THE EFFECTIVENESS OF USING COMIC IN IMPROVING STUDENTS' VOCABULARY AT THE EIGHT GRADE OF SMPN 1 PALPO

A Thesis

Submitted to the English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of English Education


Written By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMICI INSTITUTE OF PALOPO
2021

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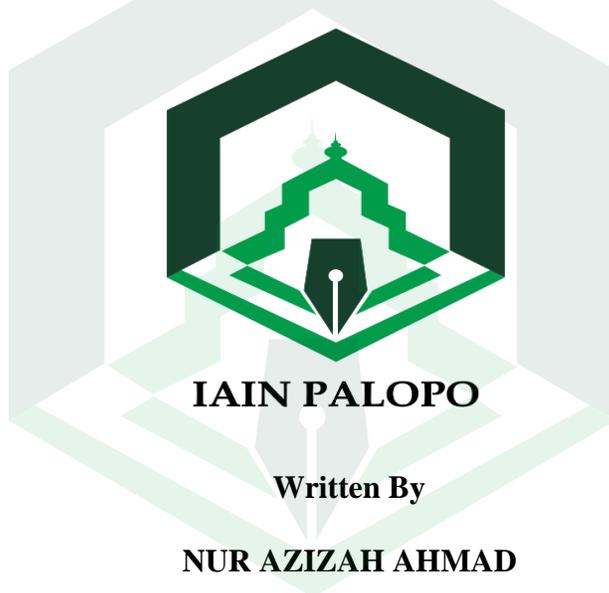
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2021

THESIS APPROVAL

This thesis, entitled "**The effectiveness of Using Comic in Improving Students' Vocabulary at the Eight Grade of SMPN 1 Palopo"** written by **Nur Azizah Ahmad, Reg. Number 16 0202 0122**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday Mei 4th 2021 M**, coincided with **Ramadan 22th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, <u>Mei 24th 2021M</u>
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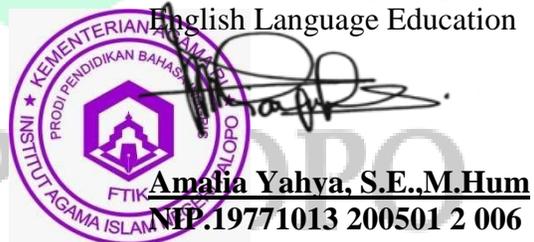
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Yang membuat pernyataan

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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

الحَمْدُ للَّهِ رَبِّ العَالَمِيْنَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالمُرْسَلِيْنَ ، نَبِيِّنَا وَحَبِيْبِنَا

مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ، أَمَّا بَعْدُ

In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the researcher could complete this research as one of the requirements to finish the English Education Department of IAIN Palopo.

This research would not have been completed without support, guidance, and help from individuals and institutions. Therefore, the researcher would like to express special thanks to:

1. Prof. Abdul Pirol, M.Ag as the Rector of IAIN Palopo

2. Drs. Nurdin, K., M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and Mr/ms Deputy dean I,II, and III of tarbiyah and teacher training faculty at IAIN Palopo.

3. Amalia Yahya, S.E., M.Hum as chair of the English Language Education study program at IAIN Palopo and all staff members who have helped the researcher process the graduating paper administration.

4. Wahibah, S.Ag., M.Hum and Amalia Yahya, S.E., M.Hum as the first and the second supervisor who always provides support, direction, and ideas to researchers during the process of completing this thesis.

The researcher realizes that nothing is perfect. Hence, criticism and constructive suggestions are needed by researchers so that this research becomes even better. Finally, the researcher hopes that the writing of this final thesis project can provide benefits.

Palopo, 24 Mei 2021

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TABLE OF CONTENT

LIST OF TABLE

IAIN PALOPO

LIST OF FIGURE

ABSTRACT

This thesis is a research on the effectiveness of using comic in improving students' vocabulary at the eight grade of SMPN 1 Palopo. The research question is: is the use of comic efective in improving students' vocabulary at the eight grade of SMPN 1 Palopo? The objectives of this research is to find out whether or not the use of comics is effective in improving students's vocabulary at the eight grade of SMPN 1 Palopo. A quasi-experimental style was used in this research, with two classes: pre-test and post-test. There were two variables in this research: independent and dependent variables, with comic as the independent variable and improving students' vocabulary as the dependent variable. The population of this research was the eighth grade of SMPN 1 Palopo, with a total of 266 students in the academic year 2019/2020. The research sample consisted of 50 students from two classes, VIII A and VIII E, with 25 students in the control group and 25 in the experimental group. The data was analyzed using a quasi-experimental design technique. Students' t-test score (1.67) and t-table (-0.36) from the degree of freedom (df) 48 are based on the results of data analysis. Based on the result of the research, it can be inferred that using comics to teach vocabulary in the eight grade of SMPN 1 Palopo in the academic year 2019/2020 has a positive impact. As a result, the alternative hypothesis was accepted, while the null hypothesis was dismissed.

CHAPTHER I
INTRODUCTION

A. Background

English is the most commonly used language on the world. The teacher will be able to teach English as one of the progam's subjects. Since it is a foreign language, to develop their abilities and achieve their goals for the future, students have to learn the language. English is used widely in the world for correspondence. Knowledge, technology, economics, research, art, education, politics, and other fields are all covered in English in several archives. To encourage students to learn this language, that school should also lead to the best techniques and methods. The ability to speak, listen, learn, and write English depends on the ability to learn vocabulary and grammar.[1]

In Junior High School, the capacity to learn vocabulary is very important. One key to improving English quality is vocabulary. In their research and learning process, students who have plenty of vocabulary are easier. Students will face problems in their studies without a good Master's Vocabulary. Students often lose interest in learning as a result of a lack of knowledge about how to expand their vocabulary. Argue that it is important for effective second language usage to learn an acceptable vocabulary. Without a detailed vocabulary, we may

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[1] Manurung in Rahayuningsi, 'Definition of Teaching English', 2003, 13.

not use the structure and purpose that we might have heard one way to understand English vocabulary is to learn English to master vocabulary.[2]

The outcome of language instruction is influenced by a variety of influences. Reading, speaking, listening, and writing are only a few examples. Without learning English language, we cannot articulate a concept or an opinion. People must master vocabulary in order to comprehend reading content, conversations, or articles written in the English language. Nothing can be communicated without a language.[3] Experts have recently stressed the importance of a comprehensive and principled approach to vocabulary for both the tutor and the learner, regardless of whether the language is the learner's first, second, or third language.[4] As a result, people would be unable to achieve their target unless they have a sufficient vocabulary. However, some junior high school students may not have enough vocabulary mastery.

Many Indonesian students have spent years studying English but are yet unable to use it properly. On the other hand, several students have a limited vocabulary despite studying English for a few years. Why are students in Indonesia seeing this phenomenon? So, what is the source of the problem? Is the teacher teaching English in the wrong way? According to the researcher, there is no new content, and the instructor only instructs the students to open the

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[2] David Nunan, *Language Teaching Methodology; A Text Book For Teachers Prentice* (Hall International, 1991).

[3] Scout Thornbury, *How to Teach Vocabulary* (London: Longman, 2002).

[4] Celce-Murcia Marine, *Teaching English as a Second or Foreign Language* (United State of America: Inc. Thomson Learning, 2001).

textbook and memorize the complicated vocabulary. The researcher believes that in order to get the best results, we must improve the way we learn English.

So, besides several variables in learning English, vocabulary is the one significant thing. It is impossible to master English without first mastering the vocabulary. The more students receive the language, the easier it is for them to improve their English.

Based on the interviews conducted on Friday, April 26 2019, during the observation, at the eight grade of SMPN 1 Palopo, there is a problem that occurs in students, namely: Students find language problems such as they do not understand the meaning of the material, in addition to finding the meaning of the words challenging. The other difficulties were that when studying English, The students were bored in class because it was not interesting, and their vocabulary was limited.[5] Based on the result of preliminary data, the students have a problem with a lack of vocabulary in SMPN 1 Palopo. The researcher wants to help the students understand the English language quickly. One way of solving the problem of student vocabulary is the use of media visuals.

The researcher needs to use English Comic to teach vocabulary in this case. The comic is only one of many tools used to help students learn new words. A comic and art form based on a predetermined sequence of statistical pictures. Using English comics to teach vocabulary can be a very enjoyable and engaging experience for students. Students would be more engaged and involved in their

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[5] Nur Azizah, 'SMPN 1 Palopo', 26 April 2019.

learning if they use English comics. They'll see something unique and distinct from what they've seen in class before.[6]

The researcher hopes that comics will become a more effective learning tool for students and will help them develop their vocabulary. It is also hoped that the use of comics to inspire students to learn English, particularly vocabulary, is demonstrated. More specifically, during studying, students should enjoy themselves. Because of the increasing sense of acquaintance and pleasure in the learning process, students can better understand the lessons, particularly in English vocabulary.

In this situation, the researcher needs to use a comic to improve their vocabulary. The topic was chosen because it is necessary to learn vocabulary to improve all four language abilities (listening, speaking, reading, and writing). In order to talk in Englhip, students have learned vocabulary. Most junior high school students are still struggling with vocabulary. As a result of their limited vocabulary, they are unable to adequately communicate their thoughts. On the other hand, comic books are one of the most effective ways to inspire students. As a result, they are motivated to learn vocabulary.

Based on the facts stated previously, If the fact is not addressed quickly, the researcher believes it will become a challenge. The researcher is interested in doing experiment experiments because of this assumption with the title "THE

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[6] krashen, *Definition Of Comic*, 1993.

EFFECTIVENESS OF USING COMIC IN IMPROVING STUDENTS'
VOCABULARY AT THE EIGHT GRADE OF SMP 1 PALOPO".

B. Problem Statement

Based on the background, the research questions are as follows: Is the use
comic effective in improving students' vocabulary at the eight grade of SMPN 1
Palopo?

C. The Objective of the Research

Based on the research objectives, this can be specified as follows: To find
out whether or not the use of comics is effective in improving students'
vocabulary at the eight grade of SMPN 1 Palopo.

D. Significance of the Research

This study has several purposes as follows:

1. Theoretical Significant

Researcher findings are used to validate the media comics hypothesis to
help students speak English.

2. Practical Significant

a. For the students

The researcher can help students learn vocabulary quickly by comics.

b. For the teacher

The researcher would help the teacher to allow students to learn English by
comics.

c. For the next researcher

The researcher will support the next researcher to collect comic knowledge to develop students' abilities to use English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research

There have been some researchers related to this study some of them are equated below:

1. Aziza Tri Harviati the title *The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery of content Words for the Seven Grade Students of SMPN 33 Purworejo*[7]. The conclusion can be found that vocabulary learning with comics has a great effect, which increases the mastery of student vocabulary as a result of t-value. Study findings show that students want to learn English through comics. In order to reach higher level of students, the instructor employs various teaching methods in the course of study.

