CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Description of Research Data

Field research has been conducted. The writer discovered that there are numerous issues that require further discussion. So that the data obtained may be accounted for, all of the data that has been gathered in the field will be examined. The data that was gathered through several procedures were presented in this chapter. The process involved instructing the students, using the list of questions for the interview, observing, and documenting. All of these data can be transformed into information that will be valuable for maintaining the development of students' vocabulary mastery. According to the query of these data in Comic Strips in an Indonesian Senior High School, Despite Idiomatic Phrases.

1. **The Implementation of Idiomatic Expressions in Comic Strips to Facilitate Vocabulary Mastery for Twelfth Grade Students of Senior High School in Kudus.**

   The implementation of the research is the process of moving an idea from concept to reality. In this research there were two steps of realizing the idea to reality. The steps were teaching and interviewing. The writer did the research at twelfth grade at one of senior high school in Kudus especially in twelfth language class. The learning process are carried out by the writer. After the learning process were done, the writer did interview with the teacher and the students of twelfth language.

   The learning process was to determine students' vocabulary mastery. In the process, there were a series of implementations in education that aim to achieve certain goals. The teacher had the important role in the research to create the comfortable situation in the learning process. With the result that the students could understand the material that carried out by the teacher. Furthermore, the students could master the new vocabularies to enrich their English vocabulary.

   The first step taken by the teacher in learning to develop the students' vocabulary through idiomatic expressions in comic strips was preparing the lesson plan in advance. The lesson plan is a design of a learning system that is made before doing the learning process. The lesson plan would make the teacher lead the class and to execute the lessons.

   After that, the teacher completed the lesson plan using the material that related to the media. The other related

information to support the lesson plan also added by the teacher. In this section, the teacher used the material about the idiomatic expressions in comic strips that related to the research. After preparing the lesson plan, the teacher started the class by praying and checking the students' attendance. The teacher called the students one by one also asked the students to introduce themselves. This method also could increase the students' enthusiasm for learning.

In the learning process, the writer found that the students have not known yet about the idiom also the media that is used to teach them. Most of students did not know about comic strips also idiomatic expressions. This was proven by the following excerpt:

"The learning recourse already exist in the textbook. But sometimes I add other sources from google or YouTube to improve the sources. So that the students are not fixated on google translate. Because when the students already fixated with google translate, they cannot translate the sentence in the context"[1]

This statement was supported with the students' statement that the only materials that the teacher explained was the material that already exist in the textbook. The teacher did not tell students about slang or other expressions contained in the material or text that being studied. However, the teaching methods in each class were still different depending on the teacher that teaching the subject. In the other side, the material that the teacher used was the material that did not exist in the textbooks. This is in accordance with the opinion of student M1

"The media that I used to learn vocabulary are TikTok and YouTube. Because the teacher usually gives information about the channel that are useful to us to learn English also the vocabulary"[2]

The teacher found it would be difficult to explain about idiomatic expressions and comic strips to the students. In applying the lesson plan, the teacher started the learning process by explaining idiomatic expressions and comic strips. According to Ifill as cited by Maha, idiomatic expressions is a fixed expression known as an idiom cannot be understood by

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[1] Teacher, interviewed by the writer, February, 21st 2023, interview 1, transcript

[2] Student of M1, interviewed by the writer, February 12nd 2023, interview 5, transcript.

combining the meanings of its individual parts. The students must know that idiomatic expressions are a fixed expressions that can not be translated word by word.[3] For example:
Hit the books.[4]

The sentence above cannot be translated word by word. Because when the sentence above is translated word by word, the meaning would be weird. After the students knew about the idiomatic expressions, the next step was the teacher explained about comic strips. This because when the teacher used comic as the media of learning, it was in 2021 which is when the students of twelfth language now were at tenth grade. Most of students already knew about comic book. Only one of them that knew about comic strips. One of reference that the student gave to the writer was the comic strips by *tahilalats* that already exist in Instagram. By the condition, the writer gave the students the example of comic strips:

Figure 1: comic strips

From the picture above, the teacher draws a definition to the student that comic strip is a short version of comic book that only tell an incident. As explained by Smith cited by Yondrizal and Fitrawati stated that a comic strip in the form of a newspaper comic is called a comic strip. These comics make use of panels,

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[3] Maha H. Alhaysony, 'Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students', *International Journal of English Linguistics*, 7.3 (2017), 70 <https://doi.org/10.5539/ijel.v7n3p70>.

[4] Idiomatic expressions in comic strips picture 1, transcript

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which typically have a maximum of three or four and a minimum of one.[5] The following storylines are frequently intended to stand on their own, even though these strips may include the same cast of characters in each strip.

