students'

vocabulary test and the factors that improved students' vocabulary. The students' vocabulary test was applied to evaluate the students' vocabulary acquisition and the observation and interviews was to determine the reason and factors that improved students' vocabulary.

Improvement Level

Firstly, the researcher obtained data from the pre-test results related to the number of vocabulary words possessed by students. This data is needed to determine the basic abilities of students before applying manga and to find out the extent to which the use of manga affects students' vocabulary skills during the learning process. The table can be seen here.

Table 1. The Percentages of the Students' Vocabulary Acquisition in Baseline Data

NO	Category	Student	Percentage
1	Very Good	0 student	-
2	Good	2 students	12,5 %
3	Sufficient	2 students	12,5 %
4	Poor	7 students	43,75 %
5	Less	5 students	31,25 %

Based on the table, 75% of students, or 12 students in the poor and less category, mean that those students have low vocabulary acquisition. There were 12,5% of students, or 2 students, in the sufficient category, and the other 2 students were in the good category or had quite a lot of vocabulary. Unfortunately, none of the students were very good and mostly the students in poor and less category.

After analyzing the baseline data, the researcher did the research in cycle 1 using learning media in the form of Manga ''Doraemon''. The results of test after cycle 1,were as follow:

Table 2. The Percentages of the Students' Vocabulary Acquisition in Cycle 1

No	Category	Student	Percentage
1	Very Good	0 student	-
2	Good	4 students	25 %
3	Sufficient	12 students	75 %
4	Poor	0 student	-
5	Less	0 student	-

Through the results above, there were improvement on students test result. In the category good, it's improved from 12,5 % of the students to 25 %, or 4 students and in sufficient category, there were significant improvement from 12,5 % of the students to 75 % or 12 students. Based on the results of students test in cycle 1, Manga that used as media has reduced the problem of students about vocabulary problems.

Based on the results of cycle 1, students have achieved the desired vocabulary acquisition. However, the results of learning reflection in cycle 1 showed weaknesses in several aspects, such as student activeness; some students were less enthusiastic about learning, and students needed more practice to sharpen their abilities.

To ensure the test results of the class action research that has been carried out and strengthen the data of the research results, the researchers continued this class action research by implementing cycle 2. This cycle was also conducted in four meetings. After all the meetings, the researcher gave the students test to find out the students' improvement. The results of test after cycle 2, were as follow:

Table 3. The Percentages of the Students' Vocabulary Acquisition in Cycle 2

NO	Category	Student	Percentage
1	Very Good	2 students	12,5 %
2	Good	9 students	56,25 %
3	Sufficient	12 students	31,25 %
4	Poor	0 student	-
5	Less	0 student	-

Students' ability to understand vocabulary developed better than the actions in the previous cycle, as seen from the results above. In cycle 2, the percentage of students who are very good at understanding and completing the instruments given was 12,5 %, or 2 students. Then, the percentage of students who got good result in answering the test given was 56,25 %, or 9 students, improved from 12,5 %. In addition, 31,25 % of students, or 5 students, got sufficient results, and no student in poor and less category. This showed that the majority of students had good participation and sufficient vocabulary in cycle 2.

The results of students' ability to understand English vocabulary in cycle 2 are satisfactory. There were some significant improvements in each cycle. This is shown by the results of the students' vocabulary assessments, which consistently indicated an increase in each cycle. The complete results are shown and compared in the chart below:
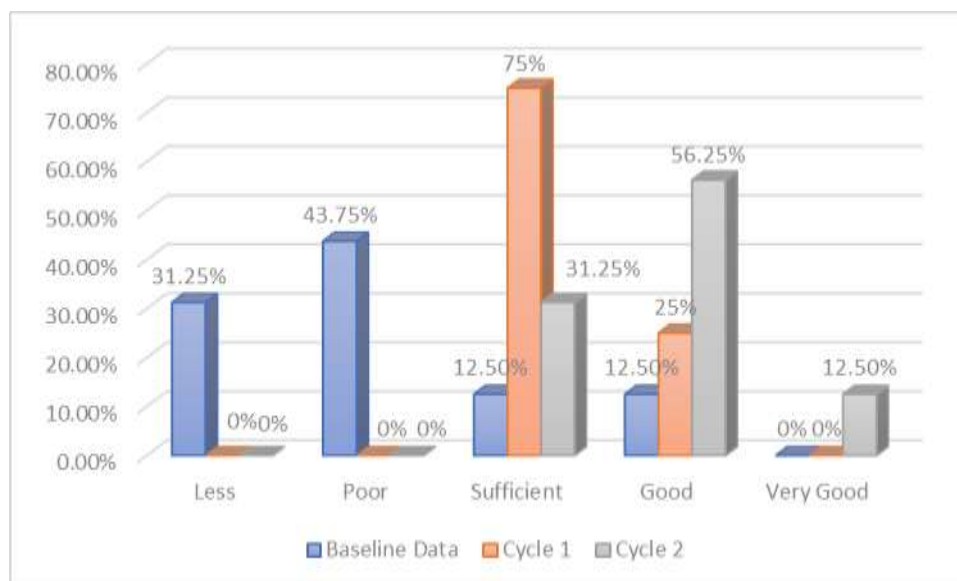