2. Lisa Darsalina the title *The Application of Comic Strips in Teaching Vocabulary at Second Grade of SMPN 8 Banda Aceh*.[8] This quantitative research was undertaken to assess students' knowledge of vocabulary before and after the implementation of comic strips. The result revealed that there was a major increase in student vocabulary mastery. This indicates the

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[7] Harvita Aziza Tri, *'The Effectiveness of Using Comic to Increase Students' Vocabulary Mastery of Content Words for the Seven Grade Students of SMPN 33 Purworjo'*, 2012.

[8] Darsalina Lisa, *'The Application Of Comic Strips in Teaching Vocabulary at Second Grade of SMPN 8 Banda Aceh'*, 2010.

student's vocabulary has been expanded or strengthened following the use of comics to teach English.

3. Nadiatul Khoiriyah the title *The Use of Comic Stories to Improve Students' Vocabulary of MTs NU Ungaran*.[9] On the other hand, I conclude that the t-test hypothesis using the t-test formula means that the value of the t-test is higher than the critical value. This suggests that the vocabulary ratings of students who teach us comic stories and those who teach us without comic stories differ significantly. In this situation, it is necessary and fruitful to use comic stories in vocabulary teaching.

The three research above shows similarities, namely that they all use comics to improve the vocabulary of students, especially in order to learn English. And there is different between the three research above this research, namely use comic from breaded reader from oxford in improving students' vocabulary at the eight grade of SMPN 1 Palopo.

B. Theoritical Review

1. Vocabulary

Understanding vocabulary is critical; using vocabulary without words would be impossible. It can be interpreted and illustrated in a variety of ways, but the person must learn it. One of the language elements is vocabulary. We will try more thoughts if we know more vocabulary. So that we can better share our

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[9] Khoiriyah Nadiatul, '*The Use of Comic Stories to Improve Students'* Vocabulary of MTs NU Ungaran', 2010.

thoughts. Also in our native tongue, the vocabulary that we understand and how well we understand it varies from person to person. We will assist our students by providing them with suggestions about how to learn words and suggestions for what to learn.

There are several definitions in language, some of them:

a.   The stock of words used by people, a certain class, a science, or anything similar, usually in alphabetical order and defined, is referred to as vocabulary.

b.   A vocabulary list or set of words is a list or collection of words from a language, book, author, science division, or other source, usually organized alphabetically and listed.

c.   In the arts, vocabulary refers to the quantity and range of one's verbal technique. [10]

a.) Definition of Vocabulary

According to Richards (2002:255), Vocabulary is a key part of language literacy, as it includes everything about how well students talk, hear, translate and compose. The word language, lexis and lexicon are synonymous, according to Jackson and Amvela (2000:11).

"The total number of words in a language familiar to a person or used in a particular book, topic, etc," says Hornby.[11]

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[10] Makmur, '*Improving Students' Vocabulary through Jumping Words at MAN Palopo*', 2008, 4.

Whereas, according to Hallyday (1982: 1255), vocabulary is a list of words used in a language science book, etc.

Longman defines vocabulary as "the stock of words that people understand, study, and use to communicate" (Longman Dictionary, 1992: 1467) and "the stock of terms that people understand, learn, and use to communicate." According to Finocchiaro, Vocabulary is the content and role of words in a language taught to be used in the exercise of a message. The speaker assumes that words are a set of words used to convey an idea or in a certain way to talk in general, based on the above described.[12]

As a result, along with many other factors of studying the English language, vocabulary is extremely necessary. Without learning words, it is impossible to learn English effectively. The more students who learn the language, the better prepared they would be to study English.

b.) Kinds of Vocabulary

There are two types of language, according to Nation (2001). It is an involved and perceptive vocabulary. Receptive language refers to words that native speakers and foreign students are familiar with and enjoy, but are almost never used passively in listening or reading. In both speech and writing, productive vocabulary is actively usedWhile one's listening vocabulary is larger than his written vocabulary, one's hearing vocabulary is

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[11] Hornby, *Definition of Vocabulary*, 1995.
[12] Richard Jack by Finocchiaro, *Definition of Vocabulary*, 1979.

typically greater than his spoken vocabulary. It's also possible to deduce the vocabulary can be divided into four categories. They learn language by reading it, listening to it, talking about it, and writing it down. Reading vocabulary is a word that people discover when they learn. There are words that people hear and comprehend as they talk to others or listen to the radio or television when acquiring language. Term vocabulary is a collection of terms that people use in their daily life and experiences. The third is the development of a vocabulary that includes the terms that people use for writing documents, articles, and emails, among other things.

For types of vocabulary, it notes that there are four types of vocabulary in the text. [13] :

1) Vocabulary of high frequency. These terms account for almost 80% of the text's words.

2) Vocabulary of scholars. These phrases usually account for around 9% of the text's total words;

(3) Technological terms. These words account for around 5% of the text's total word count.

4) Words of low frequency. There are some words with a moderate frequency that are yet to make it into the high-frequency chart. They account for more than 5% of the words in the academic text.

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[13] I.S.P.Nation, 'The Goals of Vocabulary Learning', in *Learning Vocabulary in Another Language*, CAMBRIDGE (New York: The Pitt Building, Trumpington Street, Cambridge, United Kingdom, 2001), pp. 11–12 <https://doi.org/10.1016/s0889-4906(02)00014-5>.

c.) Types of Vocabulary.

Mongomery (2007) listed four types of vocabulary:

a. Reading vocabulary

A person's reading repertoire consists of all the words he or she may remember when reading. Since the other three are used, this is the largest category of vocabulary.

b. Listening vocabulary

A person's hearing repertoire is made up of all the phrases he or she can remember when listening to speech. In terms of scale, meaning and tone of voice help this language.

c. Writing vocabulary

A person's writing vocabulary is made up of all the words he or she recognizes while writing. Words are found in various ways of prose, from structured essays to social media feeds. Many printed words do not occur often in conversation. When talking, authors usually stick to a small vocabulary, such as:

1) A writer would have his choice as to which of them to use if there are many synonyms.

2) Technical language relating to a topic in which he is not involved is unlikely to be included. To try the previous forms of vocabulary, its user stimulates the writing vocabulary.

d. Speaking vocabulary

A speaker's vocabulary is made up of all the words he or she would use in speech. Because of the spontaneous nature of the speaking vocabulary, words are often misused. Face language, tone of voice, and hand gesture, however slight and accidental, will compensate for this misuse.[14]

There are two types of vocabulary, namely active and passive vocabulary:

a. Active vocabulary refers to the vocabulary that a pupil has been taught or mastered and is supposed to be able to use.

b. Passive vocabulary applies to words that the student will know as they encounter, but which they will possibly not be able to produce.[15]

According to Harmer, the student is likely to have a wide range of vocabulary, but it would be difficult to say which are active and which are passive. If a word has become 'active' by repeated use, it will revert to the passive store if it is not used. If the situation or context demands it, a word in the student's passive store may become active at any time. To put it another way, the status of language objects does not seem to be final.

Each person has three types of vocabulary:

a. Active vocabulary the vocabulary we use to speak and write is likely to range from 5,000 to 10,000 words.

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[14] Judy Mongomery, '*The Bridge of Vocabulary*' (NCS Person Inc, 2007).

[15] Harmer, '*The Practice of English Language Teaching*' (London: Longman, 2011), p. 159.

b. Reserve vocabulary is a term we know but scarcely used in everyday speech. When we have time to think or look for synonyms, we use them in writing letters.

Productive vocabulary terms we remember loosely, but they don't know the meaning, but they're used mostly in speaking or writing because we all know that we've used before.[16]

d.) Teaching Vocabulary

In the classroom, outside, or indoors, teaching is a way of passing on information or experience between teachers and pupils. To help students understand and use the words, strong technique is expected in a vocabulary teaching format. According to Gnainoska (1998), teaching vocabulary can be meaningful if the instructor can conduct the teaching method by mixing open teaching techniques. The teaching-learning process should be more fun, interesting, and inspiring for the students. This research would focus on only two types of vocabulary: nouns and verbs.[17] Vocabulary is extremely relevant when it comes to improving our language skills. The faster it is for a learner to develop their four language skills, the more words they have. Most teachers are aware of the importance of teaching vocabulary. They do not, though, know how to teach them effectively. Any English language learner needs vocabulary in formal and informal settings, regardless of whether they use the language for hearing,

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[16] Schail, '*Seven Days Faster Reading'* (New York: Oxford University Press, 2007), p. 57.

[17] Gnainoska Anna, '*Teaching Vocabulary in Colour', English Teaching Forum*, 36 no.3, 12.

communicating, reading, or writing. Listening to the radio, native speakers, using meaningless language, blogging, or viewing television are both examples. Furthermore, according to Nation (1990), teaching vocabulary is critical because a lack of vocabulary creates many responsive and productive language difficulties.[18]

e.) Teaching English Vocabulary by Using English Comic

Teaching vocabulary for an English comic ensures that students recognise and learn terms from a comic reading background.

The Comic story builds a whole world of fiction that can be read and appreciated by students. Since comic story is intended for fun, the teacher must choose to use the universe very carefully to keep the students and the rest of the vocabulary space and to improve the languages.[19] The teacher has to identify the language use in language that already met.

The authentic materials such as cartoons and comics will improve the quality of the curriculum used in the schools of a number of classes in many learning environments. There is no one who does not like reading anything amusing or appealing, and those students who are normally the last to speak up in class are the first to bring up comics. Students' emotions, fears, and viewpoints regarding a situation must be expressed by graphic and linguistic elements and codes in comics. Furthermore, we will teach vocabulary to assist students in

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[18] I.S.P.Nation, *Teaching and Learning Vocabulary* (Massachusetts: Heinle and Heinle, 1990).

[19] kak yon, '*Teaching Vocabulary by Using English Comic'*.

acquiring synonyms, expanding their vocabulary, and practicing the development of various verb tenses.[20]

f.) Principle of Teaching Vocabulary

In vocabulary education, the instructor must monitor the vocabulary of the pupil, which means the target vocabulary. According to Wallace, concepts are based on vocabulary instruction:[21]

a. Aims

The aims must be visible to the educator, so that the teacher has a specific purpose or objective for teaching vocabulary during the teaching-learning phase.

b. Quantity

The instructor must decide the amount of vocabulary learned. Decide on the overall quantity of new vocabulary suitable for studying and base the decision on the case of the student.

c. Need

Students are placed into a situation where they must communicate in order to obtain the vocabulary they need, using the tutor as feedback and the teacher as information on the students' language requirements.

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[20] 'Teaching English Trough Comics', *GeekyTeacher*.