By choosing comic strips, the teacher hope that the students could learn English without always looking at the cellphone. So that it can make students more focused. This because since the teacher used to use media in the form of audio rather than printed media, there were any problems that the teacher had to face. This is in accordance with the teacher's statement in the interview:

> 'The weakness by using those media is the students will be stay on their phone even when I said enough. They would search the other things that not relate with the learning topic and for the worst they open the other application and still on the application until the learning process ended'[6]

Since the writer's main goal was to find out students' vocabulary mastery, on the second day of the study the teacher conducted several tests on vocabulary. Before conducting the test, the teacher wanted to make sure the students knew the true meaning of mastering the vocabulary. Vocabulary itself has different meaning according to the people who define that term. Mofareh Alqahtani defined vocabulary as the words of people that need to know in order to speak and listen clearly (the expressive and receptive vocabulary).[7] From the definition, the students of twelfth language already met the criteria in knowing vocabulary. Because they knew some vocabulary even if only the very basic vocabulary. They also knew how to pronounce some of the vocabulary although did not sound perfect. However, not all students in this class were able to write the vocabulary properly and correctly. Some of them did not even know how to write the vocabulary at all. This condition was related to the student's statement o F1 that said:

> "I do not think that I master vocabulary well. Sometimes when there is a reading text, I often find it difficult to

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[5] Yondrizal Maulana, 'Teaching Reading By Using Comic Strips To Improve Junior High School Students' Comprehension', 6.1 (2017), 8.

[6] Teacher, interviewed by the writer, February 21st 2023, interview 1, transcript.

[7] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/TE.2015.3.3.002>.

translate. Still often ask to google translate. So, it is rare to be able to interpret a full paragraph without the help of google translate."[8]

Apart from the F1 student statement, several other students interviewed by the writer also said the same thing. That they did not really master vocabulary because they rarely used English words in learning English. As already mentioned in the definition of vocabulary that explained by Mofareh Alqahtani, there are two types of vocabulary. Namely expressive or productive and receptive vocabulary.[9]

a. Receptive vocabulary

This refers to the words that the students can recognize and comprehend when they are spoken. In this case, almost all students belong into the category of mastering receptive vocabulary. Because most of them only know and familiar the vocabulary they hear or read. Since receptive vocabulary refers to vocabulary that is usually heard or read. The students did not use the vocabulary for speaking or writing. It is caused by the students that did not know how to pronounce it or how to write it.

This condition corresponds to what happened in the field. Where students still had difficulty in translating existing vocabulary. As said by student F2 in the interview:

"In my opinion, learning English is difficult. Because the vocabulary is hard to be memorized. The grammar is too hard to be understood."[10]

b. Productive vocabulary

This vocabulary refers to the words that the students can pronounce correctly, understand, and use effectively in speaking and writing. While almost all students in twelfth language only mastered receptive vocabulary. Most of them understood the productive vocabulary. Nevertheless, it is limited to words that the teacher often said and teached them. As an example, when the writer started learning in class twelve languages. The writer asked the students to introduce

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[8] Student of F1, interviewed by the writer, February 12nd 2023, interview 2, transcript

[9] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/TE.2015.3.3.002>.

[10] Student of F2, interviewed by the writer, February 12nd 2023, interview 3, transcript

themselves using the lesson they had learned in tenth grade. Most of them were still stammering and have difficulty pronouncing the vocabulary. This proved that students here tend to understand receptive vocabulary rather than productive vocabulary.

Students could be said to have mastered vocabulary when they were able to pronounce, understand, and use it in their daily activities. According to Lesnasari and Rofiq quoting from Hiebert and Kamil, vocabulary mastery is the ability to express the meaning of words, patterns with information.[11] This explains that vocabulary mastery is the ability to express the meaning of words, and the formation of word patterns. It is means that the students who master vocabulary, they will familiar with as well as in the written and spoken form.

From this condition, the writer could draw a conclusion that the students of twelfth language had not mastered vocabulary well. Whether receptive or productive vocabulary. The evident from the results of interviews conducted by the writer to the English teacher in class twelfth one of senior high school in Kudus which stated that:

"Not all students master vocabulary. Because on average now children are lazy to learn English because they are too dependent on Google Translate. Even though not all sentences can be translated literally word for word through Google Translate."[12]

As mentioned above, the teacher did some exercises to the students. The test aimed to know the students' vocabulary mastery. After the teacher explained to the students about idiomatic expressions in comic strips and gave some examples to the students. The next day the teacher gave the students three different pictures of comic strips- the comic strips were given by the teacher. After all the students received the comic strip pictures, the teacher asked the students to read them with their classmates. Then the teacher practiced the dialogue in each comic strip in front of the class with the writer while the students

[11] Lesnasari Dalimunthe and Rofiq Noorman Haryadi, 'The Effect of Learning Methods and Vocabulary Mastery on English Speaking Ability', *Lingua Educationist: International Journal of Language Education*, 1.1 (2022), 1–7 <https://doi.org/10.54099/le.v1i1.58>.

