

TEACHING ENGLISH VOCABULARY USING COMIC STRIPS

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Abstract: This research aims to describe the use of comic strip in teaching English vocabulary to seventh graders of SMPN 3 Poso. This research is qualitative in nature, where the data are collected through observation. The findings show that the teaching and learning process was conducted in two meetings and test was administered after the meetings, and all students show satisfied achievement when comic strip is used in teaching and learning activities (27% are excellent, 63,6% students are good, and 9,0% students are good).

Keywords: *vocabulary acquisition, comic strips*

Vocabulary is an important element of language that students must master in learning four of English skills. With vocabulary students will feel easy to understand the reading text especially to know information from the text. Vocabulary helps students to understand what the information from conversation. From the beginning the teacher must make students know many words before they learn other skills in English. With vocabulary students can understand what they listen. Vocabulary also will help students to write sentence in English.

Most students agree that English is difficult to learn, due to the lack of vocabulary. English words is very strange for them because it difficult to mastery. There are different pronunciation of each words, the written form is different with the pronunciation for example 'buy' in Indonesia language the pronunciation of it is 'bui' but in English is 'bai'. There is same meaning in one words for example: going to is 'akan' and will is 'akan', and also there are same words with different meaning for example like is 'suka' and like is 'seperti'. The change of word in different time for example: buying for now and bought for yesterday and will buy for tomorrow also mane students confuse in mastery of English.

The aim of this article is to describe the use of comic strips in teaching English vocabulary to seventh graders of SMPN 3 Poso. The researcher assumes that comic strips make students more interested to study English because there are pictures and simple words that match with the motion. The student can learn vocabulary indirectly with the comic they will read because they can see the picture.

The Nature of Vocabulary

Definition of Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we

hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing.

Vocabulary cannot be separated from language skills because it plays an important role in understanding the language holistically. Vocabulary is a component of language which maintains all of information about meaning and using word in language. As stated by Harmer (2001:153), "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." It means that, vocabulary is essential element of all languages, not only English but also other languages. For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary. Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

Types of Vocabulary

1. Receptive Vocabulary

Receptive vocabulary refers to knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from word with a similar form and being able to judge the word from sounds right or look right. In other words, receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is use passively in either or reading.

2. Productive Vocabulary

Productive vocabulary refers to knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it. It also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation. Using the word to stand for the meaning it presents and being able to think of suitable substitutes for the word if there any. In other words, productive vocabulary is utilized actively either in speaking or writing.

The Importance of Vocabulary

The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner’s competence in learning English, but inadequacy of vocabulary will obstruct their chance to make success in learning English. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions.

Furthermore, Cameron (2002) believes that building a useful vocabulary is central to the learning of a foreign language of the primary level. Vocabulary is fundamental to use the foreign language as discourse, since it is both learnt from participating in discourse and is essential to participating in it.

Comic Strip

Definition of Comic

McCloud (1993:9) defines comic as juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. To juxtapose means to place two things side by side, so from the definition just mentioned, comic at least consists of two panels. In this sense, single panel illustration is not considered as comic but cartoon.

Comic is a multimedia medium. It is a single medium made up of two distinct media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read, and that images and texts in comics share narrative responsibility (Carry, 2004).

Within the descriptions mentioned above, the intent is essentially the same. Gavigan & Tomasevich (2011:6) concludes that comic is a medium of literature that integrates pictures and words and arranges

them cumulatively to tell a story or convey information which can be humorous, mysterious, etc. This definition adds the idea of comic being literature and highlights its cumulative nature.

Differences between Comic Books and Comic Strips

There are two common forms of comic. They are comic strips and comic books. According to Gavigan and Tomasevich (2011:9), comic strips are short form comics which generally consist of three to eight panels. They usually appear in newspapers. Whereas, comic books are defined as multi-page paperback comics that generally are issued monthly. They are also known as manga when referring to Japanese comic books. Manga are very popular with large numbers of readers all over the world. In Indonesia, we can find dozens of manga lining the shelves in most book stores.

The followings are four differences between comic strips and comic books explored by Duncan & Smith (2009:6) in terms of art form perspective.

Table 1: Differences between Comic Strips and Comic Books

No	Comic Strip	Comic Book
1.	Very few panels	Many Panels
2.	The panel is the only unit of encapsulation.	Units of encapsulation include the page, the two-page spread and inset panels
3.	Layout is normally rigid.	Layout can be creative
4.	Composition is usually simple	Composition can be complex.