[21] Wallace, *The Principle of Teaching Vocabulary*, 1998.

d. Meaning

The teacher should assign the target vocabulary a single, non-dubbed description or the students should have a good interpretation of the terms used in the comic books. The teacher should teach the vocabulary. Therefore, an instructor of vocabulary must ensure the correct guidance.

e. Situation

The teacher has to demonstrate to students how the meaning of words should be understood in terms of content when teaching vocabulary.

f. Guessing

The technique for vocabulary learning. Guessing is a way to acquire words. It's about students asking about the meaning of the words taught.[22]

Choosing which words to learn is the first step in teaching vocabulary. Harmer then goes through the following fundamental rules for selecting vocabulary: Repeating standards − commonly used sentences first − then covers ideas − terms that have certain hard-to-understand definitions should be taught first. Dole, Liang, and Nelson also recommend teaching a series of words with common meanings or that are related to a specific topic.[23]

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[22] Wallace, 'Vocabulary Building and Word Study' (New York: McGraw-Hill Book Company, 2009), pp. 27–31.

[23] Dole, Liang, & Nelson, *Teaching Vocabulary to All Your Students. Annual Conference of The Utah Council of The International Reading Association,* (Utah, 2007) page 134.

B. Comic

Some authors argue that the presence of comics in print is crucial to their meaning, while others argue that the interdependence of illustration and text should be the determining factor. Others use the word "sequential drawing" to describe the medium. Comics are a deliberate collection of juxtaposed pictorial and other images designed to provide the reader with details and/or an esthetic reaction. Sings from a single panel are not comics but boxes, as described below.

Collier's Encyclopedia describes comic as "The word used for a series or a sequence of extremely stimulating, closely related drawings that are not relevant to the ordinary cartoons but some artists render serious, riddled and adventurous. There are various kinds of comics, such as fantasy, war crimes, true tales and biography, jungle adventure, animal cartoons, passion, attraction and classics. fun and mood..[24]

According to A. S. Hornby, Comic books or magazines are books or magazines which have stories, etc.[25]

Nana Sudjana defines comics as a form of cartooning that conveys a character and tells a story through a series of linked drawings intended to amuse the reader. It is made up of a number of interconnected stories. The

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[24] Collier's Encyclopedia (1955: 402)
[25] Hornby, A. S. 1995. *Oxford Advanced Learners' Dictionary*. London: Oxford Progressive Press.

action is complete, and the plots are brief and exciting. Comics can also be used in newspapers and novels.[26]

According to Budiman M. Nashir, a comic is a simple and funny picture story that appears in magazines, newspapers, or books.[27] A comic from the different meanings above can be concluded that it is an artwork with a series of stories of a plot, incidents in the form of a moody, enigmatic, etc.

a.) Types of comic

There are five type of comic : [28]

a. Comic strip

Figure 2.1 example comic strip

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[26]Sudjana, Nana danRifai, Ahmad.Drs. 2002. *Media Pengajaran*. Bandung: Sinar Baru Algensindo

[27]Budiman, M. Nashir. (2004). *PedomanPenelitianKaryaIlmiah*. Banda Aceh: Ar-Raniry Press.

[28] <http://www.ayoksinau.com/pengertian-komik-menurut-para-ahli-ciri-ciri-komik-dan-jenis-jenis-komik-ayoksinau-com/>.

This comic provides a brief plot, but it is always crammed with the whole story. Comic strips or comic fragments are only drawn from a few illustration panels that normally consist of 3-6 panels. This style of comic normally just tells the heart of the dilemma and focuses on one issue at a time. However, the plot of this comic does not have to end there; it can continue indefinitely. The topic of discussion often differs, ranging from current events to funny stories. We see a lot of this kind of comics in weekly publications, whether they be ana-magazines, children's college magazines, or teen magazines. It is normally published in daily or weekly newspapers whether it is in a newspaper.

b. Comic cartoon

Figure 2.2 example comic cartoon

Usually with just one glance, the material of this comic focuses more on the portrait of a big figure, who may be a basketball player, an artist, or even a state official. For the most part, the material focuses on comedy,

parody, or critique. The images and writings in the comic must be able to convey a straightforward message to the reader so that they can grasp the comic's goal and intent.

    c.   Comic book

Figure 2.3 example comic book

A comic book is a book that contains a selection of stories and pictures. This is the most popular kind of comic we come across. The comic typically has more than 20 pages left over, presenting a complete story in a single volume. This type of comic book normally has many pages, but the stories are connected. The plot is often very varied, ranging from satire to love tale to superhero. In addition, most comic books have a lengthy plot that spans several editions. Japanese comic books, for example, have reached number 30 in some cases, and some have also reached number 50. Slam Dunk, Naruto, One Piece, and Dragon Ball are also some of your favorite comic books.

d. Manga

Figure 2.4 example manga

It's a Japanese or Japanese-made comic that uses a different type of illustration from most other comics, since we're all familiar with anime. While some manga comics are vivid, most manga tales are printed in black and white. This comic is enjoyed by people of all ages. This comic has sucked the interest of its readers with different topics that are debated, such as action, romance, sports, pirates, detectives, terror, and so on. Manga is normally interpreted in a left-to-right direction.

e. Comic web

Figure 2.5 example comic web

Online comics can be one of the top picks for people who choose to read comics in today's modern world, since there are already many websites that have a wide range of comics. Only in the virtual universe can you find these comics. Since anyone with an internet connection can view comics digitally, the reader's scope is also expanded, but it is also more practical and easier to find the comics you want to read.

And in this research the researcher use comic strip to improving student's vocabulary at the eight grade of SMPN 1 Palopo.

b.) **The Use of Comic in Teaching**

The comic book has been written extensively to entertain you. The reader is drawn by the dramatic illustration, the simple topic and the plot. Surprisedly, almost everyone says yes if asked if they ever read comics. They say yes. Writers became interested as a means for training in the widespread use of comics. A comic can inspire students using an instructor's talent. Comic books play a critical role in education through encouraging student imagination. The use of comics with a simple instructional form is easier to introduce. It will be much more effective to use comics as a teaching medium. Teachers can assist students in selecting a good and enjoyable comic book which is appropriate to the student's learning and age. Often, an educator will encourage you to learn more about a comic book and get awareness.[29]

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[29] (http://en.wikipedia.org/wiki/Comics_in_education)

c.) The Strengths of Comic in Education

The strengths of comics in education can be defined as follows:[30]

1. Motivating, Comics' potential to inspire students is the most often cited advantage. The instructor uses comics as a means to promote the energetic and stimulating use of English by students. Students, particularly those younger, love reading comic books. They would like to read comics if they had the option between studying or reading comics. As a result, students do not know why they learn English while the comics are used to teach English. You would be inspired further to learn English.

    The pictures in the comic books promote students. The use of colors, species names and the identification of essential parts of the human body can be studied and interpreted easily through animated comics.

2. Visual comic, A graphic media consists of pictorial and other images. The students' enthusiasm for comic books demonstrates the visual media's potential. Sones discovered that the visual quality of comics enhances learning in a review compared comics to text. Sones divided 400 sixths into two grades, which were compared in terms of both school and intelligence. He gave the first group comics and the second group only text. Following that, each group was given a plot consistency evaluation. As a result, the first group scored marginally higher than the second group.

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[30](www.genayang.com/ comicsedu/strengths.html)

3. Intermediary comic can serve as a springboard into more difficult disciplines and concepts. Many language art educators have successfully used comics in this way. Karl Koenke believes that comic books can help students develop study habits. Many teachers found comic strips that were particularly useful in special classes or for slow-learning students in regular classes, according to Hutchinson's experiment.

4. Popular comic is a well-liked children's book When we ask the students if they read comic books, the majority of them will say yes. It's well-known that the comic tells an interesting, colorful tale. That is why the 16 children are grateful. Via comics, students can learn about culture. Teachers will use comic books to introduce popular culture into their classes easily and effectively. By incorporating mainstream culture into the curriculum, teachers can help students close the gap between their school and home lives.

C. Theoretical Framework

Figure 2. 6 variable through comic for vocabulary.

Input	Process	Output
Material (Comic for the Classroom).	Teaching Vocabulary through Comic.	Students' vocabulary achievement through Comic.
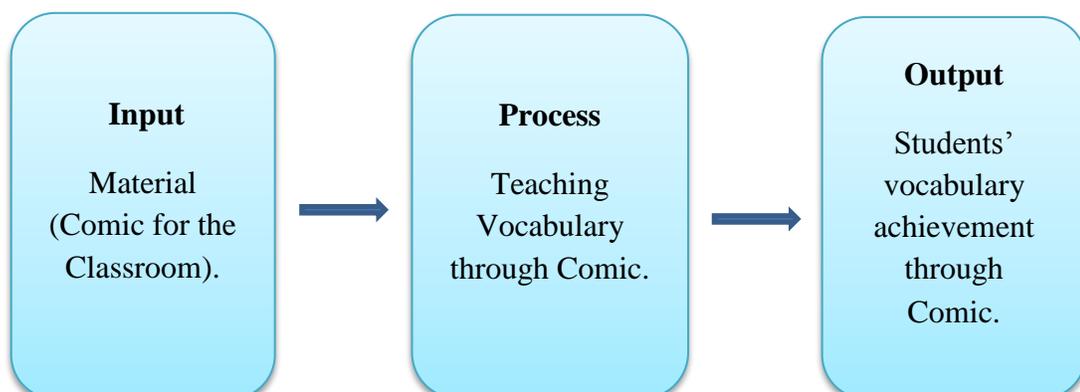
1. Input refers to the vocabulary instruction content of the Comic for Classroom

2. The term "process" refers to Comic's method of teaching vocabulary. The advantage of comic media used by researchers is that their learning results increase, making it easier to capture the material depicted in comics, able to increase students' reading interest in history subjects. And the benefit of the comic media that researchers use is that the learning process becomes more enjoyable. Students become more interested and motivated to read lesson materials. In addition, teachers are also easier in delivering lesson materials using the help of comic media.

3. Output the student's comparisons to Comic here have three alternatives to express.

D. Hypothesis

The following is the study's hypothesis, which is based on the researcher's problem statement:

H1: The use comic is effective in improving students' vocabulary at the eught grade of SMPN 1 Palopo.

H0: The use comic is not effective in improving studetns' vocabulary at the eight grade of SMPN 1 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses quantitative data for the quasi-experimental design and interpretation of observations, using the methodology of observational learning as a mechanism, which begins with calculations based on numerical or statistical data. The goal of this study is to identify causal associations by involving control groups other than the experimental group, but the sorting of the two groups does not include random techniques. The analyzes are developed as follows:[31]

E	O1	X	O2
C	O3	-	O4

Where:

E: Experimental class

C: Control class

O1: Pre-test in the experimental class

O2: Pre-test in the control class

X: Treatment

O3: Post-test in the experimental class

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[31] Sugiyono, 'Pendekatan Kuantitatif,Kualitatif, Dan R&D', in *Metode Penelitian Pendidikan*, X (Bandung: Alfabeta, 2010).

O4: Post-test in the control class

B. Research Variable

There are two types of variables in this research, namely dependent variables and independent variables as follows:

1. Dependent variable = Improving students' vocabulary

Vocabulary is a list or set of terms or phrases that are typically alphabetically ordered and described of specified.