[12] Teacher, interviewed by the writer, February 21st 2023, interview 1, transcript

listened first. After that, the teacher asked the students to practice the dialogue in the comic strip they received with their classmates. After reading the dialogue, students must interpret the dialogue they read and write the idiomatic expressions contained in the comic strips.

This is proven that idiomatic expressions could facilitate and improve students' vocabulary mastery. This is appropriate to Eliana in her journal that read: the use of idioms has a great influence in the teaching and learning process of a foreign language, because it could be one of the ways to give students better conditions to improve communicative skill in the daily context.[13] Therefore, by mastering and knowing idiomatic expressions, students could increase their vocabulary. In line with that, students' communication skills will also increase.

Besides that, Renata and Endro cited Beloussova, who argued that understanding and fluency in using idioms could be seen as symbols of language skills, such as being an effective way to help students developed their communication skills in everyday contexts.[14] Thus, the conclusion that could be drawn is the evident that idiomatic expressions could improve students' communication skills. This also indirectly made the students' vocabulary increased because they knew some of the expressions of the idiom.

Apart from the idiomatic expressions, comic strips also had a very important role. According to Eka cited by Megawati stated that comic strips are suitable for helping students understand vocabulary. Images and dialogue cooperate with each other as a representation of the character's expression. Therefore, it could be said that the use of comics provides benefits in learning vocabulary. The benefits are:
1) To help promote and facilitate vocabulary teaching.
2) To help improve vocabulary.

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[13] Eliana Edith Roberto De Caro, 'The Advantages and Importance of Learning and Using Idioms in English', *Cuadernos de Linguistica Hispaniva,* Vol. 14 (2019), ISSN 0121-053X

[14] Renata Diah Anjarini and Endro Dwi Hatmanto, 'Challenges and Strategies in Understanding English Idioms: English as a Foreign Language Students' Perception:' (presented at the International Conference on Sustainable Innovation Track Humanities Education and Social Sciences (ICSIHESS 2021), Bantul, Indonesia, 2021) <https://doi.org/10.2991/assehr.k.211227.039>.

3) Make the learning process fun and meaningful.[15]

These benefits had been proven in this study. Where students feel learning is more fun and more memorable. In addition, by using comic strips students could interact directly with their classmates. In this case, the writer uses comic strips as a medium so students did not feel pressured when learning new things. Moreover, this new thing is idiomatic expression that is always considered difficult by everyone. As the final result, the students' vocabulary mastery increased. More importantly, they did not feel burdened when learning vocabulary which incidentally was something that was difficult for them to master. This was in accordance with the answers of F1 students when interviewed by the writer:

> "My vocabulary increased. Because we are never taught about idioms, slang, or something that similar before. Because basically we only learn English from the textbooks, and only learn the basic English. Our knowledge also increases about the idiom and comic strips."[16]

2. **The Students' Perception of an Indonesian Senior High School about Idiomatic Expressions in Comic Strips and Its Improvement of the Learning Process.**

One of the purpose from this research is to know how well the students could master the vocabulary from idiomatic expressions in comic strips. The quality of content delivery is determined by certain skills such as communication, media use, and the mastery of learning material. In this research, the students' vocabulary mastery refers to the students' ability to master the vocabulary that the writer gave in the learning process that focus on the idiomatic expressions in comic strips.

Perception is a crucial psychological concept. By expressing opinions or impressions, the writer can gain knowledge of various environmental occurrences. Every person has a different way of looking at things. It could be in a favorable or even unfavorable way. The most important and significant resource in teaching and learning activities is the student. This is

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[15] Eka Anastasia Wijaya And Others, 'Comic Strips For Language Teaching: The Benefits And Challenges According To Recent Research', *Eternal (English, Teaching, Learning, And Research Journal)*, 7.1 (2021), 230 <https://doi.org/10.24252/Eternal.V71.2021.A16>

[16] Student of F1, interviewed by the writer, February 12nd 2023, interview 2, transcript

in accordance with Tsabita and Maman's journal that state every learning process always begins with perception. The entire learning process always focus on perception. The method through which students receive preferential attention when it comes to the knowledge gleaned from the thing that they have seen is known as student's perception. Student perception is the process by which students are given special attention when it comes to information obtained from something they have about teacher. Students can form an opinion on an object by using their senses to observe it.[17]

In other words, student perception is a student's response after observing a new information they get. In this case, the new thing that is obtained by students is in the form of idiomatic expressions in comic strips. Because as previously explained, students in twelfth grade of languages at one of senior high school in Kudus had never studied idioms and comic strips. In this regard, this was their first experienced learning new things with new media. The other expert also has other definition about perception. Sarlito as stated by Rohmaul said that perception takes place at the moment a person bathes in a stimulus from the outside world which is captured by his auxiliary organs which then enters inside brain.[18] So that in the different way, perception is the process of searching for information to be understood using sensory tools.