Unlike comic books, comic strips are short. They only consist of very few panels because they are meant to be read in seconds or a few minutes. As we know, not every moment of a story is presented in comics. Only the prime moments are captured. This is called encapsulation. In comic strips, generally the only unit of encapsulation is the panel. Conversely, comic books have a greater variety of units of encapsulation than comic strips, including the panel, the page, the spread and inset panels. They also have more sophisticated layouts and compositions.

Components of a Comic Strip

Basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters (Stafford, 2011: 56).

The component of comic strips stated by Stafford (2011) is explained as follow: the first is panel is the most basic element of a comic book page. It is defined as a single

image in a sequence of images. It has various types such as square, round, triangular and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.

The second element is lettering. It is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.

The third one is balloon. There are two kinds of balloon: word balloon and thought balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Meanwhile, a thought balloon is a bordered shape containing a character's unspoken thoughts. Frequently, thought balloons have cloudlike borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods

The fourth element is caption. It is often used for narration or transitional text. Captions almost always have rectangular borders but can also be borderless or floating letters. The fifth are sound effects. They are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large (explosions) or small (a door softly closing in a lonely room). It is because overuse of them may distract the reader.

The next are borders. They can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger. The last one is gutter. It refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one scene to the next. Sometimes, we find colored or shaded gutters which are used to establish mood, denote flashback, or give aesthetic effect.

Benefits of Comic Strips

There are several advantages of using comic strips as media in learning speaking. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated by Carry (2004:58), in comics,

readability measures are determined not only on words alone, but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible. Second, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall words.

Csabay (2006) explains that if a word, expression, or concept is accompanied by a picture, the learner will memorize and recall it more easily. Besides comprehension and vocabulary, Csabay (2006) asserts further that grammatical competence can be improved as well. With the help of comic strips, new grammatical points can be introduced and practiced. Moreover, students will be able to better recall them later because these grammar points are embedded in a story with a logical structure.

Comics make the text less threatening and can help to increase engagement and motivation (Gavigan & Tomasevich, 2011:5) states that comics make the text less threatening and can help to increase engagement and motivation. With the use of comic as a medium in teaching English, the students do not realize that they are learning English. They learn English in more enjoyable and interesting ways.

Csabay (2006) additionally emphasizes that colored illustration, simple theme and plot, and the characterization will attract the person who read it. Furthermore, comics are usually funny thus applying them to methodological purposes will have the same effects as using games in teaching English. It brings a cheerful atmosphere into the class

Strengths of Using Comic Strips in the Classroom

Based on Atik and Aisyah (2014) stated that the strength of using comic strips in the classroom is comic strips have a very exciting potential to help the teachers in achieving the learning objectives. Attractive graphical visualization, short dialogues, simple and easy to understand making everyone from different ages like reading comics. When the readers are interested on the image and character of the comic, they want to know more deeply into the contents of the comic story. This is what is expected of a teacher to the students to be interested in what will be delivered in the classroom.

Student motivation to learn and study the contents of the comic strip as an attractive visual design can be a primary basis of students' interest towards English subject. Based on some research and relevant sources,

comics can increase student motivation to be able to complete the task given by the teacher. Teaching and learning process will be the focus, smooth and comfortable in accordance with the criteria of the ideal class standards. Visual media found in comic books can stimulate students' senses to process information presented through setting and story situation. It is undeniable that nowadays there are more media development that lead to audio - visual, but comics are still able to survive because of its advantages are permanent and comics can be taken and read anywhere and everywhere. For the students, they do not only learn the content of comics in schools through teacher guidance, but can also learn independently at home

Comic strips also have closely links with the entertainment. In a newspaper or magazine column usually contained comic strips with a different theme and edition. Readers get the amusement and exciting atmosphere after reading serious news in the mass media. English comic is not only the media of learning but also indirectly be refreshment and entertainment for students in the classroom.

Comics aimed at education course contain the values and moral messages that can be delivered to students. In addition, learning materials, soft skills or behavioral are also can be taught while the teachers using comics. Most of the teachers think it is easier in teaching English by using media or comics that make the comics remain focused students' attention and focus on the learning process.

Research Method

The type of this research was descriptive qualitative one. This research was conducted at SMPN 3 Poso. The source of this research was taken from the seventh graders of SMPN 3 Poso. The numbers of student are 22 students and 1 English teacher that teaches in seventh graders at SMPN 3 Poso. The data gained from the field research wer analyzed descriptively with the following procedure. 1). Describe and interpret the data of the teacher learners' activity in sequential order. It will be started from the first to the third meeting. 2). Give elaboration about the students' opinion of the comic strips using in teaching vocabulary at SMPN 3 Poso. 3) Describe the result of the testator get students' score in vocabulary test, the researcher will calculate the score.

