

**THE EFFECTIVENESS OF READING ENGLISH COMIC TO
IMPROVE STUDENTS' VOCABULARY MASTERY
AT SMPN 01 PALOPO**

A THESIS

*Submitted to the Faculty of Education and Teacher Training State Islamic
University of Palopo to Conduct Thesis Research in the Context of Completion of
Undergraduate Study at English Language Education Study Program*



Compiled by:

PUTRI MAULIDAYANTI
19 0202 0051

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

**THE EFFECTIVENESS OF READING ENGLISH COMIC TO
IMPROVE STUDENTS' VOCABULARY MASTERY
AT SMPN 01 PALOPO**

A THESIS

*Submitted to the Faculty of Education and Teacher Training State Islamic
University of Palopo to Conduct Thesis Research in the Context of Completion of
Undergraduate Study at English Language Education Study Program*



Compiled by:

PUTRI MAULIDAYANTI
19 0202 0051

Supervised by:

- 1. H. Madehang, S. Ag., M. Pd**
- 2. Dewi Furwana, S. Pd.I., M .Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Putri Maulidayanti
Reg. Numb : 1902020051
Faculty : Education and Teacher Training
Study Program : English Language Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as many own work or through.
2. All parts of this thesis are my own works expect the citation whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and is to be used in accordance with its purpose.

Palopo, 04 August 2025

Regards,



Putri Maulidayanti
NIM. 19 0202 0051

THESIS APPROVAL

This thesis entitled "The Effectiveness of Reading English Comic To Improve Students' Vocabulary Mastery At SMPN 01 Palopo", which is written by Putri Maulidayanti, Registration Number 1902020051, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 21st August 2025/Shafar 27th 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 25th August 2025

BOARD OF EXAMINERS

- | | | |
|-------------------------------------|---------------|---|
| 1. Husnaini, S.Pd.I., M.Pd. | Chairwomen | () |
| 2. Wahibah, S.Ag., M.Hum | Examiner I | () |
| 3. Yuyun Ruqiyat Said, S.Pd., M.Pd. | Examiner II | () |
| 4. H. Madehang, S.Ag., M.Pd. | Consultant I | () |
| 5. Dewi Furwana, S.Pd.I., M.Pd | Consultant II | () |

Approved by:

On behalf of Rector of UIN Palopo
Education and Teacher
Training Faculty

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program

Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

EXAMINERS APPROVAL

Thesis Entitled: **The Effectiveness of Reading English Comic to Improve Students' Vocabulary Mastery at SMPN 01 Palopo**

Written By

Name : Putri Maulidayanti

Reg Number : 1902020051

Study Program : English Language Education

Faculty : Tarbiyah and Teachers Training

It has been corrected and approved to be examined.

Palopo, 07 August 2025

Examiner I



Wahibah, S.Ag., M.Hum
NIP. 196905042003122002

Examiner II



Yuyun Kuqiyah Said, S.Pd., M.Pd.
NIP. 198704192023212030

CONSULTANT APPROVAL

Thesis Entitled: **The Effectiveness of Reading English Comic to Improve Students' Vocabulary Mastery at SMPN 01 Palopo**

Written By

Name : Putri Maulidayanti

Reg. Number : 1902020051

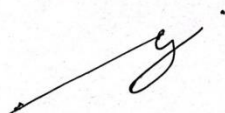
Study Program : English Language Education

Education Faculty : Education and Teacher Training

It has been corrected and approved to be examined.

Palopo, 07 August 2025

Consultant I



H. Madehang S. Ag., M. Pd.
NIP. 19730615 200003 1 004

Consultant II



Dewi Furwana S. Pd., M. Pd.
NIP. 19870831 201503 2 006

H.Madehang, S.Ag., M.Pd
Dewi Furwana, S.Pd.I., M.Pd

NOTA DINAS PEMBIMBING

Lamp :
Hal : Skripsi
Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di-

Tempat

Assalamu'alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

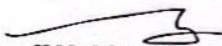
Nama : Putri Maulidayanti
Nim : 19 0202 0051
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : The Effectiveness of Reading English Comic To Improve Students' Vocabulary
At Smpn 01 Palopo

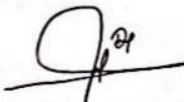
Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.
Wassalamu'alaikum wr.wb.

Pembimbing I

Pembimbing II


H.Madehang, S.Ag., M.Pd
NIP. 19730615 200003 1 004
Tanggal : 30 Juni 2025


Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2 006
Tanggal : 30 Juni 2025

ACKNOWLEDMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ. (امابعد)

Alhamdulillah Rabbil Alamin, praise and thanks to Allah SWT so the research is able to start and finish this thesis entitled “The Effectiveness of Reading English Comic to Improve Students’ Vocabulary Mastery at SMPN 01 Palopo”. Peace be upon our prophet Muhammad SAW. The research realizes that the existence of this thesis receiving much advice, guidance, and encouragements from many people. Therefore, the research would like to express thankful to:

1. Dr. Abbas Langaji, M.Ag., as the Rector of State Islamic University of Palopo; Dr. Munir Yusuf, M.Pd., as Vice Rector for Academic Affairs and Institutional Development; Dr. Masruddin, S.S., M.Hum., as Vice Rector for General Administration, Planning, and Finance; and Dr. Takdir, S.H., M.H., as Vice Rector for Student Affairs and Cooperation.
2. Prof. Dr. H. Sukirman, S.S., M.Pd. as dean of the faculty of Education and Teacher Training at UIN Palopo, Dr. Hj. Fauziah Zainuddin, M.Ag., as Vice Dean I of Education, Hj. Nursaeni, S.Ag., M.Pd., as Vice Dean II of Education, and Dr. Taqwa, S.Ag., M.Pd.I., as Vice Dean III of the Faculty of Education and Teacher Training at UIN Palopo.
3. Husnaini, S.Pd.I., M.Pd. as the Head of the English Language Education Study Program at UIN Palopo, and Devi Ismayanti, S.S., M.Hum., as the Secretary of the English Language Education Study Program, as well as the

English Language Education staff who have assisted and guided in the completion of this thesis.

4. H. Madehang, S.Ag., M.Pd. as the first consultant, who always give encouragement, motivation, explanations, corrections, guidance, suggestions, and kindness during the research.
5. Dewi Furwana, S.Pd.I., M.Pd. as the second consultant, who always give encouragement, motivation, explanations, corrections, guidance, suggestions, and kindness until this thesis finish.
6. Wahibah, S.Ag., M.Hum. as the first examiner, who always give corrections and suggestions.
7. Yuyun Ruqiyyat Said, S.Pd., M.Pd. as the second examiner, who always give corrections and suggestions.
8. Dr. Magfirah Thayyib, S.S., M.Hum as an academic advisor and also as the validator of my instrument research, who always give explanations, corrections, and suggestions.
9. All lecturers in UIN Palopo especially the lecturers of English Education Study Program who has given knowledge, motivation, and attention in learning language to the research, and also for all staffs in UIN Palopo who has given to help to the research.
10. The headmaster and all teachers at SMPN 01 Palopo who have helped the research during her research in the school.
11. My first love and role model, father Mas'Udy, and my gateway to heaven, mother Erni Sultan. Thank you, the research expresses, for all the sacrifices

and sincerity given. Although Dad and Mom did not experience higher education, they always gave their best, tirelessly prayed, made efforts, provided support both morally and financially, and prioritized the education and happiness of their children. I hope that with this thesis, it can make Dad and Mom even prouder because they have succeeded in making their only daughter earn a bachelor's degree as expected. The research hopes that father and mother will always be healthy, live long, and witness other successes that the research will achieve in the future.

12. My brothers, Arief Budiyanto, Refky Maulana, and Muqtada Al-zaidi. Thank you for participating in the educational journey all this time. Thank you for the encouragement, prayers, and love that you have always given to the writer.
13. The research partner Crazy Missqueen, Romusa, Triangels, The Queen Bees, Rahasia Negara and who always help the research during the thesis process, give motivation, encouragement, ideas, knowledge, care and support the research.
14. The research all of Big B 2019 special for giving spirit, motivation, support, and encourage finishing this thesis till time. Finally, the research prays that Allah SWT may bless all of the people who have helped the research and research hopes this thesis can be useful and give positive contribution for the readers and the others.
15. Lastly, the research would like to express gratitude to myself, Putri Maulidayanti, as a token of appreciation for all the struggles, patience, and

perseverance that have accompanied every step in completing this thesis. This journey is not just an academic process but also an inner journey filled with challenges, pressure, disappointment, and even the desire to give up. However, amidst all the limitations, I chose to rise and keep moving forward, holding firmly to the principle: *"Indeed, with difficulty comes ease."* Every tear, prayer, and effort made in silence has testified to how precious this process is. Thank you to myself for being able to persevere, even though not everyone understands the path I've taken. Now, as we reach the point that was once only a hope in prayer, I feel proud, not just because of the results, but because we didn't give up amidst all the obstacles. The journey is not over yet. There will be other challenges ahead. However, as long as you are confident in the truth and keep fighting, success will follow, God willing.

May Allah bless every step that has been and will be taken.

Palopo, 04 august 2025
Regards,

Putri Maulidayanti
NIM. 19 0202 0051

TABLE OF CONTENTS

ACKNOWLEDMENT.....	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xii
LIST OF PICTURE	xiii
LIST OF APPENDICES.....	xiv
ABSTRACT.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Research Questions	4
C. The Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous of Research.....	6
B. Theoretical Review	10
C. Conceptual Framework	29
D. Hypothesis.....	30
CHAPTER III RESEARCH METHOD.....	31
A. Research Design.....	31
B. Time and Place of the Research	32
C. Operational Variable of the Research.....	32
D. Population and Sample.....	33
E. Technique of Data Collection.....	33
F. Instrument of the Research.....	35
G. Validity and Reliability of the Instrument	36
H. Technique of Data Analysis	37
CHAPTER IV FINDINGS AND DISCUSSION.....	38
A. Findings	38
B. Discussion.....	44
CHAPTER V CONCLUSION AND SUGGESTIONS.....	49
A. Conclusion	49

B. Suggestion.....	49
BIBLIOGRAPHY	51
APPENDICES	55

LIST OF TABLE

Table 2.1 Conceptual Framework

Table 3.1 Research Design

Table 3.2 Criteria

Table 4.1 The Score of Students' Correct Answer in Pre-test

Table 4.2 The Percentage Score of Students' Vocabulary in the Pre-test

Table 4.3 The Score of Students' Correct Answer in Post-test

Table 4.4 The Percentage Score of Students' Vocabulary in the Post-test

Table 4.5 Paired Samples Statistics

Table 4.6 Paired Samples Correlations

Table 4.7 Paired Samples Test

LIST OF PICTURE

Picture 2.1 Comic Strip

Picture 2.2 Comic Cartoon

Picture 2.3 Comic Book

Picture 2.4 Graphic Novel

LIST OF APPENDICES

Appendix 1 (Izin Penelitian)

Appendix 2 (Instrument Penelitian)

Appendix 3 (Keterangan Validasi)

Appendix 4 (Lesson Plan)

Appendix 5 (Hasil Pre-Test & Post-Test)

Appendix 6 (Dokumentasi)

ABSTRAK

Putri Maulidayanti, 2025. *“Efektivitas Membaca Komik Bahasa Inggris untuk Meningkatkan Penguasaan Kosakata siswa di SMPN 01 Palopo.”*
Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh H. Madehang dan Dewi Furwana

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan komik berbahasa Inggris dalam meningkatkan penguasaan kosakata siswa kelas delapan di SMPN 01 Palopo. Metode yang digunakan dalam penelitian ini adalah pra-eksperimental dengan desain satu kelompok *pre-test* dan *post-test*. Sampel penelitian terdiri dari 28 siswa yang dipilih melalui purposive sampling. Instrumen yang digunakan adalah tes kosakata (*pre-test* dan *post-test*) yang terdiri dari tiga jenis pertanyaan: menebak gambar, mencocokkan kata, dan melengkapi kalimat. Berdasarkan hasil analisis data yang telah dilakukan, diperoleh nilai signifikansi (*p-value*) sebesar 0,001, yang mana lebih kecil dari taraf signifikansi yang telah ditentukan yaitu 0,05. Dengan demikian, dapat disimpulkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Hal ini menunjukkan bahwa terdapat pengaruh atau perbedaan yang signifikan seperti yang dirumuskan dalam penelitian ini. Dengan kata lain, hasil penelitian ini membuktikan bahwa hipotesis yang diajukan diterima. Penggunaan komik bahasa Inggris efektif untuk meningkatkan perbendaharaan kata siswa.

Kata Kunci: Komik Bahasa Inggris, Pra-eksperimental, Penguasaan Kosakata

Diverifikasi oleh UPB

ABSTRACT

Putri Maulidayanti, 2025. *“The Effectiveness of Reading English Comic to Improve Students’ Vocabulary Mastery at SMPN 01 Palopo.”* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Univesitas Islam Negeri Palopo. Supervised by H. Madehang and Dewi Furwana.

This study aims to determine the effectiveness of using English comic in improving the vocabulary mastery of eighth-grade students at SMPN 01 Palopo. The method employed was pre-experimental with a one-group pre-test and post-test design. The research sample consisted of 28 students selected through purposive sampling. The instrument used was a vocabulary test (pre-test and post-test) comprising three types of questions: picture guessing, word matching, and sentence completion. Based on the results of data analysis, the significance value (p-value) obtained was 0.001, which is smaller than the predetermined significance level of 0.05. Therefore, it can be concluded that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. This indicates that there is a significant effect or difference as formulated in this study. In other words, the findings confirm that the proposed hypothesis is accepted. The use of English comic is effective in enhancing students’ vocabulary mastery.