After the learning process was done, the teacher assessed the students' vocabulary mastery in several ways. This was to find out how far students were able to master new vocabulary and their perceptions of idiomatic expressions contained in comic strips. The first, when the students could directly respond to or complete the idiomatic expressions that the writer said. The second was when the students were able to translate the idiomatic expressions spoken by the teacher, and the last was when the students were able to translate the dialogue in the comic strips along with the idiomatic expressions. Both translated together and individually without using google translate.

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[17] Tsabita Ananda Harahap and Maman Suryaman, 'Students' Perception On The Use Of Comic Strips: Reading Skill', *Jurnal Ilmiah Mandala Education*, 8.3 (2022) <https://doi.org/10.58258/jime.v8i3.3775>.

[18] Rohmaul Listyana and Yudi Hartono, 'Society's Perceptions and Attitudes Towards the Javanese Calendar in Determining the Time of Marriage (Case Study of Jonggrang Village, West District, Magetan Regency, 2016)', Agastya: Journal Of History And Learning, 5.01 (2015), 118 <https://doi.org/10.25273/ajsp.v5i01.898>.

In this case, all students that were interviewed by the writer said different things. Thus, the writer drawn it to one conclusion, they stated the same thing. The perception from the students' point of view, their vocabulary increased because they also mastered idioms. Muhammad Chairul Aris stated that Mastering idioms is like mastering vocabulary. Vocabulary cannot be mastered and understood if students do not know the meaning and this is especially the same as idioms.[19] This also explained that if students mastered idioms, they could also master vocabulary. Because basically these two things had in common. If someone mastered the vocabulary, they also mastered the meaning. This also applied to idioms. Someone could master an idiom when they knew its meaning.

This is in accordance with the results of interviews conducted by the writer on F3 students. When the writer stated about whether her vocabulary increased after learning was done using idiomatic expressions in comic strips. She answered confidently with the following statement:

> "My vocabulary increased after the lessons. And this is not bad. Because I feel like when I learned this lesson, I do not feel pressured to learn new media. And it does not feel like my vocabulary is also increasing by itself"[20]

The other students also stated the same thing with their own words. Their vocabulary also increased after the learning process using idiomatic expressions in comic strips. Even though they felt difficulties at the beginning of learning. Because as we know that idiom is something that is difficult to learn. However, students in class of twelve languages at one of senior high school in Kudus were able to learn it. This could be achieved because of the media used by the teacher as well. Namely comic strips. This was because comic strips had illustrations that could make students feel more relaxed to learn something. Thus, they would not think that learning idioms is difficult. Because their main attention would be on comic illustrations and orders that conveyed by the teacher. This was proven when the writer's question whether they enjoyed the learning that had been done

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[19] Muhammad Chairul Aris, 'Analysis of Student's Ability in Understanding English Idiomatic Expressions for Speaking', *ASELS_2021*, 2021 <https://doi.org/10.51773/asels2021.v1i1.17>.

[20] Student of F3, interviewed by the writer, February 12nd 2023, interview 4, transcript

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during the research. F1 students answered as stated in the transcript as follows:

> "I really enjoyed it. Because sometimes the normal learning is too usual and flat. And it is caused we often fall asleep in class. Because we just only reading the books, elaborating, and working on problems. There is no active interaction between students and teacher"[21]

From the statement above, students showed a sense of enjoy and relax during the learning process. So that they could also understand the material presented easily. Although some of them still had problems. However, the writer understood this because not all students had the same level of intelligence. But, due to the media used by the writer, students were not only able to understand idiomatic expressions easily, their vocabulary mastery skills also increased. This exceeded the writer's expectations.

Natasya Ruth and others stated that the research results showed that the majority of respondents had positive responses about using comic strips in creative writing. Based on this, it could be concluded that comic strip media was considered beneficial for students[22]. This statement was supported by the M2 student in his interview:

> "I really like the media that was used. Because I also reading comic. And I do like the idiomatic expressions that are taught too. Because I can modify my speaking. So, my speaking ability also improved. Besides that, I just found out that a short comic with four panels is called a comic strip."[23]

B. Discussion

The research findings are discussed in this section. Two research questions were posed in this study. This research focused on how idiomatic expressions in comic strips can help students learn new words. In this case, a language class in the twelfth grade at one of

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[21] Student of F1, interviewed by the writer, February 12nd 2023, interview 2, transcript

[22] Natasya Ruth and others, 'Students' Perception on the Use of Comic Strips in Creative Writing', *Journal of English Language and Language Teaching*, 5.2 (2022), https://doi.org/10.36412/jellt.v5i2.2458

[23] Student of M2, interviewed by the writer, February 12nd 2023, interview 6, transcript

senior high school in Kudus looks at the element while studying English.

1. **The Implementation of Idiomatic Expressions in Comic Strips to Facilitate Vocabulary Mastery for Twelfth Grade Students of Senior High School in Kudus.**

The school that being interviewed by the writer is a secondary institution based on Islam. As a secondary school that prioritizes the education and progress of its students, one of senior high school in Kudus always tried for the best education for its students. Such as supporting learning media and completing learning facilities. But the hardest part that students experience is learning new things. It could be the hardest thing to do for the students. In learning English, there is one component that can support students' writing, speaking, reading, and listening skills. Namely vocabulary.