Findings

The first meeting was conducted on Saturday, 29 July 2017. It was followed by 22

students. All the students attended the class when the research conducted in the first meeting. Before the class activity was started, the teacher took several minutes to govern the students to sit on the chairs that the researcher arranged before. After everything was controlled, then the teacher checked whether they were ready to start the lesson by asking them, for example: asking them to stand up, and say good morning again, then the students answer by saying good morning. The teacher started to teach the students based on the lesson plan.

The researcher intended to observe the using of comic strip when the teacher taught English. The topic about Introduction Yourself. The teacher did not feel difficult in using comic strip because he ever using the media before. The teacher and the researcher had arranged the comic strip that was used in the English class. The comic strip was about the two students who meet for the first time because one students is the new students. All the teaching activities use three phase technique consist of pre-activity, while activity and post activity.

The teacher and the researcher stayed in the class together during the English subject. The teacher took position in front of the class and the researcher sat on behind of the students. The teacher explained to the students the purpose of the researcher enter their class. The students listened carefully to the teacher explaining. When the researcher in the classroom, the researcher monitoring the teacher and the students activities during the class. The topic at the first meeting about "This is me!" The teacher asked the students to open their book on page 21 and look the comic strips that show about the instructional objective. the teacher describe the instructional objectives that after the students will learn to share and inquire about each other, including their identities, their hobbies, what they like and the members of their family. To increase their attention the students asked some questions in Indonesia for example: *apa artinya identity? Apa yang dikatakan kepada teman baru ketika baru bertemu?* Several students answered the teacher eagerly, the teacher gave feedback to their answer.

The teacher explained the material at the first meeting. It is about Tell others people about students names, origins, and their home address. The teacher asked them to look carefully at the comic strips in their book "When English Rings a Bell" page 22. The teacher read the comic strips and the students listen carefully to the teacher. After that the teacher ask the students to repeat after the

teacher read the sentence by sentence on the comic strip. The teacher give them another comic strip and explain clearly to increase their understanding about the material. The teacher asked the students: *“Apakah kalian paham dengan penjelasan bapak?”* Some students answered yes, but few students answered not yet. The teacher then re-explained the material by telling loudly the difficult word one by one and asked the students to repeat the words. The teacher make the students memorize the word by read the comic strip again. The teacher then read the words in English and ask the students read the word in Indonesia. The teacher then choose the comic strip and asked the students the meaning of the word. The students read the comic strip in pair in front of the class.

Next, exercise was distributed to the students, which was fill the blanks with the suitable word on the comic strip. While the students did their exercise, the teacher monitoring them. The teacher give time for the students to think. All of students then kept silent, and tried to finish their exercise. Therefore, the teacher said: *“who already finished, please raise your hand.”* When all the students finish, the teacher ask the students randomly to answer the exercise. After that the teacher collected their exercise and check the students answer. The result of the exercise show that some of the students answer is mistake. The teacher then give the feedback to the students and repeat the word together.

The teacher and the students concluded the material. After they made the conclusion the teacher closed the meaning by said *“our meeting has finished and I hope that all of you memorize all the words, thank you for your attention and see you tomorrow, good day”*. At the first meeting the teacher didn't give the assignment to the students as their homework.

The second meeting was conducted on Tuesday 1 August 2017. Same with the first meeting the class conducted in seventh graders students of SMPN 3 Poso. All the students present. The topic for this meeting same with the first meeting. The students learn to tell other people about their names, their origins, their home address, and their hobby.

The teacher greeted the students and checked their attendance, then the teacher the instructional objective to achieve after following the class. The teacher told the students about the topic and asked some questions about the material to motivate them, the teacher also ask about the last material.

The teacher explained more about the topic at the second meeting it was about ask

and answer questions about the students' identity. The teacher show the comic strip about ask and answer their name, origin and home address. The teacher read the comic strip and the student pay attention to the teacher. The teacher then explain the meaning of each comic strip in Indonesia. The teacher asked the students to repeat after the teacher read the word on the comic strip, then asked them to read in pair loudly, clearly and correctly in front of the class pair by pair. After that, the teacher gave exercise to the students to match the comic strip correctly in asking and answering the questions, later on, the teacher monitored and checked their answers. The result of the exercise is all of the students answer the exercise correctly. The teacher gives feedback and asks the student if they understand with the material. Most of the students answer that they understand about the material.

The teacher and the students make conclusion about their material on the second meeting. Then the teacher close the meeting by saying *“good bye see you next meeting”*.