2. Independent variable = comic .

Comic is a story that is told in images that are amusing so that it's the same to be easy to absorb by all ages.

C. Population and Sample

1. Population.

The population of this research is that of all students at the second grade of SMPN 1 Palopo in the academic year 2019/2020. The population consists of nine classes.

VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G	VIII H	VIII I
25	30	29	31	25	31	32	31	32

students the total number of population 266.

2. Sample.

    The researcher used purposive sampling technique. This sample was done by photographing a subject not on the strata, random, or region but is based on the existence of a particular purpose. This technique usually used is for some reasons, such as limiting time, energy and finance. The sampling in this study, researcher took a class VIII E as the experimental class and class VIII D as a control class because both of classes have the same number of students and have scheduled meetings more efficient to use research class. This research was considered to be a sample of this study because of the characteristics of the SMPN 1 Palopo second-year group. Both grades have high, moderate and low performance levels, based on the teacher's recommendation. The class has such features where they do not have a noticeable variation in their mark. The samples taken had all the characteristics of the population of second-year students of SMPN 1 Palopo.

D. Research Instrument

The instrument used in this research is a comic-based vocabulary test. The test is based on the noun's and verb's vocabulary. The students used picture-based vocabulary assessments to answer 35 questions about nouns and verbs. The exam consists of two parts: a post-test and a pre-test. Until giving care, the pre-test was used to determine the students' prior comprehension of vocabulary as a noun and a verb, and the post-test was used to determine the students' accomplishment during treatment.

E. The Procedure for Collecting Data

Before implementing a research, the researcher must first create a Research design that contains the following elements:

3. Pre-test

The researcher developed the testing instruments, which included a 35-question vocabulary test. It is divided into two sections: the first is a multiple-choice section, and the second is a formal essay section. There are two types of questions: multiple choice and essays. Students can get a score of 100 if they correctly answer any of the questions.

4. Treatment

Treatments were be offered to students after the pre-test has been given. The experimental class is taught vocabulary nouns and verbs by comic books. For the seventh meeting, the treatment will be given.

a) At the first meeting, the researcher used Google Meet to teach the students about words, word classes, and presentation comics.

b) At the second meeting, the researcher used Google meet to explain the nouns, and then instructed the students to look for the noun in the comic book "Sayuri's Story."

c) At the third meeting, the researcher clarified the nouns using zoom, and then instructed the students to look for the noun in the comic book "love, music, and language."

d) At the fourth meeting, the researcher clarified the nouns using zoom, and then instructed the students to find the nouns in a comic called "Julia."

e) The researcher used zoom to illustrate the verbs at the fifth meeting, and then instructed the students to find the verbs in the comic book "I Need a Bear."

f) The researcher used Google Meet to illustrate the verbs at the sixth meeting, and then instructed the students to look for the verbs in the comic book "Opportunities."

g) Exercise and assessment shall be carried out by the researcher at the seventh conference with used google meet.

5. Post-test

After giving the treatment, the researcher gave a post-test to know the students' vocabulary. The aim is to determine the student's achievement in noun and verb vocabulary types after the comic has been implemented.

F. The Technique of Data Analysis

The data collection methodology used by the researcher would be evaluated statistically. She used the "t-test" formula to measure the data by contrasting pre-test and post-test pupils. The quantitative analysis shall be as follows:

1. Scoring the students' answers by using the following formula: [32]

Students' correct answer

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[32] arikunto suharsimi, *Prosedur Penelitian Suatu Pendekatanpraktik*, XV (jakarta: rineka cipta, 2013).

$$\text{Score} = \frac{}{\text{Total number of the item}} \times 100$$

2. Classifying the score of the students' formula into the following classification.

NO	Classification	Score
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

3. Calculating the mean score of the students' answer by using the following Formula:[33]

$$X = \frac{\sum x}{N}$$

Where,

X = Mean score

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[33] Gay etc, 'Competencies for Analysis and Application', in *Educational Research*, VIII (New Jersey: Person Education Inc, 2006).

$\sum$X = The sum of all scores

N = The total number of subject

4. Finding out the standard deviation by applying this formula:

Formula : $S = \sqrt{\dfrac{S}{N-1}}$, where SS $= \sum X^2 - \dfrac{(\sum X)^2}{N1}$

(Gay, 1981: 321)

Where:

SD = Standard Deviation

SS = The sum of square

N = Total number of the subjects

$\sum X^2$ = The sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$ = The square of the sum; all the scores are added up and the sum is square, total.

5. The formula used in finding out the difference between students' scores in pretest and post-test.

$$T = \dfrac{\overline{X1} - \overline{X2}}{\sqrt{\left(\dfrac{S1 + S2}{n1 + n2 - 2}\right)\left(\dfrac{1}{n1} + \dfrac{1}{n2}\right)}}$$

Where:

t = Test of significance

x1 = Mean score of experimental group

x2 = Mean score of controlled group

SS1= Sum square of experimental group

 SS2= Sum square of controlled group

n1 = Number of students of experimental group

n2 = Number of students of controlled group.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researchers' findings reveal the outcome of statistically interpreted evidence. It compares the students' pre-test and post-test results, as well as the classification percentage of their scores, the mean average, and the standard deviation of their pre-test and post-test.

1. The Analysis of Students' Score Pre-test in the Experimental and Control Class

The results of the before treatment pre-test were presented by the researcher. Using the program SPSS 26, the researcher presents the data and measures the score. Table 4.1 shows how the student's score was classified prior to the test:

Table 4. 1 The Classification of Students' Score Pre-Test in the Experimental Class

Classification		Score	Frequency	Percent	Valid Percent
Valid	Excellent	96 – 100	0	0 %	0 %
	Very good	86 – 95	0	0 %	0 %
	Good	76 - 85	2	8 %	8 %
	Fairly good	66 – 75	8	32 %	32 %
	Fair	56 – 65	3	12 %	12 %
	Poor	46 – 55	7	28 %	28 %

Very poor	0 – 45	5	20 %	20 %
Total		25	100 %	100 %

Based on table 4.1, there were no students (0%) who performed excellently, and no students (0%) who performed very good, who good there were two students (8%) who fairly good there were eight students (32%) who fairly good there were three students (12%) who poor there were seven students (28%) who very poor there were five students (20%)

Table 4. 2 The Classification of Students' Score Pre-Test in the Control Class

Classification		Score	Frequency	Percent	Valid Percent
Valid	Excellent	96 – 100	0	0 %	0 %
	Very good	86 – 95	3	12 %	12 %
	Good	76 - 85	2	8 %	8 %
	Fairly good	66 – 75	4	16 %	16 %
	Fair	56 – 65	5	20 %	20 %
	Poor	46 – 55	6	24 %	24 %
	Very poor	0 – 45	5	20 %	20 %
Total			25	100 %	100 %

Based on table 4.2, it shows that there were none of the students' (0%) who obtained excellently, who very good there were three students (12%) who good there were two students (8%) who fairly good there were four students (16%) who fair

there were five students (20%) who poor there were six students (24%) who very poor there were five students (20%).

After classifying the students' score, the mean score of the students' correct answer can be seen in the following table:

Table 4. 3 The Mean Score of students' Pre-test Correct Answer in

Experimental and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental class	25	36	76	57.56	13.435
Pre-test Control Class	25	32	80	59.04	15.200
Valid N (listwise)	25				

Table 4.3 showed that the minimum score of the students in the experimental class is 36, and the minimum score of the students in the control class is 32, and the maximum score of the students in the experimental class is 76, and the maximum score for students in control class is 80. Besides, it also indicates that the mean score of students' vocabulary Pre-Test in experimental class is 57.56, and the mean score of students' vocabulary pre-test in control class is 59.04, the standard deviation in experimental class is 13.435, and the standard deviation in control class is 15.200.

2. The Analysis of Students' Score Post-test in the Experimental and Control Class

The researcher presented the result of the post-test that had been done after treatment. In the tables, the researcher presents the data and measures the score using the SPSS 26 program. The post-test rating of the student's score can be seen in Table 4.4 below:

Table 4. 4 The Classification of Students' Score Post-Test in the

Experimental Clas

Classification		Score	Frequency	Percent	Valid Percent
Valid	Excellent	96 – 100	3	12 %	12 %
	Very good	86 – 95	5	20 %	20 %
	Good	76 - 85	5	20 %	20 %
	Fairly good	66 – 75	8	32 %	32 %
	Fair	56 – 65	0	0 %	0 %
	Poor	46 – 55	2	8 %	8 %
	Very poor	0 – 45	2	8 %	8 %
Total			25	100 %	100 %

Based on table 4.4, it shows that there were three of the students' (12%) who obtained excellently, who very good there were five students (20%) who good there were five students (20%) who fairly good there were eight students (32%) who fair there were none students (0%) who poor there were two students (8%) who very poor

there were two students (8%).

Table 4. 5 The Classification of Students' Score Post-Test in the Control

Class

Classification		Score	Frequency	Percent	Valid Percent
Valid	Excellent	96 – 100	0	0 %	0 %
	Very good	86 – 95	0	0 %	0 %
	Good	76 - 85	4	16 %	16 %
	Fairly good	66 – 75	5	20 %	20 %
	Fair	56 – 65	5	20 %	20 %
	Poor	46 – 55	6	24 %	24 %
	Very poor	0 – 45	5	20 %	20 %
	Total		25	100 %	100 %

Based on table 4.5, it shows that there were none of the students' (0%) who obtained excellently, who very good there were none students (0%) who good there were four students (16%) who fairly good there were five students (20%) who fair there were five students (20%) who poor there were six students (24%) who very poor there were five students (20%).

After classifying the students' score, the mean score of the correct answer given by the students can be seen in the following table:

Table 4. 6 The Mean Score of students' Post-test Correct Answer in Experimental and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experimental class	25	36	96	70.24	21.481
Post-test Control Class	25	36	80	61.76	13.371
Valid N (listwise)	25				

Table 4.6 showed that the minimum score of the students in the experimental class is 36, and the minimum score of the students in the control class is 36, and the maximum score of the students in the experimental class is 96, and the maximum score students in control class are 80. Besides, it also indicates that the mean score of students' vocabulary Pre-Test in experimental class is 70.24 and the mean score of students' vocabulary pre-test in control class is 61.76, the standard deviation in experimental class is 21.481, and the standard deviation in control class is 13.371.

3. The Comparison between Pre-test and Post-test

This segment revealed the overall mean score and standard deviation of the pre-test and post-test and then compared all of them. The result presents statistics for paired samples in the table. This can be seen in the table below:

Table 4. 7 The Paired Sample Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Means
Pair 1	Pre-test experimental class	57.56	25	13.435	2.687
	Post-test experimental class	70.24	25	21.481	4.296
Pair 2	Pre-test control class	59.04	25	15.200	3.040
	Post-test control class	61.76	25	13.371	2.674

Table 4.7 shows the average pre-test score of the students in the experimental class was 57.56, the average pre-test score of the students in the control class was 59.04 and the average post-test score of the students in the experimental class was 70.24, the average post-test score of the students in control class was 61.76. The pre-test standard deviation in the experimental class was 13.435, the pre-test standard deviation in the control class was 15.200 and the post-test standard deviation in experimental class was 21.481, the post-test standard deviation in control class was13.371. From the comparison of students' pre-test and post-test, the researcher concludes that there is an improvement of students' scores after teaching by using comic stories.