Learning vocabulary is a process of increasing the understanding and use of words in a particular language. In learning English, learning vocabulary is the most difficult part. Lots of people who want to learn English but are constrained by vocabulary. Based on the analysis carried out from research data in the one of senior high school in Kudus, the mastering vocabulary showed improvement. The media that was used by the writer was idiomatic expressions in comic strips. Because being proficient in English could be acknowledged if the learner was capable to master vocabulary well. The ability to use or understand vocabulary by the English as second language, students accurately could be an indicator of the English language. Students tend to get bored quickly when learning English vocabulary. This could happen for several reasons. Such as pronouncing, writing, and memorizing vocabulary are difficult.

Improving vocabulary skills among English learners was a challenge faced by many teachers. Several problems and limitations had been attributed to factors contributing to the level. Some writers, for example, do not have good information about students' success in learning vocabulary and other language skills that require vocabulary. Some of them did not even have information about students' individual language strengths and weaknesses. In the case of one of senior high school in Kudus, students need creative media and new learning experiences.

In this research, the writer used idiomatic expressions in comic strips to facilitate the students improve and master their vocabulary. This is in accordance with what was conveyed by

Afaf Abdelrahim in his journal which reads that vocabulary has an important role in mastering English, especially for students. Acquiring the vocabulary knowledge base can help students to convey something efficiently.[24] A learner with insufficient vocabulary size will not perform well in every aspect of language itself. That means that mastering vocabulary is very important to the students.

Idiomatic expressions were chosen because they could improve students' vocabulary and speaking skills. In this research, the main vocabulary that the students master divided into two:

a. Receptive vocabulary

According to Saniago and Tira, the receptive vocabulary is defined as the vocabulary type that a reader encounter during reading and listening. They are the words which the readers and listeners use to comprehend given messages. Such vocabularies are strongly related to receptive the language skills.[25]

It can be concluded that receptive vocabulary tends to passive vocabulary. This type of vocabulary is often used to understand rather than to communicate. In this case, most of the students at one of senior high school in Kudus had mastered it. Because when they read the reading text in the textbook or the reading given by the teacher, they understand the text as a whole. But they could not interpret word for word as a whole in one sentence. They could only draw conclusions from one paragraph or one sentence.

The same as when the writer gave comic strips that contain several dialogues. When the writer asked the students to translate the dialogues in the comic strips, some students had difficulties. Some of them draw the conclusions they caught from the pictures. There were those who conclude the meaning of one sentence because they know the meaning of two or three words contained in the dialogue sentence. Then interpret the dialogue with the conclusion. There were only a few students who were able to interpret the existing dialogue properly and correctly.

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[24] 'The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills', *International Journal of Humanities, Social Sciences and Education*, 4.8 (2017) <https://doi.org/10.20431/2349-0381.0408006>.

[25] Saniago Dakhi and Tira Nur Fitria, 'The Principles and the Teaching of English Vocabulary: A Review', *JET (Journal of English Teaching)*, 5.1 (2019), 15 <https://doi.org/10.33541/jet.v5i1.956>.

b. Productive vocabulary

Productive vocabulary refers to the set of words used to generate messages. Two basic skills that naturally make use of a productive vocabulary are speaking and writing. In short, they are termed according to the productive skills of the language.[26] In the other way, According to Laufer as cited by Hua Flora Zhong, divides productive vocabulary knowledge into controlled and independent productive knowledge. This shows that controlled productive knowledge shows the ability to produce words when cues are given. Whereas free productive knowledge refers to the spontaneous use of words without specific instructions for a particular word.[27] In short, receptive vocabulary is a vocabulary that can be produced either in a controlled or independent way.

In this case, students at one of senior high school in Kudus still did not master it well. The ability to master student vocabulary still needed to be improved again. This is because students mastered productive vocabulary limited to sentences and basic words. Such as vocabulary about work, hobbies, food, and other basic vocabulary but were unable to arrange it in sentence form. They still had difficulty in composing words because they were too afraid if their grammar was wrong. Besides that, they did not have enough vocabulary to compose several long sentences.

This was proven when the teacher asked the students to introduce themselves in front of the class using English. They still had difficulty and stammer when introducing themselves. The same as when the teacher taught students to make small talk or ice breaking using English. The students were confused and did not know what kind of response and response to give. In terms of increasing students' vocabulary, there are several things that need to be considered by the teacher. In learning vocabulary, usually students will tend to memorize it rather than use it in everyday life. In addition, teaching methods that are not appropriate also affect students' vocabulary mastery.

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[26] Saniago Dakhi and Tira Nur Fitria, 'The Principles and the Teaching of English Vocabulary: A Review', *JET (Journal of English Teaching)*, 5.1 (2019), 15 <https://doi.org/10.33541/jet.v5i1.956>.