Chart 1.The Percentages of Students' Vocabulary Acquisition in All Cycles

This study was deemed successful when 85 % of the students or student's vocabulary acquisition was 64 vocabularies or more from the questions given during the research process. As indicated in the chart above, 12.5% of students, or 2 students, scored very good on the vocabulary test, followed by 56.25 %, or 9 students, who scored good, then 31.25 % students who scored Sufficient, and no students who scored poor and less. In addition, the average student test score also showed a significant increase. In the baseline data, the average student's score was 56; after treatment in cycle 1, which was held for four meetings, the average of student's score increased to 71 and all the students have achieved the desired vocabulary acquisition. However, the results of learning reflection in cycle 1 showed weaknesses in several aspects. Therefore, the researcher continued the treatment in cycle 2, which was also held for four meetings. In cycle 2, the average of student's score increased to 83 and this research has achieved the desired results.

Factors That Improve Students' Vocabulary

After applying manga as a learning medium to improve the vocabulary of grade eight students at SMPN 4 Pendopo Barat, the researcher also noticed the improvement in students' vocabulary abilities from the results of student observation checklists, field notes, interviews, and results from cycle I to cycle II. There was a significant increase in students' vocabulary test results after researchers applied manga media to learning activities. The factors that led to the improvement of students' vocabulary by using manga were students' motivation and activeness. These factors are explained as follows:

Motivation

This can be deduced from the findings of interviews performed following the completion of cycles I and II. According to the interview results comparing English learning in the classroom prior to and after using manga, the students were highly motivated during the learning process. Students' comments can be found in the explanatory statement below, where student 1 stated:

> ''*Dulu, ketika mempelajari kosakata bahasa inggris, kami biasanya diminta mencari kosakata dikamus atau dituliskan di papan tulis lalu menghafal nya. setelah penerapan manga dikelas, kegiatan belajar terutama pemahaman kosakata menjadi lebih mudah dan menyenangkan, karena kosakata yang terdapat di manga diikuti dengan ilustrasi gambar yang menarik sehingga kami bisa menebak kosakata berdasarkan ilustrasi serta kami juga dapat melakukan diskusi tentang isi dan kosakata yang terdapat di manga sehingga bisa saling bertukar informasi.*''

''Previously, when learning English vocabulary, we were usually asked to look up vocabulary in the dictionary or write it down on the blackboard and then memorize it. After the application of manga in class, learning activities, especially vocabulary understanding, became easier and more fun because the vocabulary contained in the manga was followed with interesting illustrations so that we could guess the vocabulary based on the illustrations, and we could also have discussions about the contents and vocabulary contained in the manga so that we could exchange information with each other.''

Previously, most students were not interested in memorizing and understanding the vocabulary that the teacher gave, as seen from the students' low scores during the vocabulary test. However, the manga media has encouraged them to understand and know the meaning of a vocabulary in order to better understand the meaning of the word and the meaning of the story in the manga. The researcher asked students whether Manga can help them in the process of learning English and affect their feelings towards the learning process. Student 16's response was,

> "*Ketika menghafal kosakata kami merasa sangat kesulitan dan malas melakukan nya, tapi ketika belajar kosakata yang terdapat di manga kami jadi lebih bersemangat untuk mengetahui kosakata tertentu supaya kami dapat lebih memahami cerita yang ada di manga.*"

"When memorizing vocabulary, we feel very difficult and lazy to do it, but when learning vocabulary found in manga, we become more eager to know certain vocabulary so that we can better understand the story in the manga."

Students have been identified as being unmotivated and having difficulty learning the English language. When students were introduced to manga, such as the manga Doraemon, they were excited. Doraemon is a well-known figure among students who regularly watch

anime on television. Students had been encouraged and grew enthusiastic about learning the vocabulary from the manga provided. It can be stated that through the use of manga, students became more motivated and excited to improve their English vocabulary.

