

**NON ENGLISH DEPARTEMENT STUDENT'S
FEELINGS IN LEARNING ENGLISH VOCABULARY
USING ENGLISH MANGA**

A THESIS

Submitted in Partial Fulfill of the Requirement for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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MOTTO

If you don't like your destiny, don't accept it. instead have courage to change it the way you want it to be.

- Uzumaki Naruto .

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana mahasiswa di pekalongan menguasai kosakata bahasa inggris menggunakan manga bahasa inggris. Data diambil dari wawancara semi terstruktur. Penelitian ini akan melibatkan delapan mahasiswa non Bahasa Inggris di berbagai kampus di Pekalongan sebagai partisipan. Hasil penelitian ini mengungkapkan bahwa mahasiswa menyampaikan pengalaman positif dan negatif selama menggunakan manga bahasa inggris sebagai media pembelajaran nya. Walaupun begitu, data menunjukan bahwa pengalaman positif lebih dominan dari pada pengalaman negatif. mahasiswa cenderung merasa senang, terbantu, dan puas terhadap penggunaan manga berbahasa inggris dalam memperkaya kosa kata bahasa inggris

Kata kunci: Mahasiswa Non Bahasa inggris, Manga Bahasa Inggris, Kosa Kata.

ABSTRACT

This study aims to find out how students in Pekalongan master English vocabulary using English manga. Data taken from semi-structured interviews. This research will involve eight non-English students at various campuses in Pekalongan as participants. The results of this study revealed that students conveyed positive and negative experiences while using English manga as their learning media. Even so, the data shows that positive experiences are more dominant than negative experiences. students tend to feel happy, helped, and satisfied with the use of English manga in enriching English vocabulary

Keywords: Non-English Students, English Manga, Vocabulary.

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that my thesis entitled **“Non English Departement Student’s Feelings in Learning English Vocabulary Using English Manga”** can be finished. It is submitted to English Education Department of UIN KH Abdurrahman Wahid Pekalongan to fulfill one of the requirements for bachelor’s degree in English Education. This thesis can be accomplished because of many supports from several people. Therefore, I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

1.1. Background

In Indonesia, English is one of foreign language that must be learned since elementary school to university. English has become one of the materials that are always taught. Giddens (1999:35) with regards to communication and relations between nations, globalization has shown embodiment as a condition can give viability and productivity. This is on the grounds that globalization has given the open door to most people to have the option to interface with others with practically no limits of reality (change of existence). English teachers always need more teaching materials to help students learn English. In addition, these teaching can help students memorize and stimulate their right brain. Thornbury (2007: 25) in journal entitled “Students’ Vocabulary Achievement in Grade VII A at SMPN 7 Jember by Using Visual Media” by Sheila Wijayanti says that visualizing is the best way to teach new words for all subjects. Thus, they can use visual objects as a medium, namely: videos, songs, comics, sticks, pictures, flashcards, etc.

In general, there are three levels in English, namely basic, intermediate, and advanced. At the basic level, usually elementary school students can only speak and write at the word or phrase level and still have difficulty writing or speaking in full or at the sentence level. At the intermediate level, students begin to be able to speak and write about more complex things, have sufficient vocabulary to express what they think and begin to have a grammatical

understanding, and usually this level enters the junior high school level. However, learners at the intermediate level or high school level sometimes still find it difficult when talking about topics that are less familiar such as talking about culture, science, technology and so on. While at the advanced level, it can be said that university students are flexible in using their English. Those who are at an advanced level do not find it difficult to speak and write on various topics.

In learning English, vocabulary is important for us. It supports other language skills, can be a step for higher-level language use and can help students achieve mastery of the language more quickly. Vocabulary mastery is in many cases seen as a fundamental apparatus for unknown dialect students in view of the restricted vocabulary in the language outsiders will upset achievement correspondence made (Schmitt, 2000). Vocabulary refers to words that readers can understand or use when speaking, listening, reading, or writing. Vocabulary is closely related to their reading vocabulary, namely words that can be recognized and used by readers in reading or writing. Wilkins (1972) in journal entitled "The Importance Of Vocabulary In Language Learning And How To Be Taught" by Mofareh Alqahtani states that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" p97).

Manga is easy to read by anyone, from elementary school students to higher students. Because the language used is not complex. Thus, manga has a varied language and is suitable for enriching vocabulary. According to Sudjana and Rivai (2012: 68) suggest that the main role of comics in learning is its ability to create student interest. If students interest to reading manga automatically curiously, with that feel students will find vocabulary and the meaning. The use of manga media in learning will create a more interesting, effective and efficient atmosphere and readers tend not to get bored easily. Beside fun and easy to accept students, the use of English manga can make it easier for readers to find unfamiliar vocabulary so that vocabulary mastery will be more varied.