[27] Hua Flora Zhong, 'The Relationship between Receptive and Productive Vocabulary Knowledge: A Perspective from Vocabulary Use in Sentence Writing', *The Language Learning Journal*, 46.4 (2018), 357–70 <https://doi.org/10.1080/09571736.2015.1127403>.

For example, students are given a text then the teacher asks students to translate it without reading it first. Besides that, interaction or practice in learning vocabulary is also prioritized. According to Avan, several factors have an impact on students' productive use of vocabulary, namely materials, teaching methods, and learning context.[28]

1) Materials

Quoting by Jeanne McCarten, materials can help students in two broad areas: First, materials can be practiced and presented in the context of vocabulary that is frequent, up to date, and according to students' needs. Second, the materials are able to help students become better vocabulary learners by teaching various techniques and strategies they can use to continue learning outside the classroom.[29] In learning vocabulary, interesting media and material will trigger students to learn happily. In addition, in learning vocabulary, exercises and interactions must be carried out frequently so that students are able to master vocabulary properly and correctly.

Vocabulary training should focus on deepening and understanding the knowledge of words. This type of exercise in the activity allows students to notice new words, or new features of words they already know, and gives them the opportunity to internalize them. This is in accordance with the interview conducted with English teacher. She said that in order to increase students' vocabulary mastery, she ordered the students to write a diary once a week. This also meant to asses the students' experience every week.

In this case, the teacher chose comic strips as the media to compensate for idiomatic expressions which are difficult to learn. During the learning process, the teacher tried to invite students to participate actively in learning. Students were asked to practice the dialogue in comic strips in front of the class, then translated it. Besides that,

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[28] Avan Kamal Aziz Faraj, 'Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context', *Journal of Education and Practice*, 2015.

[29] Jeanne McCarten, *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom* (New York: Cambridge University Press, 2007).

students were also invited to analyze the idioms contained in comic strips. The writer also invited students to make new sentences using the same idioms found in comic strips.

2) Teaching methods

In this case, there are two teaching methods that are highlighted:

a) Teaching words the old way.

In learning vocabulary, there are series of problems. This is supported by Gan Xiaolan and Shu Kunmei in their journal which states that there are two important problems that must be faced by teachers in teaching vocabulary methods. First, the vocabulary teaching model has not been fundamentally changed so that the current vocabulary teaching is very boring and stiff. Second, teachers still use traditional learning models that are not effective so that it becomes difficult to increase the efficiency and quality of learning vocabulary.[30] This is related to the lack of time owned by the teacher. Teachers do not have enough time to cover or teach all knowledge of the word. The teacher's inexperience or not being properly equipped to teach vocabulary is another reason.

Therefore, it is now necessary to have appropriate teaching media. In this study, the selection of comic strips media with material was chosen by the teacher for several reasons. The firstly because comics were an illustration medium that is liked by many people. Secondly, by using comics, it would be easier for the writer to insert idiomatic material into the dialogue. The teacher wanted to instill in the students that learning vocabulary especially idiomatic expressions were not difficult. And this method was proven successful by increasing student vocabulary.

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b) Spend more time introducing vocabulary than practicing it.

Explaining about vocabulary is more time-consuming than practicing it directly. The same as when learning about idiomatic expressions to students. The writer simply explained the meaning and characteristics of idiomatic expressions. After explaining these things, the teacher invited students to look for examples of idiomatic expressions and asked them to make sentences with these expressions. This is considered successful because it made the students participated actively in learning.

The benefits that students got were for the first, that students could know a lot of idiomatic expressions. Secondly students were able to compose a sentence using idiomatic expressions. The third, the knowledge of students' vocabulary increased. And the last but not least, the students were able to hone their speaking and writing skills. According to Goerss, Beck, and McKeown as cited by Robert and Laura, emphasized that students need to be actively involved in learning to acquire and maintain new vocabulary.[31] This allows students to stay connected with their experiences and target vocabulary. It also gives them the opportunity to practice their speaking skills and discuss their word knowledge.

3) Learning context
   a) Lack of motivation.

Learning vocabulary is one of the hardest factors that students always complain about, because they do not know what strategy will work for them. Besides that, many of the students at one of senior high school in Kudus have difficulty communicating because of their vocabulary. This is in accordance to Sri Wahyuningsih and Afandi, that stated lack of vocabulary was regarded as a main obstacle for spoken communication by Indonesian English

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[31] Robert Sheridan And Laura Markslag, 'Effective Strategies for Teaching Vocabulary: An Introduction to Engaging Cooperative Vocabulary Card Activities', Journal Of Language Teaching And Learning (PASAA) 53 (2017).

students.[32] This was proven by the students that tried to memorizing the vocabulary than practicing it which ends up being unable to remember it.

