Prosiding

KONFERENSI NASIONAL SASTRA, BAHASA DAN BUDAYA 2017

"SASTRA, BAHASA, BUDAYA, DAN PENGAJARANNYA DI ERA DIGITAL"

Fakultas Bahasa dan Sastra Universitas Kanjuruhan Malang

Malang, 6 Mei 2017

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"Sastra, Bahasa, Budaya, dan Pengajarannya di Era Digital"

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PROSIDING

KATA PENGANTAR

Puji syukur kehadirat Allah SWT atas terselenggarakannya **Konferensi Nasional Sastra, Bahasa, dan Budaya (KS2B) 2017** dengan tema **"Sastra, Bahasa, Budaya, dan Pengajarannya di Era Digital"** yang diselenggarakan oleh Fakultas Bahasa dan Sastra (FBS) Universitas Kanjuruhan Malang pada hari Sabtu, 6 Mei 2017 bertempat di Auditorium Multikultural Universitas Kanjuruhan Malang (UNIKAMA).

KS2B merupakan konferensi tahunan yang diselenggarakan oleh FBS UNIKAMA dengan tujuan untuk mengembangkan ilmu di bidang bahasa, sastra, dan budaya. Melalui KS2B ini, berbagai berbagai hasil penelitian dengan berbagai sub tema akan dipresentasikan dan didiskusikan diantara peserta yang hadir dari berbagai kalangan seperti akademisi dari perguruan tinggi, peneliti, praktisi, tenaga pengajar, dan pemerhati dibidang ilmu bahasa, sastra, dan budaya.

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Besar harapan saya penyelenggaraan KS2B yang kedua ini akan diteruskan dengan penyelenggaraan pada tahun-tahun berikutnya sehingga dapat terus memberikan manfaat yang sebesar-besarnya untuk perkembangan dan pengajaran ilmu Bahasa, Sastra, dan Budaya di Indonesia.

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DAFTAR ISI

IMPROVING STUDENTS' VOCABULARY MASTERY
BY TRANSLATING COMIC

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ABSTRACT

This study is aimed at improving students' vocabulary mastery by implementing comic translation teaching technique. The subject of this research was 15 students of Senior High School of language program class. The preliminary study indicated that students' problem in learning vocabulary was the limited vocabulary knowledge, thus, they performed low in language tasks. Comic was used as media in teaching vocabulary since it is an authentic material that contains rich vocabulary exposure for the students. The two research instruments used were test and interview. The vocabulary test in the form of multiple choices was used to get the data of students' level of vocabulary mastery, while interview was used to know students' attitude toward the technique. Based on the data analysis, it is found that comic translation could improve students' vocabulary mastery. This technique met the criteria of success since 86% students got score 75 or above and 80% students showed positive attitude toward this technique. It is suggested for the teacher to implement comic translation as an extensive vocabulary exposure activity during lesson.

Keywords: vocabulary mastery; comic; translation.

A. INTRODUCTION

Vocabulary is one of the language components that is important for the students to be mastered besides grammar and pronunciation. Vocabulary is the foundation to learn language skills such as listening, speaking, reading, and writing. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard & Renandya, 2002:255).

Learning vocabulary is different from learning language skills. Learning language skills required process to be fully mastered whereas learning vocabulary is done lifetime. We never stop in learning vocabulary. Kamil & Hiebert (2005:2) notice that "vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime". Thus, having the ability to master high range of vocabulary is essential for students.

In Indonesia, the teaching vocabulary in Senior High School is done integratedly with teaching language skills. In this case, the purpose of teaching vocabulary is to support the development of students' language skills. Thus, besides mastering certain words, students are expected to use the vocabulary precisely based on the topic and context.

However, the problem in teaching vocabulary is that students lack of exposure to the authentic materials that contain rich vocabulary. Therefore students have limited vocabulary so that they perform not well in language skills. The case is on the students of grade XI language program of public school in Malang. Based on the observation done

by researcher, in performing language task, most students used certain vocabulary with many repetitions. In dealing with advanced vocabulary students used L1 vocabulary if they did not know how to express it in English. Additionally, students' score in vocabulary in the daily test was generally low, only 10% students (2 students) got score above the standard minimum of score.