Students' Activeness

The factor of active participation by students during the learning process proves that the use of manga has advantages. The use of manga can improve collaborative abilities between students because during the learning process, discussions are carried out between groups, and students must learn to express their ideas and make presentations related to the results of group discussions. In addition, it can also improve students' problem-solving skills.

Based on the interview results, students responded that they were more involved in the learning process when using media in the form of manga. Students' comments can be found in the explanation below, where student 5 stated,

> *''ketika belajar menggunakan manga sebagai media, kami diminta untuk terlibat aktif dalam pembelajaran seperti kami diminta untuk menganalisa arti kosakata dan diminta menyampaikan pemikiran kami''.*

> ''When learning using manga as a medium, we are asked to be actively involved in learning, such as when we are asked to analyze the meaning of vocabulary and convey our thoughts''.

Active participation of students in the learning process shows that students were enthusiastic about learning; this has a very positive impact on student learning outcomes. Student activeness shows that they have high curiosity and a hunger for knowledge. Where student 7 stated:

> *''Pembelajaran bahasa inggris menggunakan manga doraemon membuat kami lebih aktif ketika di kelas, kami berdiskusi aktif dengan sesama teman, kami bertanya kepada guru ketika menemui kesulitan dan itu membuat suasana kelas menjadi sangat menyenangkan.''*

> ''Learning English using Doraemon manga made us more active in class; we have active discussions with our friends, we ask the teacher when we encounter difficulties, and it makes the class atmosphere very pleasant.''

In conclusion, the results from the observation checklist, field notes, and interviews show that manga can improve students' vocabulary skills because the use of interesting media affects the motivation factor and active participation of students.

Discussion

The Extent to Which Manga Improved the Students' Vocabulary

Based on the results of students' vocabulary tests, it shows that a significant improvement in students' vocabulary in each cycle. In cycle I, there was an improvement compared to the baseline data. Based on the results of cycle 1, students have achieved the desired vocabulary acquisition. Unfortunately, the results of learning reflection in cycle 1 showed weaknesses in several aspects, such as student activeness; some students were less enthusiastic about learning, and students needed more practice to sharpen their abilities. To solves the weaknesses of cycle 1, the researchers continued this classroom action research by implementing cycle 2. At the end of cycle 2, after conducting the test and analyzing the scores, the researcher found that the increase in students' vocabulary test results had reached the success criteria. Finally, the researcher stopped the second cycle.

The percentage of students who have met the success criteria has met the target expected by the researcher. This result shows that after implementing learning by using

Doraemon Manga as the medium, it is able to increase students' vocabulary understanding and achieve the desired score criteria. The outcomes of this research were consistent with those of several earlier investigations that were carried out by other researchers. (Rianti, 2019) found that the high school students raised their average vocabulary score, possessed greater self-confidence, and were more diligent in learning vocabulary. Next, (Erina et al., 2017) found that English comic books as media could enhance vocabulary mastery, and this type of media offered an encouraging atmosphere in the process of education for junior high school students. Further research by (Suwastomo, 2016) revealed that students' ability to absorb vocabulary and increased enthusiasm for learning English were a result of learning in a different way from children who did not use comics as media. In addition, the majority of students who used comics as media experienced significant improvements in terms of material, structure, mindset, and way of working.

Moreover, the research also found that the adoption of manga as an educational strategy might increase the students' enthusiasm to enhance their capability to learn English. (Arast & Gorjian, 2016) also revealed how comics can help students improve their vocabulary skills. Likewise, they claimed that the treatment of using comics improved the students' vocabulary significantly, but they also claimed that the treatment of using comics books may generate an enjoyable environment in the process of instruction and learning since the students may view lots of interesting illustrations to boost their interest. Therefore, the use of manga alongside group collaboration as a teaching approach could greatly boost vocabulary capacity.

The Factors Affected the Student's Vocabulary Changes While Using Manga

The researcher saw several factors that influenced the improvement of students' vocabulary comprehension by using the media in the form of manga. The first factors that the researcher noticed was the students became more enthusiastic and excited during the teaching and learning process. The benefits of media in the learning process are that it is a tool for conveying subject matter. Besides that, interesting media can increase students' interest and motivation in learning. Educational media may help students learn more effectively and make them more serious and enthusiastic about the learning process (Supriadi et al., 2022). Manga as a medium must be able to make students interested and motivated to utilize it. It was accordance with (Aini & Indah, 2023), the use of manga was intended to pique students' interest since the teacher believed that the presence of interesting pictures and illustrations was ideal to enhance learning motivation.