Keywords: English Comics, Pre-Experimental, Vocabulary Mastery

Verified by UPB

الملخص

بوتري ماوليدايتي، ٢٠٢٥م". فعالية قراءة القصص المصوّرة بالإنجليزية في رفع مستوى إتقان المفردات عند تلاميذ الصف الثامن بالمدرسة المتوسطة الحكومية الأولى بمدينة البوبو". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة البوبو الإسلامية الحكومية. بإشراف: الحاج ماديهانغ ودوي فروانا.

تهدف هذه الدراسة إلى معرفة فعالية استخدام القصص المصوّرة بالإنجليزية في رفع مستوى إتقان المفردات عند تلاميذ الصف الثامن بالمدرسة المتوسطة الحكومية الأولى بمدينة البوبو. وقد استخدم المنهج شبه التجريبي بتصميم مجموعة واحدة ذات اختبار قبلي وبعدي. وشملت عينة البحث ٢٨ تلميذًا اختيروا بأسلوب العينة الهادفة. أما الأداة المستخدمة فهي اختبار المفردات (قبلي وبعدي) ويتألف من ثلاثة أنواع من الأسئلة: تخمين الصور، ومطابقة الكلمات، وإكمال الجمل. وأظهرت نتائج تحليل البيانات أن قيمة الدلالة الإحصائية ($p-value$) بلغت ٠,٠٠١، وهي أقل من مستوى الدلالة المحدد وهو ٠,٠٥. وبناءً على ذلك، رُفِضَت الفرضية الصفرية (H_0) وقُبِلَت الفرضية البديلة (H_1) وهذا يدل على وجود تأثير أو فروق ذات دلالة كما صيغت في هذه الدراسة. وبعبارة أخرى، تؤكد النتائج أن الفرضية المطروحة قد تم قبولها. ويثبت البحث أن استخدام القصص المصوّرة بالإنجليزية فعال في رفع مستوى إتقان التلاميذ للمفردات.

الكلمات المفتاحية: القصص المصوّرة بالإنجليزية، شبه تجريبي، المفردات إتقان المفردات

اللغة تطوير وحدة قبل من التحقق تم

CHAPTER I

INTRODUCTION

A. Background

English is a foreign language nearly universally used in education and as a medium of worldwide communication; as a result, it is referred to as an international language. Language is a tool necessary for communication; without language, communication cannot be fully effective in achieving a purpose or objective. In the context of globalization, English plays a crucial role not only as a medium of communication between countries but also as a key to accessing scientific, technological, and cultural information. Therefore, mastering English becomes an essential skill for students to face global competition and academic challenges. In Indonesia, English is taught as a compulsory subject starting from junior high school level. However, many students still face difficulties in mastering English, especially in the area of vocabulary, which serves as the foundation of all language skills.

As is known listening, speaking, reading and writing are the four skills in English that can affect the outcome of language teaching. A person needs to have a wide vocabulary to understand articles, readings, or conversations in English. And without language communication cannot take place. It is essential to have skills for learning vocabulary. A good vocabulary greatly affects the quality of English. Students with a lot of vocabulary will have an easier time in their research and study processes. Without adequate vocabulary mastery, students will face difficulties in their studies. Due to a lack of understanding about expanding

vocabulary, students often lose interest in learning. The argument is that learning relevant vocabulary requires effective use of the second language. Without a complete vocabulary, we may not be able to apply structures and objectives. Mastering English vocabulary is one way to understand the language better.¹

Vocabulary can be understood as a language element that includes a list of words and their usage rules that are adjusted to their context and function. Vocabulary includes all the words in a language that are known by a speaker or writer and used in a particular field of knowledge. Vocabulary lists are usually organized like dictionaries with short and practical explanations. In addition, vocabulary also refers to the number of words that a person masters through language activities such as reading, writing, speaking, and listening, which helps to expand knowledge and insight. Basic vocabulary consists of the names of common nouns, verbs, or actions that exist in the environment or life of the speaking community.²

To change students' perception that learning English is difficult, teachers need to apply creative approaches to teaching. Teachers must choose the right methods and strategies so that students are more active and do not feel bored with the learning process in the classroom. Many strategies can be used to improve students' mastery of English, one of which is by utilizing comics. Thus, vocabulary is a key factor in learning English, although several other factors also

¹ Nunan David, "Language Teaching Methodology: A Textbook for Teachers Textbook by David Nunan," 1999, 264, [https://scholar.google.com/scholar?q=Language Teaching Methodology: A Textbook for Teachers](https://scholar.google.com/scholar?q=Language+Teaching+Methodology:+A+Textbook+for+Teachers).

² Randi Ramliana, "Media Komik Sebagai Upaya Peningkatan Penguasaan Kosakata Dalam Pembelajaran Bahasa Indonesia Bagi Penutur Asing (Bipa)," *Riksa Bahasa* 2, no. November (2016): 207–18.

play a role. To achieve fluency in English, a good command of vocabulary is necessary to make it easier for students to improve their English.

Based on the interview conducted by the research with one of the teacher at SMPN 01 Palopo, namely Mrs. Andi Nur Azizah Ahmad, the results of the interview indicated that students are having difficulties learning English because they feel bored due to uninteresting material and a limited vocabulary. The lack of vocabulary becomes a problem that hinders the English learning process. Therefore, one solution to overcome the lack of vocabulary is to use visual media. The research hopes that the application of visual media can reduce students' boredom during classroom learning.³

There are various ways to create a fun learning environment. One of them is by using media that is favored by students, especially children, such as comics. Comics are very popular with children because they are considered very fun. In addition, comics are also in demand by adults because they provide a variety of information. Therefore, comics can be an effective learning medium.⁴

Therefore, the research is interested in conducting this study to help develop students' vocabulary. It is expected that the use of comics can improve their vocabulary because vocabulary mastery is important to improve the four language skills. Some students may still experience difficulties in expressing their

³ Interview with Mrs. Andi Nur Azizah Ahmad, *"English teacher of SMPN 01 Palopo"*. Palopo.(2023)

⁴ Ramliyana, *"Media Komik Sebagai Upaya Peningkatan Penguasaan Kosakata Dalam Pembelajaran Bahasa Indonesia Bagi Penutur Asing (Bipa)."*

thoughts adequately due to limited vocabulary. Thus, comics can be one of the effective methods to motivate students to learn English.

Based on this background, research want to prove how comics can improve student vocabulary. So, the research is interested in conducting a study entitled *“The Effectiveness of Reading English Comic to Improve Students’ Vocabulary”*

B. Research Questions

Based on the background, the research questions are as follows: Is the use of English comics effective to improve students’ vocabulary at the eighth 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 English comics is effective to improve students' vocabulary at the Eighth grade of SMPN 1 Palopo.

D. Significance of the Research

This research is expected to contribute both theoretically and practically:

1. Theoretical Significant

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

2. Practical Significant

a) For the students

The research can help students learn vocabulary quickly through comics.

b) For the teacher

The research would help the teacher to allow students to learn English through comics.

c) For the next researchers

The research will support the next researchers in collecting comic knowledge to develop student's abilities to use English vocabulary.

E. Scope of the Research

This research focuses on improving the English vocabulary mastery of junior high school students, specifically eighth-grade students at SMPN 01 Palopo. The scope of this research used comic as a learning medium to help students, especially comic strip. The main focus of this research is on parts of speech, specifically nouns and verbs, because these two types of words are considered easier to understand and more relevant for beginner-level students. This research does not cover all aspects of language skills, but specifically focuses on vocabulary learning through reading English comics, with the aim of measuring the effectiveness of this method in the context of teaching English vocabulary at the junior high school level.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research

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

Ricky Eka Sanjaya the title *“Improving Vocabulary Ability by Using Comic”*⁵ This research used class action research (CAR). The research subjects consisted of 20 first-class students at SMK Al Hidayah. Data is collected through tests (test after the first treatment and test after the second treatment) as well as observations to obtain information about the motivation of students to improve vocabulary skills using a series of images. Data on vocabulary mastery using comics was analysed using descriptive and statistical methods to evaluate the improvement in average student scores after the first and second cycles. In the first cycle, the average student score was 67.8, while after the second treatment, the student average score increased to 78.8. In conclusion, teaching vocabulary using comic books is effective in improving student vocabulary skills.

Dimas Dwi Herlambang the title *“The Effect of Using a Comic Book on Students’ Vocabulary Mastery Study at SMK TI TRITECH Medan Second Year Students”*⁶ This research uses quasi-experimental research. The quantitative method was applied in this study by using data collection instruments in the form

⁵ Ricky Eka Sanjaya, “Scope: Journal of English Language Teaching Improving Vocabulary Ability By Using Comic” 01, no. 02 (2017): 184–89.

⁶ Dimas Dwi Herlambang, *“The Effect of Using a Comic Book on Students’ Vocabulary Mastery Study At Second Year Students,” Repository Universitas Muhammadiyah Sumatera Utara*, 2018, 31–87, <https://core.ac.uk/download/pdf/225830547.pdf>.

of pre-test, treatment, and post-test. The data analysis process involved several steps, namely reading the students' answer sheets, correcting the sentences on the answer sheets, scoring the students' answers, and compiling a table of student scores from the pre-test and post-test. The average student score on the experimental group test before the application of Comic Book was 46.00. After the use of Comic Book, the experimental group's post-test score increased to 77.00. In contrast, the average score of students on the short story writing test in the control group before using the standard vocabulary book was 29.00 and increased to 46.00 after using the standard vocabulary book and lecture method. This study shows that the use of Comic Books has a significant impact on students' vocabulary acquisition and is effective in improving their vocabulary skills.

Wida Rianti the title "*Improving Vocabulary Ability by Using Comic in SMA 1 Rumbio Jaya*"⁷ The type of research conducted is classroom action research (CAR). The research subjects consisted of 20 students in special class III at SMA 1 Rumbio Jaya. Data were collected through tests (after the first treatment and after the second treatment) and observation to collect information about students' motivation for improving vocabulary skills by using picture series. Data on vocabulary skills using comics were analysed descriptively and statistically to determine the changes in the average student scores after the first cycle and the second cycle. In the first cycle, the average score of students was 67.8, while after

⁷ Wida Rianti, "Improving Vocabulary Ability by Using Comic in SMA 1 Rumbio Jaya," *Journal of English and Education* 9, no. 1 (2019): 148–62, <http://jurnal.globalhealthsciencegroup.com/index.php/JPPP/article/download/83/65%0Ahttp://www.embase.com/search/results?subaction=viewrecord&from=export&id=L603546864%5Cnhttp://dx.doi.org/10.1155/2015/420723%0Ahttp://link.springer.com/10.1007/978-3-319-76>.

the second treatment, the average score increased to 78.8. In conclusion, teaching vocabulary using comics proved effective in improving students' vocabulary skills.

Dwi Cahya Ramadiansyah, the title *"Implementing Task-Based Digital Comics to Enhance Secondary School Students' Vocabulary in Reading"*⁸ used a descriptive qualitative approach to determine the effectiveness of using task-based digital comics in reading instruction. The research was conducted on junior high school students and showed that using digital comics was able to significantly increase students' learning interest and vocabulary mastery. Digital comics help students understand word context thru story visualization, and also support task-based learning that requires active student engagement in reading and discussing the comic's content.

Castillo-Cuesta, in title *"Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic"*⁹ showed that the use of digital comics significantly improved EFL students' vocabulary mastery compared to conventional methods. The study was conducted quasi-experimental with two groups of students, where the experimental group used digital comics as an online learning medium. Post-test results showed that students who learned with digital comics had higher scores and were more motivated in learning English

⁸ D W I Cahya Ramadiansyah, *Implementing Task - Based Digital Comics To Enhance Secondary School Students ' Vocabulary In Reading Class By : Faculty Of Tarbiyah And Teacher Training Islamic Studies And Language Department*, 2024.

⁹ Luz Castillo-Cuesta and Ana Quinonez-Beltran, "Using Digital Comics for Enhancing EFL Vocabulary Learning during the COVID-19 Pandemic," *International Journal of Learning, Teaching and Educational Research* 21, no. 5 (2022): 478–91, <https://doi.org/10.26803/ijlter.21.5.24>.

vocabulary. The visualizations in the comics helped students understand the meaning of words in context and made the learning process more engaging.

The five researchers above show that the use of comics in English learning has a positive impact on students' vocabulary mastery. Comics, both in print and digital formats, can help students understand the meaning of words through visual and narrative contexts, increase interest and motivation in learning, and create a fun and communicative learning environment. These studies also confirm that task-based approaches and digital comics are highly effective in encouraging students' active involvement in vocabulary learning.

These researcher shares similarities with previous research, namely, both used comics as a learning tool to improve students' vocabulary mastery. Like the previous research, this study emphasizes the importance of visual context in understanding word meaning and increasing students' motivation to learn.

The differences between these researchers lie in the type of comic used and the research design. This study used English-language comic strips and employed a pre-experimental design with a quantitative approach. While some previous researcher focused on media development or the use of task-based digital comics, this research focuses more on the effectiveness of using comics in improving students' vocabulary learning outcomes.