The third meeting was conducted on Wednesday, 3 august 2017. The third meeting proposed to give the test for the students to measure their vocabulary after two meeting they learn about the vocabulary in telling their identity. The teacher didn't enter the class only the researcher enter the class to give the test. The test prepared by the teacher. The test consist of ten questions in English and then they translate it in Indonesia. The result of the test can be seen on Table 2.

Table 2. Students' Scores

No	Students Initial	Gained Score	Final Score	Qualification
1.	(AR)	6	60	Good
2.	(ADK)	8	80	Very Good
3.	(AH)	8	80	Very Good
4.	(CF)	7	70	Very Good
5.	(FD)	8	80	Very Good
6.	(IM)	9	90	Excellent
7.	(MG)	9	90	Excellent
8.	(MTU)	10	100	Excellent
9.	(MJ)	8	80	Very Good
10.	(NU)	8	80	Very Good
11.	(NI)	8	80	Very Good
12.	(PY)	9	90	Excellent
13.	(RI)	10	100	Excellent
14.	(SY)	10	100	Excellent
15.	(MA)	8	80	Very Good
16.	(SR)	9	90	Excellent
17.	(ST)	8	80	Very Good
18.	(SA)	6	60	Good
19.	(SNF)	8	80	Very Good
20.	(SNH)	7	70	Very Good
21.	(YM)	8	80	Very Good
22.	(ZU)	8	80	Very Good

Based on the Table 2 it can be seen that the score of the students is not same. The highest score is 100 and the lowest score is 60. The students who got the lowest score are AR and SA. The students who got the highest score are MTU, RI, and SY. The highest score is 100 it means that the students can answered ten (10) questions correctly or all their answer is right because the number of the questions is 10. 4 students get score is 90 they are IM, MG, PY, and SR. 11 students get score is 80 they are ADK, AH, FD, MJ, NU, NI, MA, ST, SNF, YM and ZU. Students get score is 70 they are CF and SNH. The result of the test will be describes on the Table 3:

Table 3. The Percentage of Students' Score

No.	Final Score	Qualification	Frequency	Percentage
1.	82-94	Excellent	6	27,2
2.	69-81	Very Good	14	63,6
3.	56 – 68	Good	2	9,0
4.	43-55	Poor	-	
5.	30-42	Very Poor	-	

Based on Table 3, the qualification of Excellent is 6 students or 27%, the qualification of very good is 14 students or 63,6% and the qualification of Good is 2 students or 9,0%. There is no student with qualification of poor and very poor. It can be concluded that most of the students' qualification is very good, they score range 69-81.

Discussions

Before the teacher taught the students using comic strip, the lesson plan is prepared and applied by teachers. They should make the lesson plan by themselves because they know the exact condition and situation around their students' environment. Organizing the class and the process of teaching and learning seem to be a complex thing for teachers. The teaching process is limited by time allotment while they have to deliver the materials which are needed by the students. The effective teaching media has some particular criteria that should be fulfilled by the teacher. The way of fulfilling the criteria is considered to be done to determine appropriate teaching media for a particular material.

The teacher takes several minutes to govern the students to sit on the chairs that the researcher arranged before. After everything was controlled, then the teacher check their ready to start the lesson by asking them, for example: asking them to stand up, and say good morning again, then the students answer by saying good morning. The teacher star to teach the students based on the lesson plan. The way of teacher made class ready to learn is wise.

Most of the teacher didn't pay attention to the students' condition before they start to learn. The teacher must have the different and creative way to increase students interesting in learning. The teacher sometimes stop talking because there are some students didn't listen carefully or talk with his or her friend.

The teaching and learning process using comic strips in seventh graders students of SMPN 3 Poso conducted in two meetings. The researcher observed the process of teaching and learning process. Based on the observation the teacher easy to explain the material because the teacher using interesting media. Comic strips made the students easy to understand and interesting to read the material. The comic strip can implemented in teaching English vocabulary for other context.

The researcher intended to observe the using of comic strip when the teacher taught English. The topic is about Introduction yourself. The teacher didn't fell difficult in using comic strip because he ever using the media before. The teacher agree when the researcher asked him to use comic strip in teaching English focused on increasing new vocabulary about talking their name, origin, place of living and their hobbies. The teacher and the researcher have arranged the comic strip that used in the English class. The comic strip about the students who tell his identity in front of the class and the story about two students that met first time because one student is the new students.

All the teaching activities use three phase technique consist of pre-activity, while activity and post activity. When the teacher doing well the three phase of technique in the classroom it means the teacher has followed the lesson plan that made before, because based on the lesson plan the teacher should do pre-activity by making introduction before continue to the while activities. When the context is transferred briefly and correctly using the method, strategy or media, the teacher has finished the while activity then continue to the post activity. In the post activity the teacher made conclusion and close the class.