Based on this problem, the researcher suggested using comic that is written in English and translation teaching technique to improve students' vocabulary mastery. Several studies have been done to review the use of comic as media to improve students' English proficiency, for instance Kurniawan (2009), Listyorini (2012), and Klau (2015) from different angles.

Firstly, Kurniawan (2009) conducted action research study to improve 20 freshmen of English Department of UNISKA vocabulary mastery. The researcher used comic as a source to study vocabulary. The students were asked to read comic and discuss difficult vocabulary they found in pair. Students were also expected to discuss the plot of story. After discussion the teacher drilled students to memorize the vocabulary. By implementing this technique, students' score improved, in Cycle 1 the average score was 60 and in Cycle 2 the average score was 70.7. Based on this finding the researcher concluded that comic can improve students' vocabulary mastery.

Next, different from Kurniawan (2009), Listyorini (2012) conducted correlational study to measure the relationship between vocabulary mastery and translation ability of 22 Senior High School Students of SMA 1 Mejobo. Based on the analysis, the researcher found that there was positive and high correlation (0.71) between vocabulary mastery and translation ability. The high score of vocabulary mastery was followed by the high score in translating text from English into Indonesian.

Thirdly, similar to Kurniawan (2009), Klau (2015) conducted action research study with different purpose and the subject of the study. In Klau (2015) comic strips were used as media to improve students' speaking skill. The object of the research was 34 students of Junior High School class. Based on the data analysis derived from the test, observation, and interview it can be concluded that comic strips improve students' motivation to speak. Besides, students became more enthusiastic and active in speaking.

The previous studies indicated that comic can be effectively used to teach students from different levels of proficiencies. However, the previous studies above did not specifically address what vocabulary lesson students got and did not provide the information the genre and the content of the comic used. Besides, students' attitude toward the method was not discussed, especially in Kurniawan (2009). From this research gap, the purpose of this present study is to implement the use of popular excerpt of comic to improve students' vocabulary mastery.

B. THEORETICAL FRAMEWORK
Principles in Teaching Vocabulary

Nagy (2005) stated that "Effective vocabulary instruction is a long-term proposition". In this case, in teaching vocabulary teacher should pay more attention on the students' vocabulary growth. In designing vocabulary lesson teacher should help students to invest their time to find and master vocabulary independently. However, Nagy (2005) explained that there are four ways that teacher should do in managing vocabulary lesson.

1. Teaching Individual Words

    In teaching vocabulary, teacher usually focuses on the word meaning and then directly asks students to memorize it. However, Nagy noted that "intensive or rich vocabulary instruction requires giving students both definitional and contextual

information and providing them with opportunities to process this information deeply by applying it in ways that require creativity and connections with their existing knowledge". In this sense, teacher should also provide students with the examples the use of words in context. It is better for teacher to provide exercise that required students' ability to use word in context.

2. Extensive Exposure to Rich Language

Extensive exposure to rich language is to give students materials that make them learn real language use. Extensive exposure to rich language is important for students in all levels. Nagy (2005) stated that for older students wide reading is effective because reading text contained rich vocabulary lesson. The example of good activity for language exposure for older students is reading aloud activity.

Additionally, for younger or for less able students, Nagy (2005) explained that a good language exposure for them is the activities that promote experiences with rich oral language use such as role play, listening for conversation, or discussion.

3. Building Generative Word Knowledge

Generative word knowledge is vocabulary knowledge that can transfer to the learning of new words. A variety of types of knowledge about words contributes to word learning. There are word-learning strategies, such as the use of context and word parts that can be taught to students to make them better word learners (e.g., Edwards, Font, Baumann, & Boland, 2004) in Nagy (2005). Therefore it is important for teacher to introduce students with the list of the familiar words before teaching the more advanced words. Besides, it is also good to teach students to guess the meaning of words based on the context or word synonym.