B. Theoretical Review

1. Vocabulary

In the process of learning English in Junior high school, the mastery of vocabulary is very important for students. This is because, in the early years, the experience connects the vocabularies that students have and plays an important role in their language development.

Vocabulary is an important element in language learning. Without mastery of vocabulary, language learning becomes impossible. The Importance of Vocabulary in Language Learning Vocabulary is a key component in language mastery that forms the foundation of speaking, listening, reading, and writing skills. Without adequate vocabulary mastery, learners will not be able to communicate or understand messages effectively. This is reinforced by Alqahtani's opinion which states that "Vocabulary is a central component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without a sufficient vocabulary, learners cannot understand others or express their"¹⁰. Vocabulary is one of the main components of language. The more words we learn, the more ideas we can explore, so that we can convey ideas more effectively.¹¹ It can be concluded that vocabulary is the set of the set of words that are used and understood by the student. Without vocabulary, no communication can be conveyed, so it is important to know what vocabulary is. A

¹⁰ MOFAREH ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

¹¹ Jumarni, "Submitted to the English Program of Tarbiyah Departement," 2010.

lack of skills to use it correctly will prevent the student from communicating well and using the English language itself.¹²

Jeanne ellis ormrod states at the difference grade levels of Linguistic a Characteristics and Abilities:

K-2: Knowledge of 8,000-14,000 words by age 6, Difficulty understanding complex sentences (e.g. sentences with multiple clauses); Over-reliance on word order and context (rather than syntax) when interpreting messages; Shallow understanding of "being a good listener" (e.g. just sitting quietly without comment); Literal understanding of messages and requests (e.g., not realizing that "Oh my gosh, this class is so loud!" means "Shut up!"), Improved ability to tell a story; Mastery of most sounds; difficulty pronouncing. r; difficulty pronouncing diphthongs (as in amboi, imbau, harimau, sepoi); difficulty pronouncing ny (as in hers); Occasional inappropriate use of endings, understanding of basic etiquette in conversation (e.g., taking turns speaking, answering questions); Reluctance to initiate conversations with adults (in many students from Asian and Mexican cultural backgrounds).

3-5: Improved understanding of adverbial words of time (e.g. before, after (e.g. "pregnant" as an after word) and comparison (e.g. more...than, equal to) polite, "pregnant" as the less polite word). Confusion that sometimes arises regarding the appropriate time to use the pronouns this, that, a, a pack, a, and so on; Incomplete knowledge of the degree of politeness of a word; Increased awareness of the

¹² Nayla Widad Nur Jihan, "Improving Students' Vocabulary Mastery Using Web-Based Vocab Game on Gamestolearnenglish.Com At Seventh Grade Smpn 2 Senduro," 2022, 1–9, <http://oxford.iain-jember.ac.id>.

grammatical correctness of sentences; Mastery of the pronunciation of all sounds in the articulation (pronunciation; pronunciation of words) of the mother tongue; achieved by the age of 9 years.; Ability to hold long conversations on concrete topics; Improved skill to consider the listener's prior knowledge during conversation; Construction of stories that have plots and cause-effect relationships; Linguistic creativity and word twisting (e.g. rhyming, word play).

6-8: Knowledge of approximately 50,000 words by age 12; Increased awareness of terminology used in various academic disciplines; Confusion about when it is appropriate to use conjunctions (but, although, even though, unless); Ability to understand complex sentences, which have a number of subordinate clauses; Emergence of understanding beyond literal interpretation, comprehension of simple proverbs and improved ability to detect sarcasm; Emergence of the ability to have long conversations on abstract topics; Significant growth in metalinguistic awareness.

9-12: Knowledge of 80,000 words; Mastery of many vocabularies specifically related to various academic disciplines; Improved syntax, mostly as a result of formal teaching; Mastery of many conjunctions (e.g. even though, nevertheless, therefore); Ability to understand figurative language (e.g. metaphors, proverbs, hyperbole).¹³

Reading activities are an important strategy in enhancing students' vocabulary. By reading various texts, especially narrative or dialogic texts, students can learn vocabulary in the context of complete sentences. According to

¹³ Jeanne ellis ormrod, *Psikologi Pendidikan Membantu Siswa Tumbuh Dan Berkembang*, 2008.

Harmer (2007), extensive reading allows students to absorb vocabulary indirectly while understanding the content of the text, especially if the reading material is tailored to their interests and level of comprehension. 7 Health Benefits of Reading Every Day:

1) Extending Life

Reading books, especially fiction, for at least 30 minutes a day is associated with a 20% reduction in the risk of death. Research from Yale University shows that this habit can add an average of two years to life expectancy

2) Slowing Down Cognitive Decline

Reading regularly helps maintain brain function as we age. This activity enhances cognitive reserve, which can protect against memory decline and thinking abilities.

3) Reducing Stress

Reading fiction can be an effective way to relieve stress. A study found that students who regularly read stories experienced an improvement in mood and a decrease in anxiety and depression.

4) Improving Sleep Quality

Reading before bed helps calm the mind, reduces the risk of insomnia, and extends sleep duration. However, it is recommended to avoid devices with blue light such as phones or tablets before bed.

5) Improving Health Literacy

Reading expands vocabulary and comprehension, which is important for understanding health information and making informed decisions regarding personal health.

6) Improving Intelligence and Vocabulary

Reading from an early age contributes to significant increases in intelligence and vocabulary growth. Children with strong reading skills tend to have higher IQ scores.

7) Improving Social Skills and Empathy

Reading fiction allows readers to understand other people's perspectives, which can enhance empathy and social skills. This can also boost self-confidence and social skill.¹⁴

a.) Definition of Vocabulary

Vocabulary is the main element in mastering a language. Without sufficient mastery of vocabulary, students will struggle to construct sentences, understand texts, or convey ideas both verbally and in writing. Nation (2001) states that vocabulary is the foundation of the four language skills: listening, speaking, reading, and writing. Therefore, vocabulary mastery becomes one of the important indicators of success in foreign language learning. Vocabulary is one of the basic things in learning English. Without vocabulary, we can't say anything. What can

¹⁴ Crystal Raypole, “7 Surprising Health Benefits of Reading Every Day,” 2024, <https://www.verywellhealth.com/benefits-of-reading-8723145>.

we express without vocabulary? Even a word can express our feelings. For example, when we say "Wonderful!!!" it's just one word, but it can convey that we're impressed. What exactly is that vocabulary? Schmitt (2000:112) explains that vocabulary is more than just individual words that work separately in the context of discourse. On the contrary, once words are used in discourse, they form a variety of relationships that go beyond the single orthographic word level.¹⁵ Hatch and Brown (1995:1) add that vocabulary is a list or set of words for a particular language or a list of words that a speaker may use.¹⁶ Similarly, Hornby (1995:1331) defines vocabulary as:

- 1) The total number of words in the language
- 2) All the words known to a person or used in a particular book, subject, etc.
- 3) A list of words with their meaning, especially one that accompanies a textbook in a foreign language.¹⁷

According to Finocchiaro (1974: 73), students' vocabulary can be divided into two categories, namely active vocabulary and passive vocabulary. Active vocabulary refers to words that students can understand and pronounce correctly, and use effectively in speaking or writing.¹⁸ Meanwhile, passive vocabulary

¹⁵ Schmitt N, "*Vocabulary in Language Teaching*," Cambridge: Cambridge University Press., 2000.

¹⁶ C. hatch, E., & Brown, "*Vocabulary, Semantics and Language Education*," Cambridge: Cambridge University Press., 1995.

¹⁷ Wahyu Nugroho and Suprpto, "*The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary*," ELT Forum: Journal of English Language Teaching 6, no. 2 (2017): 191–200.

¹⁸ Mary Finocchiaro, "*Teaching English as a Second Language*," New York: Harper and Row., 1974.

includes words that students recognize and understand when reading or listening to people speak, but are not used in speaking or writing by students.¹⁹

Therefore, vocabulary is a very important element in learning English, along with various other factors. Without learning vocabulary, learning English effectively becomes almost impossible. The more vocabulary students learn, the better prepared they are to master the English language.

b.) Types of Vocabulary

There are four types of vocabulary: listening, speaking, reading, and writing. The first two are spoken vocabulary, while the last two are written vocabulary. Children start developing their listening and speaking vocabulary years before they start building their reading and writing vocabulary. Spoken language forms the basis for written language. Each type of vocabulary serves a different purpose, and vocabulary development in one type often facilitates vocabulary growth in the other type.²⁰

Good argues that: First, speaking vocabulary refers to the words used orally to convey thoughts actively and understandably. Second, written vocabulary is the vocabulary of the words used in the writing process. Third, listening vocabulary is the vocabulary of the words spoken by the speaker that can be understood by the listener, so that the message of the speaker can be conveyed clearly because the words are understood. Finally,

¹⁹ Tawali Tawali, “*The Effect of Definitions Toward Students’ Vocabulary*,” *Journal of Languages and Language Teaching* 6, no. 1 (2018): 34, <https://doi.org/10.33394/jollt.v6i1.811>.

²⁰ Judy K Montgomery, “*Types of Vocabulary*,” *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007, 136,.

reading vocabulary includes words that can be understood in writing when someone reads. These four types of vocabulary, according to Harmer, cover all aspects of language communication.²¹

Vocabulary can be divided into several categories, according to experts. Harmer mentions two types of vocabulary, namely active and passive vocabulary. Active vocabulary, according to Harmer, is words that students have learned and mastered with the aim that they can use them actively. Meanwhile, passive vocabulary refers to words that students can recognize when they encounter them, but they may not be able to use them actively.²²

According to Harmer, students usually have an extensive vocabulary, but it is difficult to determine which words are active and which are passive. A word can become 'active' if it is used frequently, but it can revert to 'passive' if it is not used anymore. Words in a student's passive repository can become active again depending on the situation or context that requires them. In other words, the status of vocabulary is not fixed and can change at any time.

c.) Teaching Vocabulary

According to Gnainoska (1998), vocabulary teaching can mean that teachers can perform teaching methods by combining open teaching techniques. Verywell Health stating that “Reading is like exercise for the brain. The more you read, the more information you ingest. Reading can increase a person's vocabulary,

²¹ Jeremy Harmer, *“The Practice of English Language Teaching”*, Longman Handbooks for Language Teaching Series, 1991.

²² Sartika Manda, Ahmad Talib, and Nur Aeni, *“Improving Students’ Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara,”* Journal of Excellence in English Language Education 1, no. 4 (2022): 310–16.

comprehension, and critical thinking skills, which are essential for academic success". The learning process of teaching should be more fun, exciting, and inspiring for students²³. This research would focus only on two types of vocabulary: object words and verbs. Vocabulary is very relevant to improving our language skills. The sooner a learner develops all four of his language skills, the more words he has. Every English student needs vocabulary in a formal and informal atmosphere, regardless of whether they use the language to hear, communicate, read, or write. The teaching of vocabulary is very important because a lack of vocabulary creates many difficulties in making language responsive and productive.

d.) Teaching English Vocabulary by Using English Comic

Learning is one of the main activities' students do in the classroom. Junior high school students in Indonesia generally experience difficulties in mastering vocabulary due to several factors, such as a lack of exposure to English, monotonous teaching methods, and a lack of motivation. Mechanical memorization of vocabulary often makes students quickly bored. Therefore, more innovative and contextual vocabulary teaching methods are needed to help students understand and remember new words.

Razali explained that "Junior high school students often struggle with vocabulary acquisition due to limited exposure to English outside the classroom

²³ Ahmad Baihaqi, Sudirman Wilian, and Nuriadi Nuriadi, "The Influence of Classroom Learning Environment toward Students' Vocabulary Acquisition: A Study on Second Semester Junior High School Students," *International Journal of Multicultural and Multireligious Understanding* 6, no. 2 (2019): 710, <https://doi.org/10.18415/ijmmu.v6i2.762>.

and a lack of motivation or engaging methods in vocabulary teaching. Teachers need to provide effective vocabulary learning strategies to enhance students' interest and performance²⁴. Allen (1983) stated that vocabulary learning will be more effective if delivered through activities that are fun, engaging, and contextual. One recommended strategy is the use of visual media such as images, picture stories, or comics. These media not only help students understand the meaning of words but also increase the appeal of learning and make it easier to retain new vocabulary.²⁵ Good learning environments and methods can help students learn more effectively and meaningfully. This condition highlights the need for engaging and effective teaching methods and media so that students can improve their vocabulary and reading skills. This aligns with the goals of language learning, which require students to actively understand texts while expanding their vocabulary²⁶.

What should teachers do if students feel bored? Using various alternative solutions can solve this problem. For example, comics can help and motivate many students to maintain their interest in and involvement in learning. There is a general belief that all learning should be solemn and that if one is having fun, laughing, and feeling happy, then it is not real learning. This assumption is wrong.

²⁴ Khairil Razali and Irhami Razali, "Strategies in Improving Reading Comprehension Through Vocabulary Acquisition," *Englisia Journal* 1, no. 1 (2013): 1–15, <https://doi.org/10.22373/ej.v1i1.136>.

²⁵ Allen. V.F, "Techniques in Teaching Vocabulary.," New York: Oxford University Press., 1983.

²⁶ Hendrik, Madehang, Wisran Nurhayati Usman, "Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University," *Journal of Language Teaching and Learning, Linguistics and Literature* 12, no. English study program of IAIN Palopo (2024): 755–73, <https://doi.org/10.24256/ideas>.