Another thing is the limited time of students to study. For example, many students do not have enough time to study because they have a lot to learn. They cannot spend their time just memorizing vocabulary. Therefore, teachers can suggest appropriate media for students. The average student at one of senior high school in Kudus uses YouTube and Spotify to learn vocabulary. By the way they watch movies or listen to podcasts. this is in accordance with the interviews conducted with F1 that said she usually used movies, twitter and TikTok as the media to learn English especially vocabulary and pronunciation. And for the grammar, she used Duolingo. This is supported by the opinion of F2 student that said Spotify was the media that usually she used to learn vocabulary.

b) Artificial contexts instead of real-life contexts.

Student learning vocabulary in artificial contexts is difficult for students to learn, and it may not be easy for students to retrieve it easily. In fact, if students can practice and learn vocabulary in real life contexts, they will be able to learn easily and remember easily. Thus, in terms of learning vocabulary, providing media in the form of video or audio without practice also makes it difficult for students. Therefore, the writer tried to invite students to always participate in the learning process. Because more practice is needed by students in learning vocabulary.

This is supported by the opinion of Gan Xiaolan and Shu Kunmei in their journal which states that the input and output of most of the students' vocabulary is disproportionate. The input vocabulary is large, so they can know many words.

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[32] Sri Wahyuningsih and Muhamad Afandi, 'Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia', *European Journal of Educational Research*, 9.3 (2020), 967–77 <https://doi.org/10.12973/eu-jer.9.3.967>.

But they are unable to apply the newly learned words to life and learning, which is what we often call the ability to recognize or not write.[33] So that the real-life learning context has a more positive impact on students in learning vocabulary. This is because there is an interaction that sharpen students' abilities so that their input and output vocabulary become balanced.

2. **The Students' Perception of an Indonesian Senior High School About Idiomatic Expressions in Comic Strips and Its Improvement of the Learning Process.**

Based on the interview process, it was indicated that the students have positive perception towards the use of idiomatic expressions in comic strips to improve their vocabulary mastery. As a result, it was revealed that the students able to master new vocabularies from idiomatic expressions and comic strips. The flexibility to learn could motivate the students to learn idiom without any pressure.

According to Maha quoting from Thawabteh illustrates that idioms are one of the universal aspects of all languages. They are considered to be an intrinsic part of human communication. Furthermore, they greatly confuse novice learners. They cause not only linguistic but also cultural and technical problems for non-native speakers; hence, these issues can negatively affect communication.[34] Therefore, the importance of learning idioms must be considered. By mastering idioms, students can improve their speaking skills like a native. Besides that, students can also improve their ability to master vocabulary.

In this case, the writer wanted to add the benefits of learning idioms. Based on the research that had been done. There were several benefits:

a. The students liked the media that was used.

In the research that has been done, the students at one of senior high school in Indonesia liked the media that used by the teacher. This is in accordance with the statements of

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[33] Gan Xiaolan and Shu Kunmei, 'The Current Situation and Strategies of English Vocabulary Teaching in Junior High School Based on the New English Curriculum Standards', *International Journal of Humanities Social Sciences and Education,*10.3, (2023), ISSN 2349-0381. https://doi.org/10.20431/2349-0381.1003007.

[34] Maha H. Alhaysony, 'Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students', *International Journal of English Linguistics*, 7.3 (2017), 70 <https://doi.org/10.5539/ijel.v7n3p70>.

students when interviewed. On average, they liked the media used in learning. Some of them felt happy and enjoyed learning idioms because of the media used. Since according to them, interesting media can also improve the quality of learning. Especially visual media such as pictures and videos.

This agrees with Raniah and Tariq who argue that students can receive stimuli in the form of speech and visuals simultaneously.[35] So that from this, the students can improve their language learning skills as well as their understanding of vocabulary. In the research that has been done by the writer, comic strips have fulfilled the criteria mentioned by Raniah and Tariq. Where the writer provided media in the form of comic strips in which there were dialogues that students could practice. The students received stimulation in the form of speech and visuals. The thing the students liked the most was when they could practice the conversations in the comic strips with their classmates.

b. The students' vocabulary increased

The enthusiasm of students in learning vocabulary had increased. Therefore, students' vocabulary skills also increased. According to Ngoge and Imelda, the English language is full of idioms and other figurative aspects of the language. Therefore, mastery of English idioms allows students to learn English easily.[36] This is because idioms are expressions that are often used by native speakers. by learning idioms, students also learn to speak like a native.

So that, when students communicate with others, their vocabulary is not limited to the basic vocabulary they have mastered. Students are able to adapt to the surrounding environment using idioms. On the other hand, students who master idioms will feel proud because they are already at a higher level in vocabulary mastery. Besides that, from the interviews conducted by the writer, all students agreed that their vocabulary had increased. This is in accordance with what was conveyed by F1 students who said that her

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[35] Raniah Kabooha and Tariq Elyas, 'The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers', *English Language Teaching*, 11.2 (2018), 72 <https://doi.org/10.5539/elt.v11n2p72>.