McCloud (1994, 2006) has noticed that in contrast to American/European comics, in manga there is a more significant level of commitment, or reader cooperation, and more emphasis is placed on the storyline to create a feeling of “being there”. Manga consists of various genres, from adventure, school life, drama, comedy, science to horror. So the vocabulary or that contained in the manga is also very diverse. This can enrich vocabulary knowledge. The vocabulary available in the manga must relate to a certain theme. For example, in a manga that tells about friendship, there will be a lot of vocabulary related to friendship. Therefore, if you want to master vocabulary related to a particular topic, readers can adjust it by reading manga that raises the topic.

The researcher of this study focuses on mastery vocabulary using Manga with finding new vocabulary and find the meaning the arrange word by word

to be right sentences so that the reader can easily vocabulary mastery. The manga here completely in English.

1.2. Formulation of the Problem

Based on the reasons stated above, this study has two research questions to be identified:

1. How does non English departemen students learning used English *manga* for vocabulary mastery ?
2. What are the obstacles in using manga to vocabulary mastery for university students non English department?

By employing this formula, the researcher expects to be exposed to the existence of english manga on improving vocabulary mastery for university students.

1.3. Operational Definitions

To avoid confusion about the terms in this study, the researcher provided the following concepts and definitions that are interrelated to the current study:

1.3.1. Manga

Desyola (2017) Manga (Ma-Nga), is a Japanese language which is translated into Indonesia as a comic. The Japanese themselves spell manga with Man-Ga or Ma-Ng-Ga and the literal meaning of the word manga is a strange image. Person who draw manga are usually called mangaka.

1.3.2. Vocabulary

Muttaqien (2016) vocabulary is a bunch of words, connect with a specific language as the parts or components on it. As indicated by Portal and Brown (1995: 1) contend that the term vocabulary alludes to a rundown or set of words for a specific language or words that singular speakers of language could utilize.

1.4. Aims of the Study

This research aims to find out new vocabulary and find the meaning the arrange word by word to be right sentences so that the reader can easily vocabulary mastery. This study gives insight into the use of English manga in improving vocabulary mastery, especially for non-English students.

1.5. Significances of the Research

The significance of the research was explained as follows:

1.5.1. Theoretical Significance

This study used descriptive interpretative analytical study with narrative inquiry. In this context, an interview is an effective approach to provide important data about individuals and certain psychological issues because researchers are involved in interviews, and they can use probing questions to stimulate respondents to tell information that is important for research (Ho et al., 2020; James, 2018; Pietersen et al., 2018).

1.5.2. Empirical significance

This study will give the empirical insights about how to mastery vocabulary independently using Manga.

1.5.3. Practical Significance

This study presents the information for the readers about how to improve vocabulary mastery using English *manga*.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

English manga can Improve vocabulary mastery	Obstacles in using english manga
Interested	Boring/Confusing
Enjoyable	Dissatisfied
Motivated	
Satisfaction	

This research reveals English *manga* to improve vocabulary mastery for university students in Pekalongan. The results following things:

1. The selection of words should be based on usefulness for the students.
2. The words should be introduced in the context.
3. The teaching of new vocabulary must be interesting.
4. If there is no special purposes introduce variety of areas (art, science, technology, etc), variety of type (noun, verb, adjective, adverb, idiom).

In this study, the researcher found that English manga is interest. English manga as a media for mastery vocabulary. Besides interest, pictures in English manga also can help readers understanding sentences and word. With manga application the readers could read without buy a manga book. From home, reading and learning activities could be carried out properly, just with a stable device and internet connection. Besides English manga is interest and enjoyable, English manga also can motivated readers because this media can increase a reader's interest in reading, because learning enriches

vocabulary without having to read a textbook, so readers can learn while eliminating boredom. Reader's were helped by this media anytime and anywhere. This media was very time efficient. Reading English manga can help readers improve their vocabulary and reading skills, especially for those learning English as a second language.

On the other hand, some participants were dissatisfied with English manga to improve vocabulary mastery. It is because some language or sentences in the manga contain elements of impolite language, so it is not suitable for formal learning such as at school. Moreover, learning could be hampered when the internet connection was unstable, and the online learning tends to be monotonous. While manga does expose readers to a wide range of vocabulary, it may not provide as comprehensive a vocabulary as other reading materials, such as literature or academic texts. Some critics argue that relying solely on manga for vocabulary development may result in a limited vocabulary range. Manga is usually read from right to left, which can be a challenge for readers who are used to reading from left to right.

5.2 Recommendation

In this section, the reseaecher would like to contribute some suggestions form the readers based on the research findings and discussion. It is suggested that the learners should be more creative and innovative to select the learning strategy. They could find a good instructional media to get their students' interest in learning English, especially in reading and vocabulary mastery. Picture sequences would be helpful to improve students' reading ability.

To the further researcher, especially those who have the same problem and are interested in conducting research, it is suggested that this research can be used as a reference. Hopefully, there will be further research on how to complement the use of English manga to improve vocabulary mastery

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