It is possible to learn a language while enjoying the process. One of the best ways is to use comic books.

Comics are one form of authentic text that presents a combination of visual and verbal elements. Comics not only entertain but also present dialogues or narratives that closely resemble language use in everyday life. Cary (2004) mentioned that comics can attract the interest of beginner readers, including EFL students, because illustrations can help with vocabulary comprehension and story context.²⁷ The use of comics also makes the learning atmosphere more interactive and enjoyable. Comics tell stories through a series of sequential images accompanied by short text containing dialogue, or narration. Stories in comics can vary, from funny to full of adventure, mystery, or fantasy.²⁸ This can catch students' attention and help them expand their vocabulary because almost everyone enjoys reading funny and interesting things.

The use of comics in vocabulary learning is effective in enhancing students' understanding and retention of words. Comics make learning more interactive and facilitate vocabulary understanding in everyday situations. In the context of middle school students, comics become a relevant medium because they align with their world, which is full of visuals and light narratives. Ria Warda and Amalia stated that the development of interactive and contextual English teaching materials is very important to enhance students' motivation and engagement in the learning process. Engaging teaching materials, including those based on visuals

²⁷ S Cary, *“Going Graphic: Comics at Work in the Multilingual Classroom,”* Portsmouth, NH: Heinemann., 2004.

²⁸ Herlambang, *“The Effect of Using a Comic Book on Students' Vocabulary Mastery Study At Second Year Students.”*

such as images and stories can help students better understand the material and reduce boredom during learning.²⁹

e.) Principle of Teaching Vocabulary

In terms of vocabulary teaching principles, it is important to understand what forms of vocabulary need to be taught and the principles of how to teach them. There are many theories regarding guidelines and principles in teaching vocabulary. Among these theories, two authors are considered particularly relevant. According to Nation, there are six principles for teaching vocabulary: (1) keeping teaching simple and clear without complicated explanations; (2) linking current teaching to previous knowledge by showing patterns or analogies; (3) using oral presentations and writing; (4) paying more attention to words that are already partially known; (5) telling students if the word is a high-frequency word that is important to pay attention to in the future; and (6) not introducing other words that are not known or lesser-known related words, such as close synonyms, opposites, or members of the same lexical set. Lastly, according to Graves, providing rich and varied language experiences, teaching individual words, teaching word learning strategies, and building awareness in readers and writers is the framework for a successful vocabulary program.³⁰

In the context of English language learning at the junior high school level, the approach to vocabulary instruction must be adapted to students' cognitive levels

²⁹ T I M Peneliti, "Penelitian Pengembangan Pendidikan Tinggi / PT Pengembangan Buku Ajar Bahasa Inggris Di Laboratorium Bahasa IAIN Palopo," 2021, 1–46.

³⁰ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," JET (Journal of English Teaching) 5, no. 1 (2019): 15, <https://doi.org/10.33541/jet.v5i1.956>.

and interests. Allen (1983) stated that vocabulary learning will be more effective if delivered through activities that are fun, engaging, and contextual. One recommended strategy is the use of visual media such as images, picture stories, or comics. These media not only help students understand the meaning of words but also increase the appeal of learning and make it easier to retain new vocabulary.

2. Comic

Comics as a learning medium have been used for a long time and can have a positive impact on the learning process. Apart from being fun, comics also function as a first step to arouse participants' interest in reading, especially for those who don't like reading. Apart from being entertaining, fun, and educational, comics can also be a bridge to reading more serious books.

The use of comics can help students recognize, understand, and use vocabulary in meaningful contexts. Comics present language in the form of natural dialogues accompanied by supporting images, so students not only read the words but also see illustrations that visually explain their meanings. This is in line with the Dual Coding Theory by Allan Paivio (1986), which states that information conveyed through two channels—verbal and visual—will be easier to process and remember.

Claude Drolet discusses the role of comics in enhancing reading and writing skills for English as a foreign language (EFL) students. Comics are viewed as an

effective visual medium to stimulate students' imagination and connect text with visual context, making comprehension easier.

Drolet emphasizes that the use of comics can reduce students' anxiety when facing foreign language texts due to the presentation of information that is engaging, simple, and accompanied by illustrations. Through comics, students can more easily understand the plot, recognize sentence structures, and enrich their vocabulary. Additionally, comics encourage students to write more creatively through activities such as creating dialogues, composing stories, or filling in blank text in speech bubbles. Thus, this shows that comics are not just a tool for entertainment, but also a valid and engaging learning resource.³¹

Seto Mulyadi, a child psychologist, explained that reading comics can help children who cannot yet read to visualize their imagination.³² This is important because children's limited imagination requires visual stimulation. Seto also emphasized the importance of parents introducing textbooks, including storybooks, when children have reached the age where they can read fluently. Seeing the extensive development of comics as a medium for storing and conveying value, comics can be considered parallel to other forms of visual culture such as painting, sculpture, and graphics. However, society's view that still sees comics as children's literature can cause negative impacts, such as damaging

³¹ C. Drolet, *"Using Comics in the Development of EFL Reading and Writing,"* 2009, https://www.academia.edu/1004908/Using_Comics_in_the_Development_of_EFL_Reading_and_Writing.

³² M Seto, *"Anakku, Sahabat Dan Guruku,"* Jakarta: Elex Media Komputindo, 1997.

morals. Therefore, an in-depth approach and study of the content of comics, both local and international, is needed.³³

Wahibah also stated that using visual media such as picture books can create a fun and engaging learning atmosphere for students, making it easier for them to understand the story's content and acquire new vocabulary in an appropriate context. Additionally, because the images and storyline usually reflect students' daily experiences, this fosters their curiosity about the reading material and strengthens their memory of the vocabulary learned.³⁴

Comics are visual media that use images accompanied by text or other information to convey ideas. Many language and arts educators have successfully used comics in this way. According to Karl Koenke, comics can guide students toward better learning discipline. A. S. Hornby defines comics as books or magazines that contain stories and pictures. Comics are a form of telling stories through a series of ordered static images, often with accompanying text.³⁵

In addition to serving as an enjoyable visual medium, comics can be developed as authentic reading materials relevant to the cultural background of students. Research by Dewi Tompo, Sahraini & Magfirah, developed English reading materials based on the local Luwu culture for middle school students, which proved to enhance student engagement and comprehension in reading

³³ Ramliyana, "*Media Komik Sebagai Upaya Peningkatan Penguasaan Kosakata Dalam Pembelajaran Bahasa Indonesia Bagi Penutur Asing (Bipa)*."

³⁴ Wahibah, "*The Effectiveness of Using Pictured Story to Upgrade Students' Vocabulary*," IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature 4, no. 1 (2016): 2.

³⁵ Rini Erina, Urai Salam, and Sy. Husin, "*Teaching Vocabulary By Using English Comic To Improve Vocabulary Mastery*," JPPK: Jurnal Pendidikan Dan Pembelajaran Khatulistiwa 6, no. 12 (2017): 1–10.

English texts. The reading materials tailored to the local cultural context successfully enhanced students' learning motivation and literacy skills. These findings align with the use of comics in this research, which also aims to present contextual and engaging learning materials, with the goal of improving vocabulary mastery—particularly nouns and verbs.³⁶

a) Types of Comic

Bonnef (1998) said that comics consist of two categories, namely serial comics better known as comic strips, and comic books as comic books. At this time, the form of comics has developed greatly. Apart from strips and books, Comics can be found in novel form, namely graphic novels and compilation novels.

a. Comic strip



Picture 2.1 example comic strip (by; Mutts)

Serial comic strips are one type of comic strip. There are many types of comics. Once found in daily newspapers and on the Internet. Continuous comic strips are presented in a series of images presented briefly and serially in each edition regularly. Flavour the reader's curiosity is brought to the next story.

³⁶ Magfirah Thayyib Dewi Sri Tompo, Sahraini Sahraini, "Enhancing Junior High School Literacy: Incorporating Luwu Cultural Heritage into Reading Materials," 2023.

b. Comic Cartoon



Picture 2.2 example comic strip cartoon (by; Rifcartoon)

Usually, this type of comic cartoon tells a story. Satire on issues currently occurring in society but presented with a humorous approach. The main character has a cute shape or certain characteristics: cute but close. With a society that invites laughter from its readers. Despite the comic strip delivery, this cartoon invites laughter; the message conveyed is meaningful and serious, so it requires a deeper study from fans of this cartoon strip. Bonnef (1998) states that this type of cartoon comic is an intellectual comic.

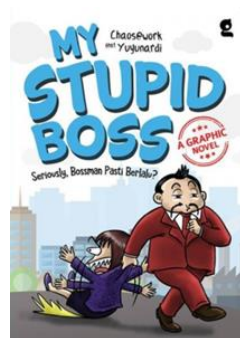
c. Comic book



Picture 2.3 example comic book (by; Ralph Leonard)

Comic books are books that contain a collection of stories and illustrations. This is the type of comic that we encounter most often. Typically, these comics consist of more than 20 pages and tell a complete story in one volume. This kind of comic book has many pages and presents interconnected stories. The stories often vary widely, from satire to love stories to superheroes. Additionally, many comic books have long storylines spread over several issues. For example, some Japanese comic books can reach their 30th edition, and some even reach their 50th edition. Some popular comic books include Slam Dunk, Naruto, One Piece, and Dragon Ball.

d. Graphic Novel



Picture 2.4 example graphic novel (by; nukukita.com)

This type of comic presents stories with serious themes and is intended for an adult audience. Stories in graphic novels are presented with depth similar to novels but with illustrations like comic books. Graphic novels typically have over a hundred pages and are often packaged in hardcover, unlike the packaging of other comic books. The term "graphic novel" was first introduced by Will Eisner, an experienced cartoonist, when he convinced a publisher to publish a book-length comic entitled "A Contract with God." Initially, this term sparked debate in

the comics world because comic books that were thicker than usual raised questions about whether comics could be considered books.³⁷

In this research, the research employs comic strips to improve students' vocabulary.

b) Advantages of Comic Strips

The Marathon Technique offers several benefits for teaching reading, including:

- a. It aids students in grasping both the content and context of the material being taught more easily.
- b. By incorporating comic strips, it is hoped that students will be more motivated to read and engage with the material, leading to a more enjoyable English learning experience.
- c. Comics assist readers in achieving accurate visualizations.
- d. They enhance students' creative problem-solving skills.
- e. They encourage students to express their creativity.
- f. They capture the interest of reluctant readers.

Teachers can harness the power of comics to motivate students and increase their engagement. The main advantage of using comic books in teaching is their ability to attract students' attention. Thus, comics are often a more effective teaching medium. Teachers should help students choose comics that are

³⁷ Nick Soedarso, '*Komik: Karya Sastra Bergambar*.' *Humaniora* 6, No. 4 (2015): 496.

appropriate and interesting according to their level of thinking and age, and support them in obtaining deeper information and knowledge from these comics.³⁸

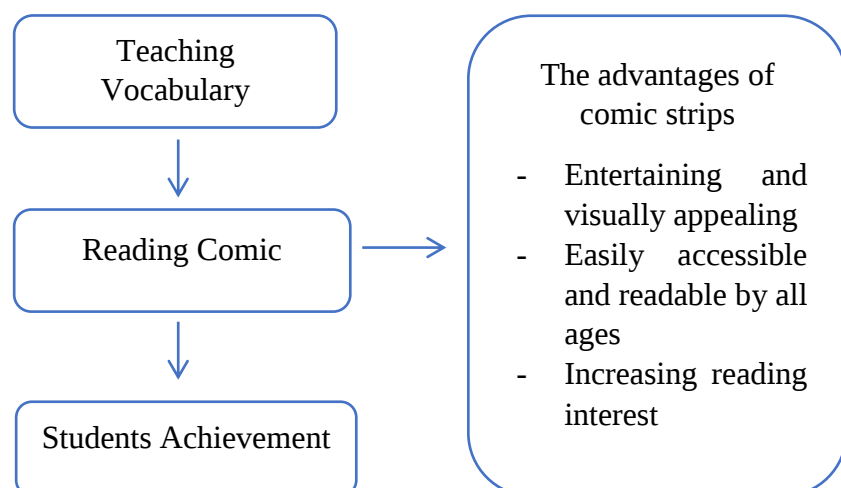
c) Disadvantages of using Comic

There are several disadvantages to using comics, including:

- a. Comics can be manipulative. The specially designed qualities of comics can be misused to unethically influence readers.
- b. Comics are often considered childish. This medium is generally considered a tool for children.
- c. Comics and serious topics may not be compatible. The concept of entertainment and fun in comics does not always support the acceptance of serious or sad topics.³⁹

C. Conceptual Framework

Table 2.1 Conceptual Framework



³⁸ Utari Resky Auliyah et al., "The Use of Comic Strips To Improve the Student Reading Comprehension At Sman 6 Luwu the Use of Comic Strips To Improve the Student Reading Comprehension At Sman 6 Luwu," 2022.

³⁹ Herlambang, "The Effect of Using a Comic Book on Students' Vocabulary Mastery Study At Second Year Students."

Based on the conceptual framework above, there are three main elements, as follows:

1. Input Refers to the material used in the teaching vocabulary.
2. Process Refers to teaching and learning activities for understanding through using comic strips.
3. Output refers to Students Achievement.

D. Hypothesis

There are two hypotheses in this research:

H_0 : The use of comics is ineffective to improve students' vocabularies at SMPN 01 Palopo.