[36] Ngoge Tabley Amos and Imelda Hermilinda Abas, 'An Investigation on the Comprehension of English Idioms Among Moi Primary School Children in Nairobi', *Advances in Language and Literary Studies*, 12.4 (2021), 1 <https://doi.org/10.7575/aiac.alls.v.12n.4.p.1>.

vocabulary and knowledge increased because she had never been taught about idioms and comic strips.

c. The students played an active role in learning

By the research that has been done, students wanted to participate actively in learning. They searched for examples of other idiomatic expressions on their cellphones and made sentences from these idiomatic expressions. After that, the students wrote it on the whiteboard and explained it to classmates. Besides that, students also use these idiomatic expressions to communicate and interact with classmates or with writers. Therefore, the use of these idioms as a means of communication inside and outside the classroom. In this case, the type of activity used in class is found to be the most important aspect that helps the successful use of idioms inside and outside the class. Because the use of idioms has a major influence in the process of teaching and learning foreign languages. this can be one way to provide better conditions for students to improve communicative skills in everyday contexts.

d. The students felt challenged when learning idioms.

In this case, when the teacher invited students to translate idioms, they felt challenged. This is because idioms are something that cannot be translated word for word. For the beginning, the idioms that are used should be idioms that are still easy for students to pronounce and understand. As stated in the comic strips given by the writer to students. There were some basic idiomatic expressions that the writer provided. For example, *'hit the books, I am on the same page with you, twisted someone's arm, and I am getting over the flu'.*[37] These idiomatic expressions were still included in expressions that were easy to memorize, pronounce, and are often used by students. In conveying these idiomatic expressions, the writer tried to explain the meaning of the idiom slowly.

So that students remember the meaning of these idiomatic expressions, the writer invited students to translate these idiomatic expressions in two ways. The first, the students translated idiomatic expressions word by word. Secondly, translating idiomatic expressions according to the meaning contained in these idiomatic expressions. Some

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[37] Idiomatic expressions in comic strips picture 1, 2, 3, transcript.

students immediately showed an interest in learning. Some of them were still confused but happy because they could learn new things. For example, when the students translated *Twisted Someone's Arm*.[38] If translated literally, twisted comes from V1 twist which means *Memutar*. someone's was a word that has *Seseorang* in meaning. Then the last there was the word arm which means *Lengan*. If translated literally, the expression *'Twisted Someone's Arm'* had the meaning *Memutar Lengan Seseorang*. Whereas in meaning, the expression *'Twisted Someone's Arm'* has the meaning to make someone do what you want by making it very difficult to refuse them.

After the translation process, students began to understand the idiom as a whole. How to recognize idioms and how to assemble idiomatic expressions into one complete sentence. The positive response from students made learning idioms, which is actually difficult, became an interesting lesson. Because students felt challenged to translate and understand the idiomatic expressions used in learning. Especially idiomatic expressions contained in dialogue.

e. The students' speaking skill increased

According to Atiqah and Dyah quoting from Shapely stated that learning idiomatic expressions in English can bring several benefits to students. First, studying the idiomatic expressions of another language will be a guide to understanding the humor and character of that culture because idioms are important cultural elements of that language. Second, it helps them understand the peculiarities of the English language.[39] This is because native speakers tend to use idioms more often in their daily conversations. Idiom is a form of humor and character of a language. One of the efforts to avoid miss communication between languages is mastering idioms.

Besides that, in English, idioms symbolize something unique. because if we talk about idioms, the first thing that will come to our minds is English. Whereas, in every language has idioms. Therefore, idioms also represent the

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[38] Idiomatic expressions in comic strips picture 2, transcript.

[39] Atiqah Nurul Asri, Dyah Rochmawati, 'Innovative Teaching of English Idiomatic Expressions for EFL Learners', *Journal of English Teaching Adi Buana,* 02.01 (2017).

peculiarities of the English language. This was in accordance with the research that most of students especially the student of M2 that said his he could modify his speaking skills. Besides that, he could master the idiomatic expressions and upgrade his speaking skills.

Based on the research above, students' perception about the developing students' vocabulary mastery through idiomatic expressions in comic strips showed something positive. Most of students liked the material that the writer brought. Although according to students that idiomatic expressions were difficult to learn, they managed to do it. This was inseparable from the media used by the writer. Namely comic strips. Students showed interest when learning idiomatic expressions in comic strips. This was different when they only learn idiomatic expressions without comic strips.

From the research, the writer concluded that to learn something difficult, it must be balanced with interesting media. Apart from liking the media and materials used, the students' vocabulary also increased. Some students also started to like learning idioms. Some of them looked for comic strip references to read the dialogues and practice them with their classmates. Besides getting a positive perspective from students, the teacher also indirectly motivated students to learn vocabulary. Because from the beginning of learning the writer instilled the mindset that learning vocabulary is fun. One of them was comic strips.