Table 4. 8 The Paired Sample Test of Pre-test and Post-test

	Paired Differences					t	df	Sig. 2
	Mean	Std.	Std.	95% Confidence				

			Deviati on	Error Mean	Interval of the Difference				(tailed)
					Lower	Upper			
Pair 1	Pre-testExperimental – Post-testExperimental	-12.680	23.381	4.476	-21.918	-3.442	-2.833	24	.009
Pair 2	Pre-testControl – Pos-ttestControl	-2.720	21.525	4.250	-11.492	-6.052	-640	24	.528

By using SPSS 26, the hypothesis was tested. In this case, for a paired sample t-test, the researcher used a t-test (significance test), specifically a test to explain the statistical difference between the outcomes of the mean performance of students in the pre-test and post-test.

The result of the statistical study was 0.05 and the degree of freedom (df) (N1 + N2)-2 = (25 + 25) – 2 = 48 showed that the value of the t-test was greater than the t-test. The outcome of the test specifically demonstrated that there was a substantial difference between the student score in the experimental and control groups following treatment using comic stories. It showed that the use of comic stories was successful in enhancing student vocabulary mastery. It meant that H0 was refused and H1 was

approved because the t-test was higher than the t-test (1.67>-0.36). The theory of the study was thus accepted.

B. Discussion

Based on the research that has been done, the researcher found that use comic is effective to improving students' vocabulary. The experimental class (students who are taught using comics) has a mean value of 70.24, according to the result of this research. Meanwhile, the control class (students who were not taught with a comic) has a mean score of 61.76. It can be shown that the experimental class's vocabulary score is higher than the control class's.

The gap in mean scores between the experimental and control classes in the post-test ensures that the procedure was accurate. The average experimental class score was 1.67, while the control class score was -0.36. When the tracked class scores were reduced, the experimental class showed a larger increase in the control class, according to the explanation of the discrepancy between the two classes.

Important improvements in students' understanding of language forms of noun and verb have occurred since the researcher created a comic story. By incorporating comics, students became more engaged in the teaching and learning process. The majority of students have been active in responding to student or teacher questions. As a result, comics are not only a fun way to learn language, but they can also be used to teach and learn listening, writing, communicating, and reading skills to both teachers and students. In addition, morals, physics, and other facts can be contained in comics to gain more insight.

The research result was influenced by a number of factors. Most of the explanations was a teaching aid or technique. The students enjoyed the lesson when the teacher used the necessary teaching aid or technique that was suitable for the process. Based on the test results, it can be concluded that using comics as a teaching technique in the second grade of SMPN 1 Palopo can improve students' comprehension of noun and verb vocabulary forms. The use of effective instructional techniques has made it easier for students to understand the instructor's content. Learning the comic that was used will help students improve their skills. It will encourage students to participate as they examine the picture. Aziza Tri Harviati (2012) The Effectiveness of using comic to increase student Vocabulary Mastery of Content Words for SMPN 33 Purworejo Seventh Grade Students. Since the t-value was found to be 5.11, the inference can be drawn that there is a significant impact of teaching vocabulary using comics, improving student mastery of vocabulary. Students seem to be involved in learning English vocabulary through comics, based on the findings of the tests. To improve student success, teachers use a variety of instructional methods throughout the learning process.

The above findings suggest that using comics to teach vocabulary is effective because it motivates students to learn English, and the students were very enthusiastic about starting the learning process.

To summarize, the results of this analysis revealed that after treatment in the Experimental class using the comic effect of learning vocabulary, student grades were

higher. As a result, this approach may be applied to the teaching of English,

specifically vocabulary forms for nouns and verbs.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter addressed the chapter's conclusions and suggestions. Based on the data interpretation and conclusions from the previous chapter.

A. Conclusion

Based on the result of the research, the researcher found that the use comic is effective to improve students' vocabulary at the eight grade of SMPN 1 Palopo. There is a difference in vocabulary scores between students who are trained with comics and others who are taught with non-comic books. The experimental class's mean seems to be higher than the control class's (1.67>0.36). The value of the t-test, on the other hand, is higher than the value of the t-test when the experiment is evaluated using the t-test formula. The idea has gained traction. The pre-test and post-test mean scores of the students vary significantly. The experimental class (students who are using comic) had a mean vocabulary pre-test score of 70.24, while the control class (students who are not using comic) had a mean vocabulary pre-test score of 61.76.

B. Suggestion

Based on the results of the analysis this research proposed writing is no more perfect and has numerous flaws. For this purpose, the researcher anticipates receiving additional advice or suggestions in order to further the analysis.

In addition, the researcher would like to have the following information:

1. To the next researcher, I'd like to make the following suggestion:

   a) This study's methodology could not be included in the analysis.

   b) To pique students' interest in English, the researcher should build a fresh and fun teaching and learning environment so that they do not get bored. Allow students to express themselves without fear of being judged. Encourage students to use both forms of media.

   c) In addition, the researcher wishes to give a suggestion to the English teacher and students.

2. For the teacher:

   a) The teacher should give the students a little more exercise and emphasize daily practice.

   b) Teachers must be able to teach English in a variety of ways so that students are not bored when studying the language. They can use less techniques and approaches to teach English.

3. For students:

   a) To improve their ability to learn English, students can maintain or acquire language skills.

   b) Students should devote their time to learning English vocabulary because they would not be able to improve their English without self-study and practice.

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APPENDICES

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

1 2 0 2 1 1 9 0 0 9 0 0 5 1

ASLI

IZIN PENELITIAN
NOMOR : 51/IP/DPMPTSP/II/2021

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	NUR AZIZAH AHMAD
Jenis Kelamin	:	Perempuan
Alamat	:	BTN. Rindu Alam Blok B No. 13 Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	16 0202 0122

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING COMIC IN IMPROVING STUDENTS' VOCABULARY AT THE 2nd GRADE OF SMPN 1 PALOPO

Lokasi Penelitian   : SMP NEGERI 1 PALOPO

Lamanya Penelitian   : 04 Februari 2021 s.d. 04 Maret 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 05 Februari 2021
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 1 PALOPO
Alamat . Jl, Andi Pangerang No.2 Palopo Sulawesi Selatan Telp.0471-21058 Fax.0471-21058
Website : http://www.smpn1-palopo.com email: http://mail.smpn1_plp@yahoo.co.id

SURAT KETERANGAN
Nomor : 421.3/021/SMP.01/II/2021

1. Yang bertanda tangan di bawah ini :

   Nama   : SURIADI RAHMAT, S.Ag.,M.Pd.I
   NIP   : 19730516 200902 1 001
   Pangkat/Gol.   : Pembina, IV/a
   Jabatan   : Kepala Sekolah

6. Dengan ini menerangkan bahwa :

   Nama   : NUR AZIZAH AHMAD
   NIM   : 16.0202 0122
   Jenis Kelamin   : Perempuan

7. Bahwa yang bersangkutan telah melaksanakan penelitian pada SMP Negeri 1 Palopo pada Tanggal 4 Februari s.d 4 Maret 2021, dengan judul THE EFFECTIVENESS OF USING COMIC IN IMPROMING STUDENTS"VOCABULARY AT THE 2nd GRADE OF SMP NEG 1 PALOPO

   Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 9 FEBRUARI 2021
Kepala Sekolah,
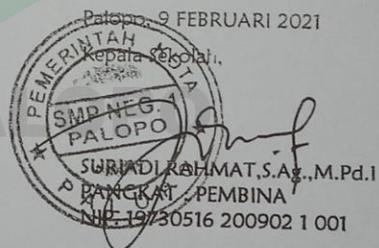
SURIADI RAHMAT,S.Ag.,M.Pd.I
PANGKAT : PEMBINA
NIP. 19730516 200902 1 001

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN
No.   239/In.19/FTIK/PBI/PP.00.9/04/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama   : Nur Aziza Ahmad
NIM   : 16 0202 0122
Semester   : X (Sepuluh)
Program Studi   : Pendidikan Bahasa Inggris
Keperluan   : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 29 April 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

IAIN PALOPO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi.ftik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama	:	Amalia Yahya, SE., M.Hum
NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Nur Azizah Ahmad
NIM	:	16 0202 0122
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	082188642850

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 15 Maret 2021

Ketua Program Studi

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, SE., M.Hum
NIP 19771013 200501 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web:ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Azizah Ahmad

Nim   : 16 0202 0122

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 22 Maret 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

CURRICULUM VITAE

- **Personal Details**

Nama   : **Nur Azizah Ahmad**

Date of birth   : **Palopo, Mei, 31st , 1999**

Gender   : **Female**

Address   : **BTN. Rindu Alam blok B NO.13**

Nationality   : **Indonesia**

Phone   : **+6282188642850**

Email   : **nurazizahahmad02@gmail.com**

- **Educational Details**

2003-2004 TK AISYIYAH BUSTANUL ATHFAL

2005-2010 SDN 75 SURUTANGA PALOPO

2010-2013 PONDOK PESANTREN UMMUL MUKMININ MAKASSAR

2013-2016 PONDOK PESANTREN UMMUL MUKMININ MAKASSAR

2010-2021 English Education Departmen of Institute Agama Islam Negri Palopo.

- **CERTIFICATES**

  1. **CERTIFICATES I IN SPOKEN AND WRITTEN ENGLISH IN LA PENA INSTITUTE.**
  2. **ENGLISH SPEECH CONTEST.**
  3. **NATIONAL INTEGRATED SCIENCE OLYMPIC.**

Lembar Validasi Soal

Validasi Soal The Effectiveness of Using Comic in Improving Students' Vocabulary at the eight grade of SMPN 1 Palopo

Nama Mahasiswa   : Nur Azizah Ahmad

Program Study   : Bahasa Inggris

NIM   : 16 0202 0122

Nama Validator   : Setnawati Patodo, S.Pd.,M.M

Tanggal Pengisian   :

A. PENGANTAR

Lembar validasi ini digunakan untuk penilaian Bapak/Ibu terhadap soal yang di buat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dalam mengisi lembar validasi ini.