H_1 : The use of comics is effective to improve students' vocabularies at SMPN 01 Palopo.

The significance criteria in this research are determined by comparing the significance value (p-value) with the predetermined significance level (α) of 0.05. If the $p\text{-value} \leq 0.05$, then H_0 is rejected and H_1 is accepted, which means there is a significant difference or effect. Conversely, if the $p\text{-value} \geq 0.05$, then H_0 fails to be rejected and it can be concluded that there is no significant difference or effect. Thus, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that there is a significant influence or difference as formulated in this research. In other words, the results of this study prove that the proposed hypothesis is successful or can be accepted.

CHAPTER III

RESEARCH METHOD

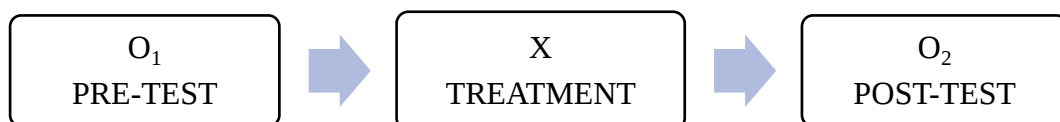
A. Research Design

The research used the quantitative method. Quantitative research is an approach for testing objective theories by examining the relationship between variables. These variables can usually be measured on instruments so that statistical techniques can analyse numbered data.⁴⁰

This research is a pre-experimental method with one group pre-test and post-test design. This research aims to determine the effectiveness of using comics in improving the English vocabulary mastery of eighth-grade students at SMPN 01 Palopo. Therefore, this design is considered the most suitable, as it allows the research to compare students' learning outcomes before and after being given treatment in the form of learning using comic media.

I chose this type of research because it is practical, efficient, and suitable for field conditions, especially given the limitations of time and school permits. This design involved one group as pre-test (O_1), treatment (X), and post-test (O_2).

Table 3.1 Research Design



⁴⁰ Prof. Ma'ruf Abdullah, *“Living in the World That Is Fit for Habitation: CCI's Ecumenical and Religious Relationships”*, Aswaja Pressindo, 2015.

Notes:

O1: Pre-Test (before giving a treatment)

X: Treatment

O2: Post-Test (after giving a treatment)

B. Time and Place of the Research

The research on April to June 2025 conducted on students of eight grade at SMPN 01 Palopo academic year 2024/2025. The research was conducted over eight meetings. The first meeting was a pre-test (May 8, 2025) to measure students' initial vocabulary abilities. Subsequently, six treatments were conducted (May 9–22, 2025) using comic media, focusing on the recognition and identification of nouns and verbs through Doraemon comics and Animals and Plants comics. In the final meeting, a post-test was conducted (May 23, 2025) to determine vocabulary improvement after the treatment was administered.

C. Operational Variable of the Research

1. Independent variable

In this research, the independent variable was the use of using comics. The comic is a story delivered through funny graphics that are easy for people of all ages to enjoy.

2. Dependent variable

The dependent variable in this research is students' vocabulary. Vocabulary is a set of words that a person knows and uses in a particular language to communicate effectively.

D. Population and Sample

Population is the whole object of the research.

1. Population

The population of this research was be the eighth-grade students of SMPN 01 Palopo academic year 2024/2025, which consists of nine classes (8A, 8B, 8C, 8D 8E, 8F, 8G, 8H, 8I, 8J). Each class consists of 28 students, which consists of 280 students.

2. Sample

The research used 28 students as the sample. The research used purposive sampling technique. Purposive sampling is a sampling technique where research intentionally select subjects based on specific goals or criteria that align with the research focus. This means that not all of the population is randomly selected, but rather chosen because they are considered the most relevant for study.

Purposive sampling is used for several reasons: the research faces limitations in terms of time, effort, and cost, making it impossible to reach the entire population and also receive recommendations from subject teachers. Class placement is based on the advice of the English teacher who knows the students' characteristics and academic performance.

E. Technique of Data Collection

There are several techniques used in this research, namely pre-test and post-test, while the steps to be carried out are as follows:

1. Pre-test

Before treatment, the research was conducting a pre-test on students with several comprehension tests. To measure students' basic understanding, research presented two types of questions, namely multiple choice and essay.

2. Treatment

After conducting the Pre-Test, the research provided treatment to students.

- a) In the first meeting, the research introduced comics to students by explaining the purpose of learning vocabulary through this media. Apart from that, research provided material regarding vocabulary, especially about nouns and verbs.
- b) In the second meeting, the research explained the concept of nouns to students. Next, students were asked to search for and identify noun found in the Animals and Plants comic.
- c) In the third meeting, the research asked students to recall the vocabulary that was discovered at the previous meeting. After that, students were asked to search for and identify noun found in the Doraemon comics.
- d) In the fourth meeting, the research asked students to recall the vocabulary that was discovered at the previous meeting. After that, students were asked to search for and identify noun found in the Doraemon comics.
- e) In the fifth meeting, the research explained the concept of verbs to students. After that, students were asked to search for and identify verb in Animals and Plants comics.

- f) In the sixth meeting, the research asked students to recall the vocabulary that was discovered at the previous meeting. After that, students were asked to search for and identify verb found in the Doraemon comics.

3. Post-test

After treatment, the research was carried out a post-test on students to assess the results of the treatment that has been given. This test aims to measure the increase in students' vocabulary obtained through the use of comics.

F. Instrument of the Research

Pre-tests and post-tests are two types of evaluations used in the learning process to measure students' understanding before and after receiving the lesson material. Pre-test: A test given before the treatment begins, aimed at assessing the extent of the students' vocabulary. Post-test: A test given after the treatment completed, aimed at assessing the improvement in students' vocabulary.

The type of test used in the pre-test and post-test has 3 parts, namely;

1. The first is guessing the picture, participants are asked to observe the picture and match the name of the picture, aims to measure visual observation skills. In this section, there are 15 questions; if one question is answered correctly, you will receive 2 points.
2. The second is matching words, asking students to match words according to two columns, such as matching with synonym definitions or word meanings, aims to test understanding. In this section, there are 10 questions; if one question is answered correctly, you will receive 3 points.

3. The third is an essay filling in the blanks, asking students to fill in the blanks in a paragraph or sentence with the right words or phrases, aims to measure vocabulary skills in understanding context in writing. In this section, there are 10 questions; if one question is answered correctly, you will receive 4 points.

G. Validity and Reliability of the Instrument

1. Validity Instrument

The validity of the instrument aims to determine the extent to which the instrument can accurately measure what it is supposed to measure. The research instrument in the form of pre-test and post-test questions was validated by Dr. Magfirah Thayyib, S.S., M.Hum, a lecturer at UIN Palopo, who provided suggestions and corrections on several aspects of the instrument.

Based on the validation certificate, the validator states that the instrument can be used with the note that improvements are needed in the following areas:

- a) Title writing (capital letters and content words);
- b) Completeness of question numbering;
- c) Writing sources or reference questions.

After being revised according to the validator's instructions, the instrument is declared suitable for use in data collection for the research.

2. Reliability Instrument

Reliability refers to the consistency of instrument results when tested. To measure the reliability of the instrument, the research used data from pre-tests and post-tests analyzed with SPSS 20.

H. Technique of Data Analysis

Data analysis was carried out by comparing the pre-test and post-test results through the following procedure:⁴¹

1. Scoring the students' answers;

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total number of item}} \times 100$$

2. Based on the level of student mastery at SMPN 1 Palopo, student achievement will be calculated using the following criteria:

Table 3.2 Criteria

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. The research calculates the test result of vocabulary by using SPSS program version 20.0.

⁴¹ N Nurul Annisa, "Increasing Students' Vocabulary Mastery Through Abc Five Principle Game At the Seventh Grade of Smpn 01 Rongkong," no. 16 (2021), http://repository.iaipalopo.ac.id/id/eprint/4503/1/NURUL_ANNISA..pdf.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings show the result of the data that have been analysed statistically. It compares the students' pre-test and post-test scores, the classification percentage of students' scores in pre-test and post-test, and the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis of Students' Vocabulary Score in Pre-Test

This section shows the classification of the students' vocabulary score in the pre-test, the mean score, and the standard deviation of students. The research presents the data in the tables and calculates the score by using SPSS 20 program. The tabulation of students' scores in the pre-test can be seen in table

Table 4.1
The Score of Students' Correct Answer in Pre-test

Respondent	Correct Answer	Score
R1	8	20
R2	13	33
R3	9	21
R4	16	38
R5	19	49
R6	13	29
R7	19	46
R8	16	38
R9	19	46
R10	19	49
R11	10	27
R12	19	46
R13	10	27
R14	14	23
R15	5	10

R16	13	29
R17	8	20
R18	10	27
R19	15	37
R20	13	33
R21	15	40
R22	13	29
R23	15	40
R24	9	28
R25	13	33
R26	12	41
R27	8	20
R28	12	31

The table above indicates that no student received a score of Excellent, Very good, Good, Fairly good, Fair. Another students got fair (5 students) and Very poor (23 students).

Table 4.2
The Percentage Score of Students Vocabulary in the Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	46-55	5	18%
7	Very Poor	0-45	23	82%
Total			28	100%

According to table 4.2, the research showed that 23 students got very poor (82%), and another students got poor (18%).

2. The Analysis of Students' Vocabulary Score in Post-Test

Student' scores were evaluated based on their test result. The data can be seen in the following table;

Table 4.3
The Score of Students' Correct Answer in Post-test

Respondent	Correct Answer	Score
R1	23	56
R2	28	77
R3	22	61
R4	26	67
R5	31	86
R6	27	74
R7	26	70
R8	25	67
R9	30	82
R10	29	78
R11	31	86
R12	28	76
R13	34	96
R14	24	61
R15	22	57
R16	32	90
R17	32	90
R18	25	65
R19	24	62
R20	27	70
R21	29	78
R22	22	58
R23	35	100
R24	35	100
R25	35	100
R26	31	90
R27	31	88

R28	34	96
-----	----	----

The table above indicates that 5 students received a score of Excellent. Another students got Very good (6 students), Good (5 students), Fairly good (5 students), Fair (7 students), Poor and Very poor (0 student).

Table 4.4
The Percentage Score of Students' Vocabulary in the Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	5	18%
2	Very Good	86-95	6	21%
3	Good	76-85	5	18%
4	Fairly Good	66-75	5	18%
5	Fair	56-65	7	25%
6	Poor	46-55	0	0%
7	Very Poor	0-45	0	0%
Total			28	100%

According to table 4.6, the research showed that no students got very poor and poor (0%). There were 7 students got fair (25%), 5 students got fairly good (18%), 5 students got good (18%), 6 students got very good (21%) and 5 students got excellent (21%).

Additionally, the research will present the overall average scores and standard deviations for the pre- and post-tests, as well as a comparison of the two. The results will be presented in the following descriptive statistics table:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	32.50	28	10.009	1.892
	Posttest	77.89	28	14.266	2.696

Table 4.7 shows the descriptive statistics results of the pre-test and post-test scores followed by 28 students. Based on the table, the mean score during the pre-test was 32.50 with a standard deviation of 10.009. Meanwhile, after the treatment or learning process was given, the average post-test score significantly increased to 77.89 with a standard deviation of 14.266.

The nearly doubled average score indicates a very significant improvement in students' vocabulary mastery after participating in the learning process. Additionally, the standard error of mean on the post-test (2.696) is slightly higher compared to the pre-test (1.892), which may indicate a slight variation in achievement among students, but does not diminish the overall significance of the improvement.

Thus, the data in Table 4.7 provides strong evidence that the conducted learning has a positive impact on the improvement of students' vocabulary mastery.

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	pretest & posttest	28	.209	.143	.286

Table 4.6 presents the correlation between students' pre-test and post-test scores. The correlation coefficient (r) is 0.209, which indicates a low positive

correlation between the two tests. This means that there is a weak linear relationship between students' scores before and after the learning intervention.

Furthermore, the two-tailed significance value ($p = 0.286$) is greater than the conventional alpha level of 0.05, indicating that the correlation is not statistically significant. This implies that the observed improvement in post-test scores may not be directly predictable by pre-test performance. This indicates that although there is an overall improvement, progress varies individually among students and may be influenced more by the learning treatment than by initial ability.

Table 4.7
Paired Samples Test

		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	pretest – posttest	-45.393	15.621	2.952	-51.450	-39.336	-15.376	27	<,001	<,001

From table 4.10 the paired sample, the research got the data that t_0 (count) = 15.376 and df (degree of freedom) = 27. According to Gay the value of $t_t = 2052$. This means that the learning treatment provided statistically succeeded in improving the students' vocabulary mastery.

It is the standard of signification 0.05 with a degree of freedom (df) = 27. Based on the result, the research concluded that t_0 (count) was higher than t_t (t_{table}), $t_0 > t_t$.

$$15.376 > 2.052$$

The calculated t value (15.376) is greater than the table t value (2.052), indicating that there is a significant difference between the pretest and posttest results. According to the results, t -count is greater than t -table if ($t_0 > t_t$). The results show that students' vocabulary mastery significantly increased before and after using comics. Therefore, the research assume that the use of comics is effective in improving the vocabulary mastery of eighth-grade students at SMPN 01 Palopo.