Moreover, the observation checklist and field notes describe the situations and conditions that occurred during the teaching and learning process. At the beginning of learning in the first cycle, students still felt confused about understanding the material, especially the purpose of using manga during the learning process. At the end of cycle 1, students seemed to be able to carry out the learning process well and actively. This is because students feel unfamiliar with the manga given and have difficulty understanding the material through manga. After several cycles, students seem to be able to follow the learning process well because manga can foster their interest in learning and enthusiasm for understanding the material. Manga not only interesting as a medium, but through manga, the story or text that the researcher want to convey becomes easier to understand. According to (Aini & Indah, 2023) the visuals or illustrations, alongside the short dialog in the manga, help students comprehend the manga's topic. (Budi, 2020), stated that the use of manga shows an impact on students' knowledge of literacy in English literature, especially in relation to enhancing English vocabulary, comprehending meaning, comprehending English grammar, comprehending readings, and improving their enthusiasm.

Furthermore, manga has the advantage of achieving motivate students' interest, provide reading practiced and recognized vocabulary that is often used in daily conversation, and stimulate the use of good and correct language. In line with this, (Mariyanah, 2005) mentions

that there were some advantages to using manga as a learning medium, such as the fact that manga can increase the vocabulary of readers, meaning that this manga consists of a collection of vocabulary that forms sentences and paragraph and makes it have an interesting story. Through this manga, students can recognize new vocabulary, and when understood, their vocabulary would increase.

The second factor is the students' activeness. Activeness is the involvement of students during the learning process. Students who are active during the learning process are able to gain a better understanding than students who are not active, and activeness greatly affects the improvement of student abilities. (Sardiman, 2011) defines activeness as a combination of thought and physical endeavor, which involves both doing and thinking. Through the use of this manga and the results of observations during the learning activities, students look active during the learning process. They are actively involved in discussions, dare to express opinions, dare to ask questions and respond, and others. According to (Ahmadi & Supriyono, 2013) , components of activeness in the learning process are as follows: a) bravery; b) engagement; c) initiative; and d) learning flexibility.

In addition, based on the results of observations during learning activities, there were several external factors that couldn't be covered that contributed to improving student learning results, like creating a conducive classroom atmosphere. According to (Kamsinah, 2021), A conducive learning environment is an atmosphere that supports the teaching and learning process for students. This conducive learning environment needs to be created and maintained so that the growth and development of learners are effective and efficient and that goals are optimally achieved. Moreover, a teacher who is enthusiastic when teaching is also very good at making an effective classroom. Good characteristics that teachers have can create an effective classroom for the continuity of the learning process (Wati, 2010).

Finally, based on the discussion above, the researcher concluded that applying manga media through several cycles is proven to improve students' understanding of vocabulary, enrich students' vocabulary, increase students' enthusiasm and passion for reading, and strengthen the teaching and learning process. With this medium, students became more active and interested in the teaching and learning process. They looked very excited when participating in the lesson and carrying out discussions. In each cycle, the researcher can see the improvement clearly. Manga is a suitable medium to be applied as a tool to teach materials that aim at vocabulary improvement. It is also very important to observe everything that happens during the teaching and learning process

CONCLUSION AND SUGGESTION

In light of the findings of the student's vocabulary test presented in the preceding chapter, the researcher concluded that manga is a good and effective medium to employ to teach English, particularly to improve students' vocabulary. In addition, the results of this study showed a significant increase in students' ability in the form of an increase in English vocabulary and also in their motivation to understand the vocabulary contained in the Manga. Additionally, the researcher saw several factors that influenced the improvement of students' vocabulary comprehension by using the media in the form of Manga. The factors that led to the improvement of students' vocabulary by using manga were students' motivation and students' activeness in the learning process. The researcher noticed that students became more enthusiastic and excited during the teaching and learning process by applying this medium.

The researcher also suggest that English teachers can use Manga such as Doraemon, especially in order to improve vocabulary as well as students' interest in reading. Furthermore, teachers who teach English should be aware of students' problems in the teaching and learning process, especially in students' vocabulary skills, because the amount

of vocabulary affected students' ability to understand the competencies of learning English. In addition, teachers were also required to overcome these challenges by identifying appropriate and exciting media or methods to use in the teaching and learning process in order to attain the optimum teaching and learning outcomes and learning objectives.

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