C. METHODOLOGY

The design of this research is Classroom Action Research (CAR) in which the purpose is to improve the classroom practice or to improve practices in the school (Ary et al. 2010: 515). In this case, comic translation is used to improve students' vocabulary mastery. The subject of this research was 15 Senior High School Students of language program at SMA Negeri 9 Malang. This classroom action research consists of four stages namely planning, action, observation and reflection (Latief, 2010: 86-88). The planning was done by selecting several excerpts of comics to be used as media for learning and also deciding translation as teaching technique. The action was done in two meetings, one meeting for implementing the technique while the other was used for test and interview. The observation was done at the same time the technique was implemented. The instrument used to measure students' attitude toward the technique was interview. Finally, reflection was done by analyzing the result of instruments. This technique is considered successful if 80% students (12 students) got score 75 or above and they showed positive attitude toward the technique.

D. FINDING AND DISCUSSION
Planning

Before implementing the technique, the researcher indentifying students' problem in learning vocabulary. The problem was students have limited vocabulary knowledge so that they performed low in language task. To overcome this problem, the researcher used comic that was written in English. there were two types of comics used in this study, *manga* (Japanese comic) and English comic (such as *Garfield* and *The Diary of A Wimpy Kid*). The *manga* used was Dragonball and Detective Conan. The

considerations in choosing the comic were the content and the popularity. All of the comics chosen contained rich idioms, phrasal verbs, and advanced vocabulary that students did not find in their textbook or module. Besides, those comics were popular among teenagers, most students read those comics.

The translation teaching technique was chosen because in reading comic students are interested in knowing the meaning of comic based on the context of the story. Students usually read the Indonesian translation of the comics which is usually written in English. Students really liked this activity because if they could translate the comic they were able to read the most updated comic series without waiting the translated version to be published.

Action and Observation

This technique was implemented in two meetings; in the first meeting students learn the basic skill in translation. They learned to identify the meaning of words based on the context and learned how to use dictionary. The teacher gave materials about some aspects of vocabulary learning including understanding word synonyms, antonyms, phrasal verbs, idioms, and abbr eviations. In the second meeting students demonstrated their skill to translate some excerpt of comics, one of which was shown in Fig. 1.
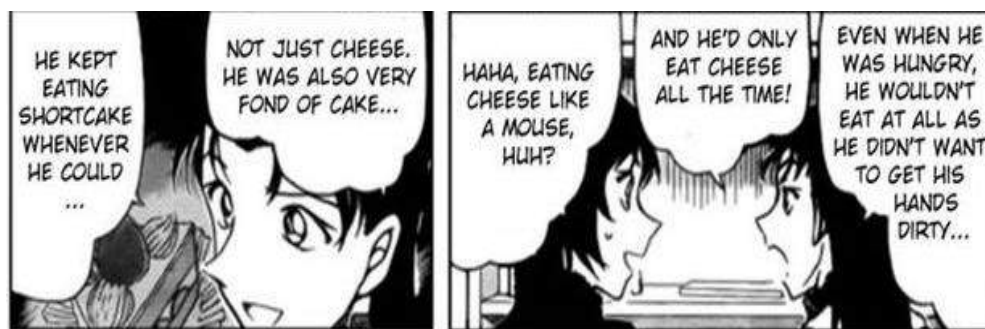

Fig. 1 The Excerpt of Detective Conan Comic Series

Students work individually to translate 1 page of comic. After they done working individually, they discuss the result of their work with their pair mate. The teacher asked students to make a list about difficult words they found while translating comics. There were 33 difficult words that all students in the class did not know the meaning. Students present their work in pair and the teacher gave feedback to students' work while discussing the meaning of the difficult words.

After that, teacher did drilling to make students understand and memorized those difficult words. The teacher also taught students how to pronounce those words and how to use it in the right context. At the end of the lesson teacher gave students vocabulary test to know how much they understood the lesson. The test was in the form of multiple choice vocabulary tests, most words in the test items were taken from the word list student made.

Table 1 showed students score on vocabulary test, the average of score was 80.3, while the maximum score was 95 and the minimum score was 60. Most students (13 students/86% students) got score 75 or above. There were 2 students who got the highest score. These students were very active during the lesson and they were fond of reading comic online but not the English version. They frequently read the Indonesian version. After following this lesson they realized that the Indonesian version of the comic

sometimes was not good since some words were not translated based on the context. They felt the real benefit of mastering many words beyond what they learned in class.