The teacher explained the material at the first meeting. It is about Tell others people about students names, origins, and their home address. The teacher asked them to look carefully at the comic strips in their book "When English Rings a Bell" page 22. The teacher read the comic strips and the students listen carefully to the teacher. After that the teacher asked the students to repeat after the teacher read the sentence by sentence on the comic strip. The teachers gave them other

comic strips and explain clearly to increase their understanding about the material. The teacher asked the students: “*Apakah kalian paham dengan penjelasan bapak?*” There is some students answer yes, but there is a little students answer not yet. Questions help the teacher to increase students’ attention when the class is star boring. The teacher has to wait until all the students answer his questions to make sure that the students paid attention to the teacher explanation.

The teacher then re-explain the material by tell loudly the difficult word one by one and asked the students to repeat the words. The teacher should not bore to repeat and repeat the concept to the students. Most of the students disable to understand the material or concept at the first explanation. The students easy to understand if the explanation is repeat until 2 or 3 times.

The focus of the research is to make the students reach more vocabulary in the topic of tell their identity. The teacher make the students memorize the word by read the comic strip again. The teacher read the words in English and ask the students read the word in Indonesia. The teacher then choose the comic strip and asked the students the meaning of the word. The students read the comic strip in pair in front of the class.

As printed materials for teaching and learning processes in the classroom, comic strips are considered as teaching media. Teachers use comic strips as both material and media. Comic consist of a story which describe concrete things about the environment at school. The utterances uttered by the characters can be imitated by the students to make their English well-spoken. Teacher can be the main key to maintain the pronunciation.

Multimedia is one of the most commonly used media for teaching and learning process. In the middle of the usage of multimedia, conventional media is still needed and useful. Using multimedia means that there must be a connectivity of electricity or even internet connectivity of electricity or even internet connection. Printed materials are still used as appropriate media if there is no electricity connection. It can be used anytime and anywhere. The visualization through pictures and text can support the sharing of the materials from teacher to students. Successful education can be measured by the result or the output of the teaching and learning process itself.

Interesting materials and attractive media can shared in the classroom to help students’ learning process. The lesson plan is

made by considering the effective usage of comic strips. For young learners, comic strips should consist of short and life-like utterance so that the students can understand the meaning without any significant difficulties. The characters in comic strips are also familiar to the students because the setting is at school.

The both activity of the teacher is to make the students pay attention to the teacher by showing the comic strips as the printed media. The teacher made and chose the color comic strip relate to the material taught. When the students looked at the colorful media they are doing more activities to learn, because they not only listen to description of teachers, but also do other activities such as observe, demonstrated, etc.

Teacher becomes the main key in the classroom during the teaching-learning process. Students are facilitated to think and improve their mind or thought about the material delivered by the teacher. Professionalism is absolutely needed by all teachers in this world. Being professional is compulsory to maintain the condition, plan and teaching process in the classroom. Students need to comprehend the materials and the teachers share the material using appropriate media which aims to make the students feel comfortable and easy to understand the materials. That’s why most of the students score average is in very good qualification.

The use of comic strip make students fell there is a variation in learning process. So, they are not bored in learning English. The comic strips with the color illustration, the flow of the story and the interesting character will motivate the students in learning English vocabulary. The short expression in English can translated directly by the students. Comic strip can used as the media in teaching vocabulary that essential component in English for Junior High School students.

Based on the findings, it can be seen that the highest score is 100 and the lowest score is 60. The lowest score means that they answer 6 questions correctly or only 4 questions are incorrect. The highest score means that the students can answer ten (10) questions correctly or all their answer is right because the number of the questions is 10. It can be concluded that the students’ mastery in the vocabulary that focused in telling their name, origin, and place. Furthermore, it is seen that the qualification of Excellent is 6 students or 27%, the qualification of very good is 14 students or 63,6% and the qualification of Good is 2 students or 9,0%. There is no student with qualification of poor and very poor. It can

be concluded that most of the students' qualification is very good, they score range 69-81.

Conclusion

Based on the discussions, it can be seen that comic strip can help students to memorize vocabulary because there are picture. It can be used to increase attention to classroom instructions and explanations, activeness in doing the exercises, independent, and enthusiastic during activities.

Suggestion

Lastly, the writer would like to purpose some suggestions. For English teacher, it is suggested to use comic strips in teaching vocabulary to increase students' activeness and interest in learning English. As for the next researcher, they can conduct further research on the effectiveness of comic strips to increase students' vocabulary size.

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