B. Discussion

The main problem in English learning at SMPN 01 Palopo is the low vocabulary mastery of the students, which directly affects their ability to understand and use the language comprehensively. Based on the results of an interview with one of the teachers, it was found that students feel bored and less interested in learning because the material provided is not engaging and there is a lack of innovative learning media. This causes students to have difficulty remembering and understanding new vocabulary. Therefore, a learning strategy is needed that can increase students' interest in learning while effectively enriching their vocabulary. As a solution to the problem, this research attempts to implement visual media in the form of English-language comics as a learning aid.

Comics were chosen because of their engaging and entertaining nature, as well as their ability to provide visual context that supports the understanding of new words. The use of comics is expected to reduce student boredom, increase learning interest, and accelerate the process of mastering English vocabulary in an enjoyable and contextual manner.

This research uses a pre-experimental method with a one-group pre-test and post-test design. A total of 28 eighth-grade students at SMPN 01 Palopo were selected as the sample using purposive sampling technique. The instrument used was a vocabulary test consisting of three types of questions: guessing pictures, matching words, and filling in the blanks. Students were given a pre-test before the treatment, then followed six learning sessions using comic media, and ended with a post-test to measure the improvement in learning outcomes.

The results of this study indicate that the use of comic media in English language learning has proven effective in improving the vocabulary mastery of eighth-grade students at SMPN 01 Palopo. Based on the comparison of pre-test and post-test scores, there was a very significant improvement because the comic used not only involved reading words but was also accompanied by attractive visuals. The use of visuals in English-language comics can attract students' interest in reading, thereby impacting their vocabulary acquisition. The average student score during the initial test was only 32.50, with the majority of students (82%) falling into the "very poor" category. After the intervention in the form of comic-based learning, the average student score in the post-test increased sharply to 77.89, with students distributed across the "fair," "good," "very good," and

"excellent" categories, and no students falling into the "very poor" or "poor" categories.

This improvement is not only shown through the average score but is also reinforced by the statistical test results using the *paired sample t-test*. The *calculated t-value* of 15.376 is much greater than the *table t-value* of 2.052 at a significance level of 0.05. This means that the increase in students' post-test scores did not occur by chance, but rather as a direct result of the treatment given. Thus, the null hypothesis (H_0) stating that the use of comics is not effective in improving students' vocabulary is rejected, while the alternative hypothesis (H_1) is accepted.

The success of using comics as a learning medium cannot be separated from the unique characteristics of comics, namely the visualization of stories through images and short texts that can attract students' attention. Comics help students connect words with visual and narrative contexts, making it easier for students to understand and remember the meaning of new vocabulary. In addition, comics can also create a fun learning atmosphere, thereby reducing students' boredom when facing English learning, which has been considered difficult.

The results of this research are in line with several previous studies, such as the research by Ricky Eka Sanjaya and Wida Rianti, which also proved that the use of comics can significantly improve students' vocabulary mastery. In both studies, the average student scores also showed an increase from the first cycle to the second cycle, indicating a positive impact from the use of comic media in the learning process. Although previous studies used the classroom action research

(CAR) approach, while this study used a pre-experimental design, the final results still showed a similar trend: comics can effectively improve students' vocabulary skills. Moreover, research by Dimas Dwi Herlambang, which used a quasi-experimental method, also found that the scores of students in the experimental group significantly increased after learning with comic media compared to the control group.

Considering these findings, it can be concluded that comics are a learning medium that is not only effective but also efficient in helping students understand and master English vocabulary. This is in line with the theories of several experts who state that the use of visual media such as pictures and stories can enhance students' motivation in learning a language and help them remember vocabulary better.⁴² Similar research by Ariel, Sahraini, and Dewi Furwana also supports these findings. They developed digital comic content based on the webtoon application to help second-semester students understand English grammar. The results of expert validation and student feedback indicate that this media is effective and suitable for use as a learning support. Thus, comics have proven to be not only beneficial in teaching grammar at the university level but also relevant in teaching vocabulary at the junior high school.⁴³ A similar research by Sanjaya, Rianti, and Herlambang also shows that the consistent use of comics has a positive impact on English language learning. Fun and contextual learning can significantly enhance students' language skills.

⁴² Harmer, "*The Practice of English Language Teaching.Pdf.*"

⁴³ Muhammad Ariel, Sahraini, and Dewi Furwana, "*Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo,*" FOSTER: Journal of English Language Teaching 1, no. 2 (2020): 139–58, <https://doi.org/10.24256/foster-jelt.v1i2.15>.

The novelty of this research lies in the application of comic media. The medium used is not comic books or graphic novels, but rather comic strips, which are more concise and easier to understand. Comic strips have short narratives that are suitable for students with limited attention spans. While the previous study only mentioned comics in general. In addition, focusing on types of nouns and verbs provides a more structured and easily understandable approach for beginner students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research result, the use of comic media was effective in improving the vocabulary mastery of eighth-grade students (Cut Meutia) at SMPN 01 Palopo. Based on the results of the data analysis that has been conducted, a significance value (p-value) of 0.001 was obtained, which is smaller than the predetermined significance level of 0.05. Thus, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that there is a significant influence or difference as formulated in this research. In other words, the results of this study prove that the proposed hypothesis is successful or can be accepted. Based on the analysis of pre-test and post-test data, it can be concluded that the use of English comics is effective in improving junior high school students' vocabulary mastery. This is evidenced by the increase in students' average scores after the treatment was administered.

B. Suggestion

Based on the analysis results, the research realize that this research still has several limitations and has not yet achieved optimal results. Therefore, the research highly expects constructive feedback and suggestions so that this research can be improved and developed better in the future. In addition, the research would also like to convey several recommendations to the relevant parties:

1. For the next research:
 - a. It is recommended to conduct further research with a larger sample size or at different education levels.
 - b. Future research can explore the use of comics in other language skills such as writing, speaking, or listening.
 - c. Research can also develop a digital comic-based learning model to better align with the advancements in educational technology.
2. For Teachers:
 - a. Teachers are advised to use comics as an alternative learning medium for teaching vocabulary, especially for nouns and verbs.
 - b. Teachers can develop comics according to the context of the material and the students' environment to make them more relevant and easier to understand.
 - c. Teachers also need to periodically evaluate the effectiveness of using comics so that this method continues to evolve according to students' needs.
3. For Students:
 - a. Students are expected to be more active in using comics as reading material to increase their vocabulary.
 - b. Students need to utilize the images and context in comics to thoroughly understand the meaning of new words.
 - c. Students are also encouraged to discuss or work in groups when studying with comics to make the learning process more interactive and enjoyable.

BIBLIOGRAPHY

- Alqahtani, Mofareh. "The Importance Of Vocabulary In Language Learning And How To Be Taught." *International Journal Of Teaching And Education* Iii, No. 3 (2015): 21–34. <https://doi.org/10.20472/Te.2015.3.3.002>.
- Annisa, N Nurul. "Increasing Students' Vocabulary Mastery Through Abc Five Principle Game At The Seventh Grade Of Smpn 01 Rongkong," No. 16 (2021). <http://repository.iainpalopo.ac.id/id/eprint/4503/1/NurulAnnisa.Pdf>.
- Ariel, Muhammad, Sahraini, And Dewi Furwana. "Developing The Content Of Webtoon Comic Application As Supporting Media In Learning English Grammar At The 2nd Semester English Students Of Iain Palopo." *Foster: Journal Of English Language Teaching* 1, No. 2 (2020): 139–58. <https://doi.org/10.24256/Foster-Jelt.V1i2.15>.
- Auliyah, Utari Resky, English Language, Education Study, And Faculty O F Tarbiyah. "The Use Of Comic Strips To Improve The Student Reading Comprehension At Sman 6 Luwu The Use Of Comic Strips To Improve The Student Reading Comprehension At Sman 6 Luwu," 2022.
- Baihaqi, Ahmad, Sudirman Wilian, And Nuriadi Nuriadi. "The Influence Of Classroom Learning Environment Toward Students' Vocabulary Acquisition: A Study On Second Semester Junior High School Students." *International Journal Of Multicultural And Multireligious Understanding* 6, No. 2 (2019): 710. <https://doi.org/10.18415/Ijmmu.V6i2.762>.
- Cary, S. "Going Graphic: Comics At Work In The Multilingual Classroom." *Portsmouth, Nh: Heinemann*, 2004.
- Castillo-Cuesta, Luz, And Ana Quinonez-Beltran. "Using Digital Comics For Enhancing Efl Vocabulary Learning During The Covid-19 Pandemic." *International Journal Of Learning, Teaching And Educational Research* 21, No. 5 (2022): 478–91. <https://doi.org/10.26803/Ijlt.21.5.24>.
- Dakhi, Saniago, And Tira Nur Fitria. "The Principles And The Teaching Of English Vocabulary: A Review." *Jet (Journal Of English Teaching)* 5, No. 1 (2019): 15. <https://doi.org/10.33541/Jet.V5i1.956>.
- David, Nunan. "Language Teaching Methodology: A Textbook For Teachers Textbook By David Nunan," 1999, 264. [https://scholar.google.com/scholar?Q=Language Teaching Methodology: A Textbook For Teachers](https://scholar.google.com/scholar?Q=Language+Teaching+Methodology:A+Textbook+For+Teachers).
- Dewi Sri Tompo, Sahraini Sahraini, Magfirah Thayyib. "Enhancing Junior High

School Literacy: Incorporating Luwu Cultural Heritage Into Reading Materials,” 2023.

Drolet, C. “Using Comics In The Development Of Efl Reading And Writing,” 2009. https://www.academia.edu/1004908/Using_Comics_In_The_Development_Of_Efl_Reading_And_Writing.

Erina, Rini, Urai Salam, And Sy. Husin. “Teaching Vocabulary By Using English Comic To Improve Vocaburay Mastery.” *Jppk: Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 6, No. 12 (2017): 1–10.

Finocchiaro, Mary. “Teaching English As A Second Language.” *New York: Harper And Row.*, 1974.

Harmer, Jeremy. “The_Practice_Of_English_Language_Teachin.Pdf.” *Longman Handbooks For Language Teaching Series*, 1991.

Hatch, E., & Brown, C. “Vocabulary, Semantics And Language Education.” *Cambridge: Cambridge University Press.*, 1995.

Herlambang, Dimas Dwi. “The Effect Of Using A Comic Book On Students’ Vocabulary Mastery Study At Second Year Students.” *Repository Universitas Muhammadiyah Sumatera Utara*, 2018, 31–87. <https://core.ac.uk/download/pdf/225830547.pdf>.

Jeanne Ellis Ormrod. *Psikologi Pendidikan Membantu Siswa Tumbuh Dan Berkembang*, 2008.

Jihan, Nayla Widad Nur. “Improving Students’ Vocabulary Mastery Using Web-Based Vocab Game On Gamestolearnenglish.Com At Seventh Grade Smpn 2 Senduro,” 2022, 1–9. <http://oxford.iain-jember.ac.id>.

Manda, Sartika, Ahmad Talib, And Nur Aeni. “Improving Students’ Vocabulary By Using Show And Tell (S&T) Method At The First Grade Students Of Sma Negeri 6 Toraja Utara.” *Journal Of Excellence In English Language Education* 1, No. 4 (2022): 310–16.

Montgomery, Judy K. “Types Of Vocabulary.” *The Bridge Of Vocabulary: Evidence Based Activities For Academic Success*, 2007, 136. https://www.srsdeaf.org/downloads/bridge_of_vocabulary.pdf.

N, Schmitt. “Vocabulary In Language Teaching.” *Cambridge: Cambridge University Press.*, 2000.

Nugroho, Wahyu, And Suprpto. “The Effectiveness Of Picture Crossword Puzzle Game In Teaching Vocabulary.” *Elt Forum: Journal Of English Language*

Teaching 6, No. 2 (2017): 191–200.

Nurhayati Usman, Hendrik, Madehang, Wisran. “Difficulties In Understanding The Toefl Reading Test Of English Language Education Study Program At University.” *Journal Of Language Teaching And Learning, Linguistics And Literature* 12, No. English Study Program Of Iain Palopo (2024): 755–73. <https://doi.org/10.24256/ideas>.

Peneliti, T I M. “Penelitian Pengembangan Pendidikan Tinggi / Pt Pengembangan Buku Ajar Bahasa Inggris Di Laboratorium Bahasa Iain Palopo,” 2021, 1–46.

Ramadiansyah, Dwi Cahya. *Implementing Task - Based Digital Comics To Enhance Secondary School Students ' Vocabulary In Reading Class By : Faculty Of Tarbiyah And Teacher Training Islamic Studies And Language Department*, 2024.

Ramliyana, Randi. “Media Komik Sebagai Upaya Peningkatan Penguasaan Kosakata Dalam Pembelajaran Bahasa Indonesia Bagi Penutur Asing (Bipa).” *Riksa Bahasa* 2, No. November (2016): 207–18.

Raypole, Crystal. “7 Surprising Health Benefits Of Reading Every Day,” 2024. <https://www.verywellhealth.com/benefits-of-reading-8723145>.

Razali, Khairil, And Irhami Razali. “Strategies In Improving Reading Comprehension Through Vocabulary Acquisition.” *Englisia Journal* 1, No. 1 (2013): 1–15. <https://doi.org/10.22373/Ej.V1i1.136>.

Rianti, Wida. “Improving Vocabulary Ability By Using Comic In Sma 1 Rumbio Jaya.” *Journal Of English And Education* 9, No. 1 (2019): 148–62. <http://jurnal.globalhealthsciencegroup.com/index.php/jppp/article/download/83/65%0ahttp://www.embase.com/search/results?subaction=viewrecord&from=export&id=L603546864%5cnhttp://dx.doi.org/10.1155/2015/420723%0ahttp://link.springer.com/10.1007/978-3-319-76>.