B. PETUNJUK

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda (√) pada kolom dengan skala penilaian sebagai berikut :

   1= Tidak Baik   4= Baik

   2= Kurang Baik   5= Sangat Baik

   3= Cukup Baik

2. Bapak/Ibu di mohon memberikan kritik dan saran perbaikan pada baris yang telah di sediakan.

C. PENILAIAN

Aspek	Indikator	Skala Penilaian				
		1	2	3	4	5
Kejelasan	1. Kejelasan setiap butir soal					√
	2. Kejelasan petunjuk pengisian soal					√
Materi	1. Materi yang ditanyakan sesuai dengan kompetensi yang di ukur					√
	2. Hanya ada satu kunci jawaban					
	3. Pilihan jawaban homogeny dan logis ditinjau dari segi materi				√	
Konstruksi	1. Pokok soal dirumuskan dengan singkat, jelas, dan tegas				√	
	2. Pokok soal bebas dari pernyataan yang bersifat negative ganda				√	

	3. Gambar, grafik, tabel atau sejenisnya jelas dan berfungsi			✓	
Bahasa	1. Bahasa yang digunakan mudah dipahami				✓
	2. Bahasa yang digunakan efektif				✓
	3. Tidak menggunakan Bahasa yang berlaku setempat/tabu				✓

D. KOMENTAR DAN SARAN

Soal-soal yg disusun oleh penulis sudah jelas dan mengarah ke judul yang dipilih.

Saran :
Disarankan ӊ memilih bentuk soal yg lebih variatif.

E. KESIMPULAN VALIDATOR

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan sebagai berikut:

1. Layak digunakan untuk uji coba tanpa revisi.
2. Layak digunakan dengan sedikit revisi.
3. Tidak layak digunakan untuk uji coba.

Palopo, 5 April 2021

Validator

Setnawati Patodo, S.Pd.,M.M

APPENDIX 1

Result of students' pre-test in Experimental class and Control class

Number of Respondents	Pre-test Experimental Class		Pre-test Control Class	
	X	X²	X	X²
1	48	2304	80	6400
2	72	5184	52	2704
3	76	5776	72	5184
4	48	2304	56	3136
5	76	5776	64	4096
6	68	4624	32	1024
7	40	1600	48	2304
8	36	1296	80	6400
9	51	2601	72	5184
10	72	5184	40	1600
11	48	2304	32	1024

12	72	5184	76	5776
13	68	4624	76	5776
14	36	1296	64	4096
15	40	1600	60	3600
16	52	2704	60	3600
17	60	3600	80	6400
18	68	4624	52	2704
19	60	3600	52	2704
20	60	3600	52	2704
21	52	2704	72	5184
22	52	2704	52	2704
23	40	1600	40	1600
24	72	5184	40	1600
25	72	5184	72	5184
Σ	1439	87161	1476	92688

Average	57.56	3486.44	59.04	3707.52

Where

Σ: Sum of Each Data

Average: Mean Score

APPENDIXES II

Result of Students' Post-test Experimental Class and Control Class

Number of respondents	post-test Experimental Class		post-test Control Class	
	X	X²	X	X²
1	80	6400	68	4624
2	72	5184	80	6400
3	92	8464	76	5776
4	72	5184	76	5776
5	76	5776	68	4624
6	96	9216	56	3136
7	76	5776	76	5776
8	72	5184	56	3136
9	96	9216	48	2304
10	68	4624	56	3136

11	52	2704	68	4624
12	96	9216	60	3600
13	80	6400	40	1600
14	36	1296	72	5184
15	68	4624	60	3600
16	72	5184	36	1296
17	92	8464	80	6400
18	92	8464	80	6400
19	52	2704	40	1600
20	68	4624	48	2304
21	76	5776	52	2704
22	92	8464	52	2704
23	68	4624	72	5184
24	92	8464	68	4624
25	40	1600	56	3136

Σ	1756	134416	1544	99648
Average	70.24	5376.64	61.76	3985.92

Where

Σ: Sum of Each Data

Average: Mean Score
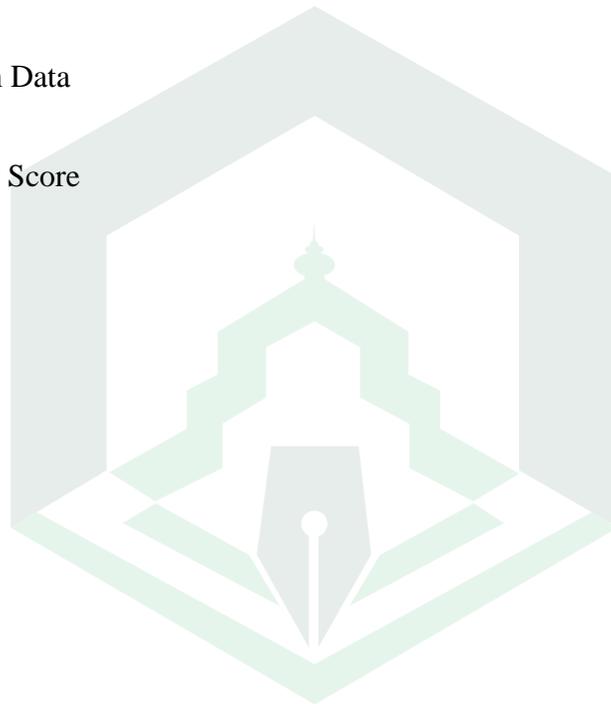
APPENDIXES III

Research Instrument

Pre-Test

The Effectiveness of Using Comic in Improving students' Vocabulary at the eight grade of SMPN 1 Palopo.

Name:

Class:

Score

A. Look at the picture and find the names of the things. Use the words provided in the box.

Bag	Chair	Black board
Cupboard	Tree	Erasers
Rulers	Books	Table
Flower	Socks	Pencils
Flag	Pens	Door

1…………   2………..   3………….   4………   5…...........
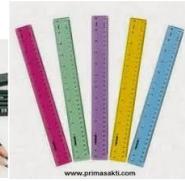
6………..　　7………...　　8…………　9…………..　10…………

11………...　　12………　13………...　　14…………　　15……….

B. Draw a line to match each part of the word. Number 16 – 25.

Membaca		Writing
Menulis		Reading
Memasak		Swimming
Menonton		Singing
Menari		Cooking
Belajar		Watching
Bernyanyi		Asking
Berenang		Dancing
Bertanya		Learning
Pergi		Going

C. Complete the sentences by choosing the words below!

Glass

Bottle

Piece

Bar

Cup

Plate

Bowl

Slice

Package

Bucket

1. I only ate a _____ of pizza last night and I got a stomachache.

2. I will buy a _____ of chocolate for my little sister.

3. The little girl cannot bring a full _____ of water to the garden.

4. Bimo always drinks a _____ of milk in the morning every day.

5. My mother made a _____ of fried rice for my dinner.

6. It is very nice to have a _____ of tea in the evening with your favorite person.

7. He brings me a _____ of spicy chips and a lollipop for my little sister.

8. Amara likes to drink a _____ of freshwater after running or having an exercise.

9. Someone usually loves to eat a _____ of chicken soup when he is sick.

10. My sister is having a birthday party and she gives a _____ of her birthday cake to everyone.

APPENDIXES IV

Research Instrument

Post-Test

The Effectiveness of Using Comic in Improving students' Vocabulary at the eight grade of SMPN 1 Palopo.

Name: Class:	Score

A. Choose the best answer from the option a, b, c, or d!

1. We must call the _____ to catch the robber.

a. Hospital

b. Post office

c. Police

d. Ambulance

2. My father is reading _____ in the office now.

a. a newspaper

b. a television

c. a speaker

d. a radio

3. My grandmother always tells me to wash my _____ before eating something.

a. teeth

b. face

c. feet

d. hands

4. _____ is a spicy food from Indonesia.

a. Cake

b. Rendang

c. Pudding

d. Chocolate

5. We cancel having dinner at the restaurant because all _____ are booked.

a. tables

b. rooms

c. chairs

d. foods

6. We need _____ to bring our school books.

a. uniform

b. school bag

c. pencil case

d. wallet

7. Before entering someone's house, we must _____ on the door.

a. cry

b. scream

c. hit

d. knock

8. Will you go with me to the _____ to watch a movie?

a. Stadium

b. Cinema
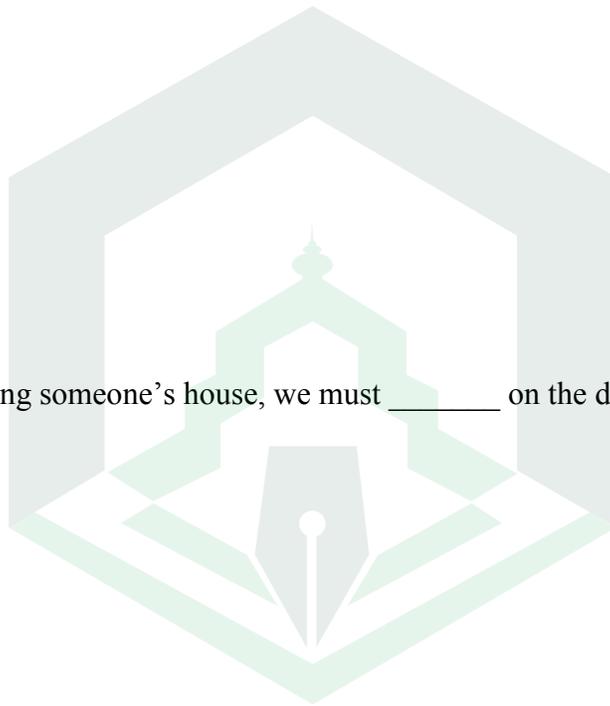
c. Hospital

d. Theater

9. We buy a book in a _____.

a. Florist

b. Fruit stall

c. Bookstore

d. Music studio

10. _____ is the place for students to study.