Moreover, for students with the low score, that was 60 and 70; their difficulty was in memorizing words that they were unfamiliar with, especially for phrasal verbs such as "day off" and phrasal "fond of". They were also explained that they rarely reading comic so that reading comic written in English were hard for them. Students with the low score needed more drilling activity and translation exercises.

TABLE 1
STUDENTS' SCORE ON VOCABULARY TEST

No	Name (Initial)	Score
1.	ACH	80
2.	AD	75
3.	BRT	75
4.	CEK	85
5.	DRA	70
6.	DS	75
7.	EPR	80
8.	FYS	90
9.	PNA	75
10.	RPT	80
11.	RYB	95
12.	SK	80
13.	SRR	90
14.	TDS	60
15.	YSD	95
Average		80.3

Reflection

After doing vocabulary test, the researcher conducted interview to get the data on students' attitude toward the technique and the media use. All students were interviewed individually and they were expected to give real answer of what they felt after following the lesson. There were 5 questions on the interview it can be seen on Table 2; most questions were about students' opinion concerning the technique.

In question 1, most students (86% students) explained that they liked reading comic. Some students told that they frequently bought new comic every month, and some other mostly read the comic online because it was free and easy to access. Moreover, in question 2 students told their most favorite comic, most students (77%) liked reading manga such as *Dragonball*, *Detective Conan*, *Fairy Tail*, *One Peace*, and etc. Conversely, students were not familiar with comic that was originally written in English such as *Garfield*, *Donal Duck*, or *Marvel Series* comic. This was because those comic was hard to find and hard to get, even online version.

Although most students liked reading comic, they rarely used it as media in learning or improving their English. This was because the tendency that they loved reading the Indonesian translation of the comic rather than reading the English version. It can be shown in question 3, only two students like reading the English version of comic. They thought that reading the English version was more challenging.

Moreover, after students followed the activity in learning vocabulary by translating comic, they realized that it was fun to translate comic by their own. In

question 4, most students (80%) explained that by translating comic their vocabulary improved. They began to understand reading comic in English and they learned that reading the English version made them understand the story more. Some students explained that sometimes the Indonesian translation was not good and made them could not catch the story.

In line with question 4, most students also showed positive attitude toward this activity. After knowing the benefit of mastering more vocabulary through translating comic, they wanted to read comic written in English more and they wanted to know and master more vocabulary.

TABLE 2
THE RESULT OF INTERVIEW

No	Interview Questions	Responses	Frequency and Percentage
1.	Do you like reading comic?	- Yes, I do - No, I do not	13 students (86%) 2 students (14%)
2.	What comic do you like to read?	- Manga (Naruto, Detective Conan, Fairytail, etc.) - English comic (Garfield, Marvel comic, Donal duck, etc)	10 students (77%) 3 students (23%)
3.	What things you do to improve your English outside class?	- Playing game - Watching movie - Listening English songs - Reading comic	6 students (40%) 4 students (26%) 3 students (20%) 2 students (14%)
4.	What benefit do you get after translating comic?	- Increasing my vocabulary mastery - Increasing my grammatical knowledge - Increase my knowledge about culture	12 students (80%) 2 students (13%) 1 student (7%)
5.	Do you want to read comic in English more?	- Yes - No	13 students (86%) 2 students (14%)

E. CONCLUSION AND SUGGESTION
Reflection

Reviewing the result of test and interview, it can be concluded that translating comic could improve students' vocabulary mastery. Comic as authentic material provided rich vocabulary exposure that students did not get on their daily lesson since teacher mostly use textbooks. Another key point that made this technique successful was the choice of comic, it was important to consider students' preference toward the title of the

comic. Students would be motivated reading their most favorite comic and once they got the benefit of mastering more vocabulary, the more they would read the comic. Finally students find their way to enjoy learning.

It is suggested for the teacher to provide more time for students to read comic and then translate it. Teacher can also encourage students to make list of new vocabulary and then ask them to memorize it more often. By doing this activity students' vocabulary will always increase. Additionally, it is suggested for the future researcher to investigate the impact of translating text to reading skill.

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