Sanjaya, Ricky Eka. “Scope: Journal Of English Language Teaching Improving Vocabulary Ability By Using Comic” 01, No. 02 (2017): 184–89.

Seto, M. “Anakku, Sahabat Dan Guruku.” *Jakarta: Elex Media Komputindo*, 1997.

Soedarso, Nick. “Komik: Karya Sastrsoedarso, Nick. ‘Komik: Karya Sastra Bergambar.’ *Humaniora* 6, No. 4 (2015): 496. <https://doi.org/10.21512/Humaniora.V6i4.3378.A> Bergambar.” *Humaniora* 6, No. 4 (2015): 496.

- “Submitted To The English Program Of Tarbiyah Departement,” 2010.
- Tawali, Tawali. “The Effect Of Definitions Toward Students’ Vocabulary.” *Journal Of Languages And Language Teaching* 6, No. 1 (2018): 34.
<https://doi.org/10.33394/Jollt.V6i1.811>.
- V.F, Allen. “Techniques In Teaching Vocabulary.” *New York: Oxford University Press*, 1983.
- Wahibah. “The Effectiveness Of Using Pictured Story To Upgrade Students’ Vocabulary.” *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature* 4, No. 1 (2016): 2.

A

P

P

E

N

D

I

C

E

S

Surat Izin Meneliti



PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 2, Kota Palopo, Kode Pos: 81921
Telp/Fax : (0471) 226044, Email : dpmptsp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0781/PP/DPMP TSP

DAFTAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2020 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelaksanaan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : PUTRI MAULIDAYANTI
Jenis Kelamin : P
Alamat : BTN, Hartono Blok III Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1902020051

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

THE EFFECTIVENESS OF READING ENGLISH COMIC TO IMPROVE STUDENT'S VOCABULARY AT SMPN 01 PALOPO

Lokasi Penelitian : SMP NEGERI 1 PALOPO
Lamanya Penelitian : 12 Juni 2025 s.d. 12 September 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian harus melaporkan kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatinya semua peraturan perundang-undangan yang berlaku, serta menghormati Adab akademik selengkap.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyajikan 1 (satu) exemplar 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 mematuhi ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana maksudnya.

Diterbitkan di Kota Palopo
Pada tanggal : 13 Juni 2025

Ditandatangani secara elektronik oleh :
Kepala DPMP TSP Kota Palopo
STANISLAUS MUR, S.STP
Pangkat : Pembina IV/gk
NIP : 19780211 200312 1 082



Tertujuan Kepada Yth:

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



Dokumen ini dibastarangi secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Badan Sertifikasi Elektronik (ESigC), Badan Siber dan Sandi Negara (BSSN).

PRE-TEST

Pre-Test

The Effectiveness of Reading English to Improve Students' Vocabulary at the Eighth 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	Blackboard
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!

16 Membaca

Writing

17 Menulis

Reading

18 Memasak

Swimming

19 Menonton

Singing

20 Menari

Cooking

21 Belajar

Watching

22 Bernyanyi

Asking

23 Berenang

Dancing

24 Bertanya

Learning

25 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 favourite person.
7. He brings me a _____ of spicy chips and a lollipop for my little sister.
8. Angel 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.

POST-TEST

Post-Test

The Effectiveness of Reading English to Improve Students' Vocabulary at the Eighth 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!

Clothes	Park	Canteen
Ink	Library	Window
Mosque	Marker	Trophy
Map	Skirt	Dictionary
Glasses	Clock	Classroom



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!

16	Berbahaya	Wave
17	Cerdas	Advice
18	Berhati-hati	Habit
19	Nasihat	Announcement
20	Pengumuman	Intelligent
21	Kesulitan	Dangerous
22	Kebiasaan	Practise
23	Melambatkan	Careful
24	Bersembunyi	Difficulty
25	Berlatih	Hide

C. Complete the sentences by choosing the words below!

Were Are Explained Practiced Submit
Are Want Clean Is Watching

- There many cars on the road.
- There one teacher in my class now.
- If you have enough time, please your room before you go to school.
- My cat always sleeps if it drama on tv.
- If today Sunday, we could go to the beach.
- Rani could win the competition if he more.
- Don't expect too much if you to be happy.
- They would understand it if you it to them more slowly.
- My teacher will not accept my work if I it in late.
- My hobby reading, watching movies and playing badminton.

Keterangan Validasi

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.S., M. Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Effectiveness of Reading English Comic to Improve Student's Vocabulary at SMPN 01 Palopo
dari mahasiswa:

Nama : Putri Maulidayanti
Program Studi : Pendidikan Bahasa Inggris
NIM : 19 0202 0051

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Penulisan judul, huruf kapital & Kata Konten
- Lengkapi penulisan nomor soal
- Tuliskan sumber / rujukan soal

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 12 Agustus 2024

Validator,


Dr. Magfirah Thayyib, S.S., M. Hum
NIP. 198507192018012001

*coret yang tidak perlu

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 01 Palopo
Class : VIII
Times : 80 minutes
Meeting : First meeting (treatment)
Learning materials : Vocabulary, word class and introduction about comic

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
Pembuka	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menyampaikan rencana pembelajaran hari ini	± 10 min
Inti	• Menyebutkan topik yang akan dipelajari hari ini • Guru menggali pengetahuan awal siswa mengenai kosakata sebelumnya pada pre-test • Memberikan materi tentang kosakata, kelas kata (noun & verb) dan pengenalan tentang komik • Memastikan siswa untuk memahami materi yang diberikan • Meminta siswa menceritakan materi yang dipelajari hari ini dan memberikan koreksi	± 60 min
Penutup	• Menyimpulkan materi pembelajaran hari ini • Menanyakan kesulitan dan kesan mereka pada pembelajaran hari ini • Meminta siswa menghafalkan kosakata baru yang mereka temukan pada pembelajaran hari ini • Guru menutup kelas dan berdoa	± 10 min

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 01 Palopo

Class : VIII

Times : 80 minutes

Meeting : 2nd (treatment)

Learning materials : Story Text

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
Pembuka	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menyampaikan rencana pembelajaran hari ini	± 10 min
Inti	• Membagi siswa menjadi beberapa kelompok. Dalam satu kelompok terdiri dari 2 siswa • Menjelaskan topik yang akan dipelajari hari ini • Memberikan komik kepada siswa dengan judul "Animals and Plants" • Meminta siswa membaca, memahami cerita dan menemukan kata benda yang ada dalam komik tersebut • Meminta siswa untuk menceritakan kembali cerita dan kata benda apa saja yang mereka temukan dalam komik tersebut • Kelompok yang lain memperhatikan kelompok yang berada didepan dan memberikan tanggapan setelah bercerita • Guru memberikan koreksi	± 60 min
	• Meminta siswa menyebutkan kembali kosakata baru apa saja yang mereka	

Penutup	temukan • Menyimpulkan materi pembelajaran hari ini • Menanyakan kesulitan dan kesan mereka • Meminta siswa menghafalkan kosakata baru yang mereka temukan pada pembelajaran hari ini • Guru menutup kelas dan berdoa	± 10 min
---------	---	----------

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 01 Palopo
 Class : VIII
 Times : 80 minutes
 Meeting : 3rd (treatment)
 Learning materials : Story Text

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
Pembuka	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menyampaikan rencana pembelajaran hari ini	± 10 min
Inti	• Menjelaskan topik yang akan dipelajari hari ini • Memberikan komik kepada siswa dengan judul "All the Way From a Future World (Doraemon Comic)" • Meminta siswa membaca, memahami cerita, dan menemukan kata benda yang ada dalam komik tersebut • Meminta siswa untuk menceritakan kembali cerita dan kata benda apa saja yang mereka temukan dalam komik tersebut • Kelompok yang lain memperhatikan kelompok yang berada didepan dan memberikan tanggapan setelah bercerita • Guru memberikan koreksi	± 60 min
	• Meminta siswa menyebutkan kembali kosakata baru apa saja yang mereka temukan	

Penutup	• Menyimpulkan materi pembelajaran hari ini • Menanyakan kesulitan dan kesan mereka • Meminta siswa menghafalkan kosakata baru yang mereka temukan pada pembelajaran hari ini • Guru menutup kelas dan berdoa	± 10 min
---------	--	----------

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 01 Palopo
 Class : VIII
 Times : 80 minutes
 Meeting : 4th (treatment)
 Learning materials : Story Text

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
Pembuka	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menyampaikan rencana pembelajaran hari ini	± 10 min
Inti	• Menjelaskan topik yang akan dipelajari hari ini • Memberikan komik kepada siswa dengan judul “All the Way From a Future World (Doraemon Comic)” • Meminta siswa membaca, memahami cerita, dan menemukan kata benda yang ada dalam komik tersebut • Meminta siswa untuk menceritakan kembali cerita dan kata benda apa saja yang mereka temukan dalam komik tersebut • Kelompok yang lain memperhatikan kelompok yang berada didepan dan memberikan tanggapan setelah bercerita • Guru memberikan koreksi	± 60 min
	• Meminta siswa menyebutkan kembali kosakata baru apa saja yang mereka temukan	

Penutup	• Menyimpulkan materi pembelajaran hari ini • Menanyakan kesulitan dan kesan mereka • Meminta siswa menghafalkan kosakata baru yang mereka temukan pada pembelajaran hari ini • Guru menutup kelas dan berdoa	± 10 min
---------	--	----------

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 01 Palopo
 Class : VIII
 Times : 80 minutes
 Meeting : 5th (treatment)
 Learning materials : Story Text

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
Pembuka	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menyampaikan rencana pembelajaran hari ini	± 10 min
Inti	• Menjelaskan topik yang akan dipelajari hari ini • Memberikan komik kepada siswa dengan judul “Animals and Plants” • Menjelaskan kembali sedikit materi tentang kata kerja • Meminta siswa membaca, memahami cerita, dan menemukan kata kerja yang ada dalam komik tersebut • Meminta siswa untuk menceritakan kembali cerita dan kata kerja apa saja yang mereka temukan dalam komik tersebut • Kelompok yang lain memperhatikan kelompok yang berada didepan dan memberikan tanggapan setelah bercerita • Guru memberikan koreksi	± 60 min
	• Meminta siswa menyebutkan kembali kosakata baru apa saja yang mereka	

Penutup	temukan • Menyimpulkan materi pembelajaran hari ini • Menanyakan kesulitan dan kesan mereka • Meminta siswa menghafalkan kosakata baru yang mereka temukan pada pembelajaran hari ini • Guru menutup kelas dan berdoa	± 10 min
---------	---	-----------------

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 01 Palopo
 Class : VIII
 Times : 80 minutes
 Meeting : 6th (treatment)
 Learning materials : Story Text

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
Pembuka	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menyampaikan rencana pembelajaran hari ini	± 10 min
Inti	• Menjelaskan topik yang akan dipelajari hari ini • Memberikan komik kepada siswa dengan judul "All the Way from a Future World (Doraemon Comic)" • Meminta siswa membaca, memahami cerita, dan menemukan kata kerja yang ada dalam komik tersebut • Meminta siswa untuk menceritakan kembali cerita dan kata kerja apa saja yang mereka temukan dalam komik tersebut • Kelompok yang lain memperhatikan kelompok yang berada didepan dan memberikan tanggapan setelah bercerita • Guru memberikan koreksi	± 60 min
	• Meminta siswa menyebutkan kembali kosakata baru apa saja yang mereka temukan	

Penutup	• Menyimpulkan materi pembelajaran hari ini • Menanyakan kesulitan dan kesan mereka • Meminta siswa menghafalkan kosakata baru yang mereka temukan pada pembelajaran hari ini • Guru menutup kelas dan berdoa	± 10 min
---------	--	----------

NOUNS (Kata Benda)

A. Pengertian Nouns

Noun (kata benda) adalah kata yang di gunakan untuk menunjukknan nama orang, tempat, hewan, hari, tumbuhan, gagasan atau nama suatu baenda atau hal-hal yang dibendakan dan lain sebagainya .

Misalnya: Jeremy (nama orang); teacher (guru); Yogyakarta (nama tempat); children (anak-anak); Saturday (hari sabtu), etc.

B. Macam-macam Kata Benda

Dalam tata bahasa Inggris, Noun (kata benda) dapat diklasifikasikan ke beberapa macam, yaitu:

1. Menurut wujudnya, noun (kata benda) dapata di golongan menjadi 2 (dua) macam, yaitu:

a. Concrete Nouns (Kata Benda Berwujud) adalah kata benda yang menunjukkan nama objek apa saja yang mempunyai sifat tertentu yang dapat di lihat, diraba, dipegang dan dapat dirasakan oleh pnca indra kita.

Sedangkan Concrete Nouns (kata benda berwujud) dapat dibagi menjadi 4 (empta) macam, yaitu:

✚ Proper Nouns (Kata Benda Nama Diri) adalah kata benda yang menunjukkan nama orang, Negara, kota, hari, bulan, sekolah, perusahaan dan nama-nama tempat lainnya.

Proper Nouns selalu ditulis dengan huruf besar (capital letter) pada setiap awal katanya, karena kata Proper berasal dari kata Latin Propritus yang berarti milik seseorang atau milik sesuatu. Selain itu, Proper Nouns dalam pemakaiannya tidak boleh disertai kata sandang (article) the, a dan an.