a. Osis room

b. Classroom

c. Teacher's office

d. School canteen

11. I…….the floor every morning

a. sweep

b. wash
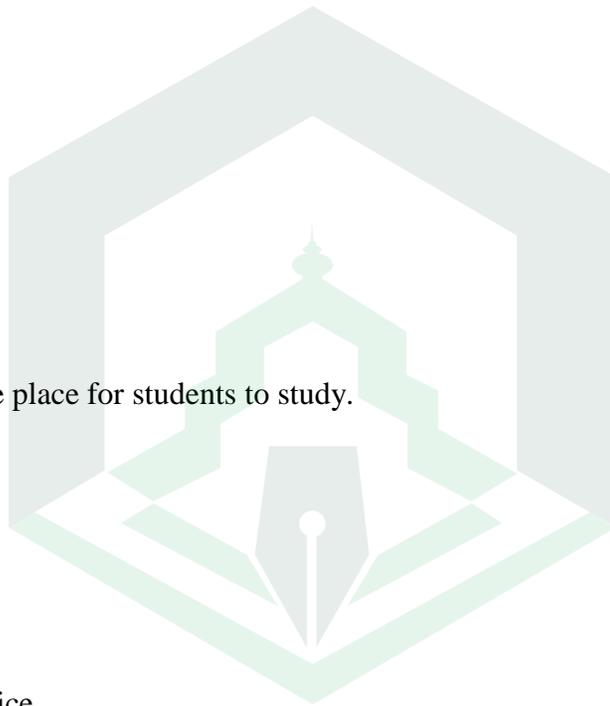
c. sweeping

d. swept

12. You are…….some foods here now

a. cook

b. cooking

c. cooks

d. cooked

13. I ……..every morning

a. take a bath

b. taking a bath

c. took a bath

d. takes a bath

14. We…..in Bumi manti 3 no 80 Kampung Baru Bandar Lampung

a. live

b. sleeping

c. write

d. win

15. They…..about the material

a. talking

b. talk

c. sleep

d. wash

16. Diana…..in this street

a. walks

b. say

c. talk

d. read

17. We…. him every weekend

a. call

b. write
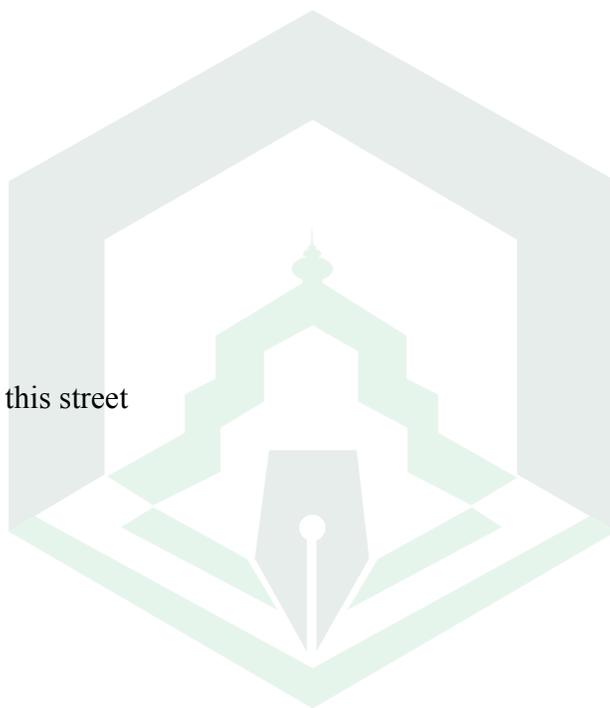
c. say

d. happy

18. I …… some foods for you today

a. cooking

b. cooked

c. cook

d.take a bath

19. Diana…..a letter for you

a. cook

b. write

c. reading

d. writes

20. My father…….a newspaper every weekend

a. reading

b. reads

c. write

d. writing

21. Karin……alone here

a. walks

b. walking

c. read

d. write

22. Sinta…….her family so much

a. loves

b. love

c. loved

d. loving

23. Aninda is ……..a loud now

a. cry

b. cried

c. crying

d. cries

24. I am ……..the floor now

a. sweep

b. swept

c. sweeping

d. sweeps

25.They……. me so much

a. love

b. care

c. sweep

d. try

B. Complete the verb/to be according to the situation in the sentence.

Hello! My name (1. To be) _____ Namaz Eral. I am 22 years old and I just (2. Graduated) _____ from my bachelor degree program. Yesterday, I (3. To be) _____ so upset because I (4. make) _____ a mistake during my job interview. I (5. To be) _____ too nervous in that moment so I could not (6. speak) _____ up (7. Clear) _____. The interviewer (8. Ask) _____ me about my final project, but I could not (9. Explain) _____ it.

From that experience, now I (10. Realized) _____ to (11. get) _____ calm and focus in front of the interviewer. In the future, I want to (12. become) _____ a geologist. My dream is to (13.Find) _____ a huge discovery of oil reserved in Indonesia. My hobby (14. To be) _____ reading, watching movie and (15. Play) _____ soccer. I always (16. Play) _____ soccer with my friends in "Gelora Bung Karno" stadium every Sunday morning. But, I cannot (17. accompany) _____ for (18. Play) _____ soccer the next Sunday because I must to (19. Attend) _____ the interview session with Schlumberger. I hope this interview can (20. Bring) _____ me closer to my dream.

APPENDIX V

Key Answer pre-test and post-test

Pre-test A-B				
1. Chair	6.Bag	11.Flag	16.Reading	21.Learning
2.Books	7.Pens	12.Tree	17.Writing	22.Singing
3.Cupboard	8.PencilS	13.Table	18.Cooking	23.Swimming
4.Black board	9.Rulers	14.Door	19.Watching	24.Asking
5.Socks	10.Erasers	15.Flower	20.Dancing	25.Going
Pre-test C				

1. Slice	6.Cup
2.Bar	7.Package
3.Bucket	8.Bottle
4.Glass	9.Bowl
5.Plate	10.Piece

Post-test I				
1. C.police	6.B.school bag	11.A.sweep	16.A.walks	21.A.walks
2.A.a newspaper	7.D.knock	12.B.cooking	17.A.call	22.A.loves
3.D.hands	8.B.cinema	13.A.take a bath	18.C.cook	23.C.crying
4.B.rendang	9.C.bookstore	14.A.live	19.D.writes	24.C.sweeping
5.A.tables	10.B.classroom	15.B.talk	20.B.reads	25.A.love
Post-test II				

1. Is	6.Speak	11.Get	16.Play
2.Graduate	7.Clearly	12.Become	17.Accompany
3.Was	8.Asked	13.Find	18.Play
4.Made	9.Explain	14.Are	19.Attend
5.Was	10.Realize	15.Playing	20.Bring

APPENDIX VI

The Standard Deviation and T-test Experimental Class and Control Class in

Pre-test

1. Standard Deviation of Pre-test in Experimental Class

$$S = \sqrt{\frac{S}{N-1}} \quad , \text{where SS} = \sum X^2 - \frac{(\sum X)^2}{N1}$$

SS $= \sum X^2 - \frac{(\sum X)^2}{N1}$

SS $= 87161 - \frac{(1439)^2}{25}$

SS $= 87161 - \frac{2070721}{25}$

SS $= 87161 - 82828.84$

SS 1 $= 4332.16$

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S $= \sqrt{\frac{S}{N-1}}$

S $= \sqrt{\frac{4332.16}{25-1}}$

S $= \sqrt{\frac{4332.16}{24}}$

$S \quad = \sqrt{180.50}$

$S \quad = 13.43$

2. Standard Deviation of Pre-test in Control Class

$$s = \sqrt{\frac{S}{N-1}} \ , \text{ where SS} = \sum X^2 - \frac{(\sum X)^2}{N1}$$

$SS \quad = \sum - \frac{(\sum X)^2}{N1}$

$SS \quad = 92688 - \frac{(1476)^2}{25}$

$SS \quad = 92688 - \frac{2178576}{25}$

$SS \quad = 92688 - 87143.04$

$SS\,2 \ = 5544.96$

$S \quad = \sqrt{\frac{S}{N-1}}$

$S \quad = \sqrt{\frac{5544.96}{25-1}}$

$S \quad = \sqrt{\frac{5544.96}{24}}$

$S \quad = \sqrt{231.04}$

$S \quad = 15.2$

3. T-test in Pre-test

$$T = \frac{\overline{X1} - \overline{X2}}{\sqrt{(\frac{SS\ 1\ +\ SS\ 2}{n1 + n2 - 2})\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

T $= \dfrac{\overline{X1} - \overline{X2}}{\sqrt{(\frac{SS\ 1\ + SS\ 2}{n1 + n2 - 2})\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$

T $= \dfrac{57.56 - 59.04}{\sqrt{(\frac{4332.16\ + 5544.96}{25 + 25 - 2})\left(\frac{1}{25} + \frac{1}{25}\right)}}$

T $= \dfrac{-1.48}{\sqrt{(\frac{9877.12}{48})\left(\frac{2}{25}\right)}}$

T $= \dfrac{-1.48}{\sqrt{(205.77)(0.08)}}$

T $= \dfrac{-1.48}{4.05}$

T $= -0.36$

The Standard Deviation and T-test Experimental Class and Control Class in

Post-test

1. Standard Deviation of Post-test in Experimental Class

$$S = \sqrt{\frac{S}{N-1}} \quad , \text{ where SS} = \sum X^2 - \frac{(\sum X)^2}{N1}$$

$$SS \quad = \sum X^2 - \frac{(\sum X)^2}{N1}$$

$$SS \quad = 134416 - \frac{(1756)^2}{25}$$

$$SS \quad = 134416 - \frac{3083536}{25}$$

$$SS \quad = 134416 - 123342.44$$

$$SS\ 1 \quad = 11074.56$$

$$S \quad = \sqrt{\frac{S}{N-1}}$$

$$S \quad = \sqrt{\frac{11074.56}{25-1}}$$

$$S \quad = \sqrt{\frac{11074.56}{24}}$$

$$S \quad = \sqrt{461.44}$$

S   = 21.48

2. Standard Deviation of Post-test in Control Class

$$S = \sqrt{\frac{S}{N-1}} \ , \ \text{where SS} = \sum X^2 \ - \ \frac{(\sum X)^2}{N1}$$

SS $= \sum - \frac{(\sum X)^2}{N1}$

SS $= 99648 - \frac{(1544)^2}{25}$

SS $= 99648 - \frac{2383936}{25}$

SS $= 99648 - 95357.44$

SS 2 $= 4290.56$

S $= \sqrt{\frac{S}{N-1}}$

S $= \sqrt{\frac{4290.56}{25-1}}$

S $= \sqrt{\frac{4290.56}{24}}$

S $= \sqrt{178.77}$

S $= 133.70$

3. T-test in Post-test

$$T = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{SS\ 1\ +\ SS\ 2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$T = \frac{\overline{X1} - \overline{X2}}{\sqrt{\left(\frac{SS\ 1\ + SS\ 2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$T = \frac{70.24 - 61.76}{\sqrt{\left(\frac{11074.56 + 4290.56}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$T = \frac{8.48}{\sqrt{\left(\frac{15365.12}{48}\right)\left(\frac{2}{25}\right)}}$$

$$T = \frac{8.48}{\sqrt{(320.10)(0.08)}}$$

$$T = \frac{8.48}{5.05}$$

$$T = 1.67$$
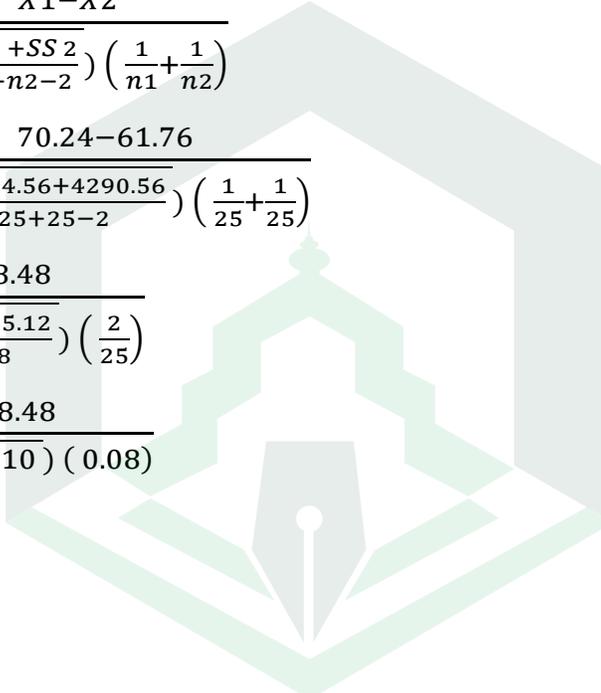
APPENDIXES VII

**LESSON PLAN**

School   : SMPN 1 Palopo

Class   : VIII

Competency Standards   : To communicate with the world, express meaning

in brief usable oral texts in the form of a recount

and narration.

Basic Competence   : In the form of recount and narrative texts, express

the meaning in a simple short monologue by using

spoken language correctly, fluently, and suitable

to communicate with the external world.

Times   : 80 minutes

Meeting   : 1st (treatment 1)

Learning materials   : Vocabulary, word class, introduction about comic

(Appendices II)

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up Lead in /	➢ Greeting and introduction self ➢ Asking the students' condition	±5-10 min

	Review	➤ Ice breaking ➤ Giving motivation to the students before giving the material	
Presentation	Language focus	➤ Mention the topic of describing that will learned today	
	Concept checking	➤ Give the material about vocabulary, word class, and introduction about comic	
Practice	Controlled Practice/ skill practice	➤ Allow students to understand the materials that have been given	±5-10 min
	Controlled practice/skill practice	➤ Ask the students to re-tell the materials in front of class ➤ The students pay attention to the students who tell the materials ➤ Give some correction about their mistake	±30-50 min

Production	Practice Result	➢ Ask the students what is the vocabulary, word class, and comic ➢ Give some correction about their mistake	± 5 min
Closing	Close the activity	➢ Concluded the material today ➢ Ask about the difficulties of students during teaching learning process ➢ Closing the class and praying	± 5 min
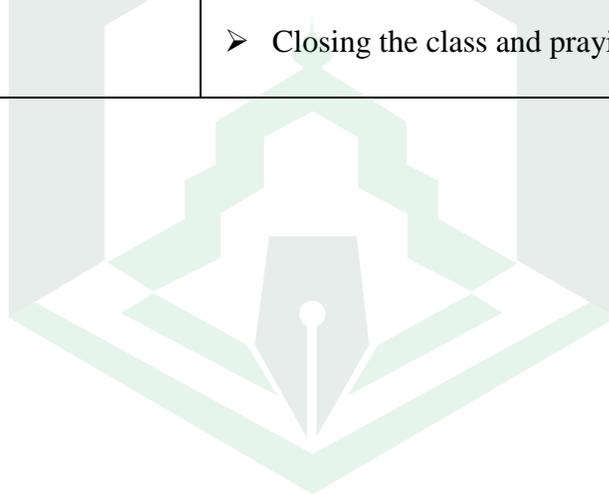
APPENDIXES VIII

LESSON PLAN

School   : SMPN 1 Palopo

Class   : VIII

Competency Standards : To communicate with the world, express meaning

          in brief usable oral texts in the form of a recount

          and narration.

Basic Competence : In the form of recount and narrative texts, express

          the meaning in a simple short monologue by using

          spoken language correctly, fluently, and suitable

          to communicate with the external world.

Times   : 80 minutes

Meeting   : 2nd (treatment 2)

Learning Objectives : a. Retelling stories based on text.

          b. Use text comic when to find noun.

Learning materials : Story Text (Appendices II Story 2)

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up	➢ Greeting and introduction self	±5-10
	Lead in /	➢ Asking the students' condition	min

Presentation	Review	➢ Ice breaking ➢ Giving motivation to the students before giving the material	
	Language focus	➢ Dividing the students into 5 groups. One group consist 5 members and siting according to their group. ➢ Mention the topic of describing that will learned today	
	Concept checking	➢ Give the story text to the students with the title "Sayuri's story"	
Practice	Controlled Practice/ skill practice	➢ Allow students to read, understand the text and find noun in the story . ➢ Give some correction about their mistake	±5-10 min
	Controlled practice/skill practice	➢ Ask the students to re-tell the story and what nouns can be in the story in front of group members by using comic media ➢ Another group members pay attention	±30-50 min

		to the students who tell the story and give feedback after finish the story ➢ Give some correction about their mistake	
Production	Practice Result	➢ Ask the students to determine the moral message in the story "Sayuri's story" ➢ Give some correction about their mistake	± 5 min
Closing	Close the activity	➢ Concluded the material today ➢ Ask about the difficulties of students during teaching learning process ➢ Closing the class and praying	± 5 min

IAIN PALOPO

APPENDIXES IX
LESSON PLAN

School   : SMPN 1Palopo

Class   : VIII

Competency Standards   : To communicate with the world, express meaning

                                  in brief usable oral texts in the form of a recount

                                  and narration.

Basic Competence   : In the form of recount and narrative texts, express

                                  the meaning in a simple short monologue by using

                                  spoken language correctly, fluently, and suitable

                                  to communicate with the external world.

Times   : 80 minutes

Meeting   : 3rd (treatment 3)

Learning Objectives   : a. Retelling stories based on text.

                                  b. Use text comic when to find noun in the story.

Learning materials   : Story Text (Appendices II Story 3)

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up Lead in /	➢ Greeting and introduction self ➢ Asking the students' condition ➢ Ice breaking	±5-10 min

Presentation	Review	➢ Giving motivation to the students before giving the material	
	Language focus	➢ Mention the topic of describing that will learned today	
	Concept checking	➢ Give the story text to the students with the title "Love, music, and language"	
Practice	Controlled Practice/ skill practice	➢ Allow students to read and understand the text and find noun in the story. ➢ Give some correction about their mistake	±5-10 min
	Controlled practice/skill practice	➢ Ask the students to re-tell and what nouns can be the story in front of class by using comic media ➢ Another students pay attention to the students who tell the story and give feedback after finish the story ➢ Give some correction about their	±30-50 min

		mistake	
Production	Practice Result	➢ Ask the students to determine the moral message in the story "Love, music, and language" ➢ Give some correction about their mistake	± 5 min
Closing	Close the activity	➢ Concluded the material today ➢ Ask about the difficulties of students during teaching learning process ➢ Closing the class and praying	± 5 min

IAIN PALOPO

APPENDIXES X

LESSON PLAN

School   : SMPN 1 Palopo

Class   : VIII

Competency Standards   : Expressing meaning in brief practical oral texts

in the context of a recount, and story to

communicate with the world

Basic Competence   : In the form of recount and narrative texts, express

the meaning in a simple short monologue by using

spoken language correctly, fluently, and suitable

to communicate with the external world.

Times   : 80 minutes

Meeting   : 4th (treatment 4)

Learning Objectives   : a. Retelling stories based on text.

                                  b. Use text media when to find noun in the sory.

Learning materials   : Story Text (Appendices II Story 4)

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up Lead in /	➢ Greeting and introduction self ➢ Asking the students' condition	±5-10 min

	Review	➢ Ice breaking ➢ Giving motivation to the students before giving the material	
Presentation	Language focus	➢ Dividing the students into 5 groups. One group consist 5 members. And siting according to their group ➢ Mention the topic of describing that will learned today	
	Concept checking	➢ Give the story text to the students with the title "Julia"	
Practice	Controlled Practice/ skill practice	➢ Allow students to read and understand the text and find noun in the story. ➢ Give some correction about their mistake	±5-10 min
	Controlled practice/skill practice	➢ Ask the students to re-tell and what nouns can be in the story in front of class by using comic media ➢ Another students pay attention to the students who tell the story and give	±30-50 min

		feedback after finish the story	
		➢ Give some correction about their mistake	
Production	Practice Result	➢ Ask the students to determine the moral message in the story "Julia" ➢ Give some correction about their mistake	± 5 min
Closing	Close the activity	➢ Concluded the material today ➢ Ask about the difficulties of students during teaching learning process ➢ Closing the class and praying	± 5 min

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APPENDIXES XI
LESSON PLAN

School : SMPN 1 Palopo

Class : VIII

Competency Standards : To communicate with the world, express meaning in brief usable oral texts in the form of a recount and narration.

Basic Competence : In the form of recount and narrative texts, express the meaning in a simple short monologue by using spoken language correctly, fluently, and suitable to communicate with the external world.

Times : 80 minutes

Meeting : 5th (treatment 5)

Learning Objectives : a. Retelling stories based on text.

b. Use text comic when to find verb in the story.

Learning materials : Story Text (Appendices II Story 5)

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up Lead in /	➢ Greeting and introduction self ➢ Asking the students' condition	±5-10 min

Presentation	Review	➢ Ice breaking ➢ Giving motivation to the students before giving the material	
	Language focus	➢ Mention the topic of describing that will learned today	
	Concept checking	➢ Give the story text to the students with the title "I need a bear"	
Practice	Controlled Practice/ skill practice	➢ Allow students to read and understand the text and find verb in the story. ➢ Give some correction about their mistake	±5-10 min
	Controlled practice/skill practice	➢ Ask the students to re-tell the story and what verbs can be in the story in front of class by using comic media ➢ Another students pay attention to the students who tell the story and give feedback after finish the story	±30-50 min

		➢ Give some correction about their mistake	
Production	Practice Result	➢ Ask the students to determine the moral message in the story "I need a bear" ➢ Give some correction about their mistake	± 5 min
Closing	Close the activity	➢ Concluded the material today ➢ Ask about the difficulties of students during teaching learning process ➢ Closing the class and praying	± 5 min

APPENDIXES XII

LESSON PLAN

School   : SMPN 1 Palopo

Class   : VIII

Competency Standards   : To communicate with the world, express meaning

in brief usable oral texts in the form of a recount

and narration.

Basic Competence   : In the form of recount and narrative texts, express

the meaning in a simple short monologue by using

spoken language correctly, fluently, and suitable

to communicate with the external world.

Times   : 80 minutes

Meeting   : 6th (treatment 6)

Learning Objectives   : a. Retelling stories based on text.

b. Use text comic when to find verb in the story.

Learning materials   : Story Text (Appendices II Story 6)

STEP	ACTIVITIES	PROCEDURES	TIME
	Warm up Lead in /	➢ Greeting and introduction self ➢ Asking the students' condition	±5-10 min

Presentation	Review	➢ Ice breaking ➢ Giving motivation to the students before giving the material	
	Language focus	➢ Mention the topic of describing that will learned today	
	Concept checking	➢ Give the story text to the students with the title "Opportunities"	
Practice	Controlled Practice/ skill practice	➢ Allow students to read and understand the text and find verb in the story. ➢ Give some correction about their mistake	±5-10 min
	Controlled practice/skill practice	➢ Ask the students to re-tell the story and what verbs can be in the story in front of class by using comic media ➢ Another students pay attention to the students who tell the story and give feedback after finish the story ➢ Give some correction about their	±30-50 min

		mistake	
Production	Practice Result	➢ Ask the students to determine the moral message in the story "Opportunities" ➢ Give some correction about their mistake	± 5 min
Closing	Close the activity	➢ Concluded the material today ➢ Ask about the difficulties of students during teaching learning process ➢ Closing the class and praying	± 5 min

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