Contohnya: Lidya (nama orang); Indonesia (nama Negara); Gaja Mada University (nama sekolah); Jakarta (nama kota); Cocacola (nama perusahaan); Friday (nama hari); dan lain sebagainya.

➤ Common Nouns (Kata Benda Umum) adalah kata benda yang menunjukkan suatu benda yang sifatnya umum atau benda-benda lain yang tidak tentu dan sering kita jumpai dalam kehidupan kita sehari-hari.

Contoh: book: (buku); teacher (guru); village (desa); country (Negara); car (mobil); girl (anak perempuan); dan lain sebagainya.

➤ Collective Nouns (Kata Benda Kelompok) adalah kata benda yang menunjukkan suatu kumpulan atau kelompok benda tertentu yang merupakan suatu kesatuan atau memiliki arti majemuk.

Contohnya: flock (sekawanan hewan); team (tim); class (sekumpulan murid); people (orang-orang); committee (panitia); fleet (sekumpulan kapal perang); dan lain sebagainya.

Collective Nouns dapat berupa manusia (people); binatang (animals); dan suatu benda (things). Beberapa kata tertentu biasanya atau selalu digunakan untuk membuat collective Nouns.

- ❖ **Material Nouns (Kata Benda Material)** adalah kata benda yang menunjukkan bahan mentah atau kata benda yang berasal dari pertambangan dan bahan-bahan baku lainnya. Kata benda ini biasanya tidak dapat dihitung (uncountable noun), tetapi hanya dapat diraba, diukur, ditakar atau ditimbang. Contohnya: gold (emas); stone (batu); water (air); sand (pasir); silver (perak); oil (minyak); wood (kayu); paper (kertas); iron (besi); sugar (gula); pain (cat) dan lain sebagainya.

- b. **Abstract Nouns (kata benda tak berwujud)** adalah kata benda yang tidak berwujud tidak dapat dilihat dan tidak dapat dirasakan oleh panca indra. Pada umumnya abstract nouns terdiri atas kata kerja yang tidak dapat dihitung (uncountable noun).
Contoh : love (cinta); knowledge (pengetahuan); hate (benci); friendship (persahabatan); happiness (kesenangan); wisdom (kebijaksanaan); honesty (kejujuran); dan lain sebagainya.
2. Menurut perhitungannya, kata benda dapat digolongkan menjadi 2 macam, yaitu:
 - a. **Countable noun (kata benda yang dapat dihitung)** adalah kata benda yang menunjukkan nama benda atau orang yang jumlahnya dapat dihitung. Contohnya book (buku), car (mobil), teacher (guru), key (kunci), a team (tim), a family (keluarga), table (meja), dan sebagainya.
 - b. **Uncountable noun (kata benda yang tak dapat dihitung)** adalah kata benda yang menunjukkan nama benda yang tidak dapat dihitung dengan angka. Kalau menghitungnya diperlukan takaran, timbangan, meteran, ukuran dan lain sebagainya. Contohnya coffee (kopi), food (makanan), milk (susu), money (uang), wood (kayu), oil (minyak), rice (beras), ink (tinta), dan lain sebagainya.
 3. Menurut jumlahnya, kata benda dapat digolongkan menjadi 2 macam, yaitu:
 - a. **Singular nouns (kata benda tunggal)** adalah kata benda yang menunjukkan bahwa benda itu tunggal atau tidak lebih dari satu. Contohnya house (rumah), door (pintu), soldier (tentara), dan sebagainya.
 - b. **Plural nouns (kata benda jamak)** adalah kata benda yang menunjukkan bahwa benda itu jamak (banyak) atau lebih dari satu. Contohnya houses (rumah-rumah),

Verbs (Kata Kerja)

A. Pengertian Verbs

Verbs (kata kerja) adalah kata yang digunakan untuk menunjukkan tindakan (action) atau keadaan wujud (state of being) dari subjek.

Kata kerja (verbs) yang menunjukkan tindakan (action) dari subjek, misalnya: to buy (membeli), to write (menulis), to read (membaca), to walk (berjalan), to run (berlari), dan lain sebagainya. Sedangkan kata kerja (verbs) yang menunjukkan keadaan wujud (state of being) dari subjek, misalnya: to be (is/was, am/was, are/were), to have (mempunyai), to become (menjadi), to seem (kelihatan), dan lain sebagainya.

B. Macam-Macam Verb

Berdasarkan bentuknya kata kerja dibagi menjadi dua macam yaitu:

1. Finite Verb (kata kerja terbatas)

Finite verbs adalah kata kerja yang memiliki peranan paling penting baik dengan kata kerja bantu atau tidak dan bertindak sebagai kata kerja yang penuh atau full verb di dalam peringkat. Kata kerja ini dibatasi oleh semua sifat-sifat yang berhubungan dengan tata bahasa Inggris atau grammar seperti: kata kerja bisa mempunyai kata person (orang), number (bilangan), tenses (bentuk-bentuk waktu), dan lain sebagainya sebagainya.

Finite verb bergerak dalam tenses (bentuk-bentuk waktu) kecuali future, dan terdiri dua bagian yaitu:

- a) Present form (bentuk sekarang), adalah bentuk kata kerja yang digunakan untuk menggambarkan suatu keadaan pada waktu sekarang. Bentuk kata kerja sering dipakai dengan bentuk tenses simple present atau present continuous.

Contoh:

The boy plays monopoly.

Bocah laki-laki itu bermain monopoli.

She is here now.

Dia disini sekarang

- b) Past form (bentuk lampau), adalah bentuk kata kerja yang digunakan untuk menggambarkan suatu keadaan pada waktu lampau. Kata kerja yang sering disebut preterite (kata kerja lampau), selain sering dipakai dengan bentuk tenses simple past atau past continuous, yang bentuk kata kerjanya adalah berupa kata kerja beraturan (irregular verb), kata kerja tak beraturan (irregular verb) dan kata kerja bantu to be (was/were).

Contoh:

Ria took her book

Ria mengambil bukunya

She was ill at the time
Dia sakit pada waktu itu

2. Non-Finite (infinite) verbs (kata kerja tak terbatas)
- infinitive verb adalah kata kerja yang tidak lengkap (incomplete verbs) yang memiliki fungsi sebagai bagian tata bahasa yang lain dari kata kerja. Bentuk dari kata kerja ini tidak terbatas dengan person (orang), atau number (bilangan) tetapi memiliki bentuk active voice atau passive voice dan beberapa tenses (bentuk-bentuk waktu), dan terdiri dari 2 bagian yaitu:
- a) Infinitives (kata kerja dasar), adalah kata kerja yang belum mengalami perubahan bentuk baik karena perubahan waktu (tenses) atau penambahan akhiran huruf s/es/ies, atau sering disebut kata kerja pertama (verb 1).
- Contoh:
To say is easy but to do is difficult.
Mengatakan itu mudah tapi melakukan itu sulit.
I look at a beautiful girl.
Saya melihat seorang gadis cantik.
- b) Participles (kata kerja partisip), adalah bentuk kata kerja yang telah di kata-sifatkan dan berfungsi sebagai kata sifat (adjective) yang bersifat atau keterangan kepada kata benda (noun).
- Contoh:
There is a swimming pool in that hotel.
Ada sebuah kolam renang di hotel itu.
She saw a written letter last night.
Dia melihat Sepucuk Surat yang ditulis tadi malam.
- c) Gerunds, adalah bentuk kata kerja yang diberi tambahan huruf -ing dan berfungsi sebagai kata benda (noun) atau mem-bendakan kata kerja. Gerund memiliki bentuk yang sama dengan present participle, tetapi mempunyai fungsi yang berbeda, dan bukan memiliki arti sedang.
- Contoh:
Painting is my hobby.
Melukis adalah hobiku.
He likes smoking.
Dia suka merokok.

Berdasarkan perubahan waktunya atau cara penulisannya, kata kerja dapat dibagi menjadi 2 (dua) jenis yaitu:

1. Regular verbs (kata kerja beraturan)

Regular Verbs atau Kata Kerja Beraturan adalah kata kerja yang dapat berubah-ubah sesuai dengan bentuk tense dan perubahan itu secara teratur. Regular Verbs merupakan kata-kata kerja yang perubahannya mematuhi peraturan yang normal, yaitu dengan menambahkan huruf -d atau -ed pada kata kerja bentuk pertama/verb-1 (infinitive) sehingga menjadi bentuk kata kerja kedua/verb-2 (past tense).

Ada beberapa hal yang harus diperhatikan dalam cara pembentukan regular verbs dengan menambahkan akhiran huruf -ed atau -d pada kata kerja dasar/verb-1 (infinitive), yaitu sebagai berikut:

- a. Pada umumnya untuk membentuk kata kerja kedua/verb-2 (past tense) dan kata kerja ketiga/verb-3 (past participle) dengan menambahkan akhiran huruf ed pada bentuk kata dasar (infinitive) yang beraturan.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Add	added	added	menambahkan
Help	helped	helped	membantu
Lock	locked	locked	mengunci
Listen	listened	listened	mendengarkan
Open	opened	opened	mendengarkan
Ask	asked	asked	bertanya

- b. Apabila kata kerja dasarnya (infinitive) berakhiran huruf vokal (huruf hidup) -e, maka untuk membentuk past tense dan past participle dengan menambahkan akhiran huruf -d.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Advise	advised	advised	menasehati
Believe	believed	believed	mempercayai
Manage	managed	managed	mengatur

Like	liked	liked	menyukai
Use	used	used	memakai
Smoke	smoked	smoked	merokok
Close	closed	closed	menutup

- c. Apabila kata kerja dasarnya (verb-1) berakhiran huruf -y dan didahului oleh konsonan (huruf mati), maka huruf -y tersebut diganti dengan huruf -i lalu ditambah huruf -ed untuk membentuk past tense (verb-2) dan past participle (verb-3).

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Carry	carried	carried	membawa
Try	tried	tried	mencoba
Cry	cried	cried	menangis
Supply	supplied	supplied	menyediakan
Copy	copied	copied	menyalin
Reply	replied	replied	menjawab

- d. Apabila kata kerja dasarnya (verb-1) berakhiran huruf -y dan didahului oleh sebuah vokal (huruf hidup), maka huruf -y tersebut tidak dirubah melainkan ditambah huruf -y untuk membentuk past tense (verb-2) dan past participle (verb-3).

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Annoy	annoyed	annoyed	menjengkelkan
Betray	betrayed	betrayed	mengkhianati
Enjoy	enjoyed	enjoyed	menikmati
Play	played	played	bermain
Pray	played	played	bermain
Convey	conveyed	conveyed	menyampaikan

- e. Apabila kata kerja dasarnya (verb-1) terdiri dari satu suku kata dan berakhiran huruf mati (konsonan) yang diawali oleh sebuah huruf hidup (vocal), maka huruf mati yang terakhir itu digandakan, lalu ditambah huruf -ed untuk membentuk verb-2 (past tense) dan verb-3 past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Beg	begged	begged	meminta
Rob	robbed	robbed	merampok
Rub	rubbed	rubbed	menggosok
Ship	shipped	shipped	mengapalkan
Jog	jogged	jogged	berlari pelahan

- f. Apabila kata kerja dasarnya/verb-1 (infinitive) bersuku kata lebih dari satu dan berakhiran sebuah huruf mati (konsonan) yang didahului oleh sebuah huruf hidup (vocal), tetapi tekanan pengucapannya jatuh pada suku kata terakhir, maka huruf akhirnya digandakan kemudian ditambah dengan huruf -ed untuk membentuk verb-2 (past tense) dan verb-3 past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Admit	admitted	admitted	mengizinkan
Orbit	orbited	orbited	mengorbit
Abhor	abhorred	abhorred	membenci
Occur	occurred	occurred	terjadi
Allot	allotted	allotted	mengabaikan

- g. Kecuali apabila suku kata terakhir dari kata kerja dasarnya/verb-1 (Infinitive) terdapat dua buah huruf hidup (vocal), meskipun tekanan pengucapannya jatuh pada suku kata terakhir, maka huruf mati terakhir tidak boleh digandakan dan langsung ditambah dengan huruf -ed untuk membentuk verb-2/past tense dan verb-3/past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Repeat	repeated	repeated	mengulang
Repair	repaired	repaired	mengulang

- h. Apabila kata kerja dasarnya/verb-1 (Infinitive) bersuku kata dua yang berakhiran dengan huruf mati (konsonan) yang didahului oleh sebuah huruf hidup (vocal), tetapi tekanan pengucapannya jatuh pada suku kata pertama, maka langsung ditambah huruf -ed untuk membentuk verb-2/past tense dan verb-3/past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Answer	answered	answered	menjawab
Follow	followed	followed	mengikuti

- i. Apabila kata kerja dasarnya/verb-1 (Infinitive) berakhiran dengan huruf -l, yang didahului oleh sebuah huruf hidup (vocal), maka huruf akhiran -l digandakan lalu ditambah huruf -ed untuk membentuk verb-2/past tense dan verb-3/past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Cancel	cancelled	cancelled	membatalkan
Travel	travelled	travelled	bepergian
Annul	annulled	annulled	menghapus

Compel	compelled	compelled	memaksa
Rebel	rebelled	rebelled	memberontak

- j. Apabila kata kerja dasarnya (infinitive) berakhiran dengan huruf -l, yang didahului oleh dua huruf hidup (vocal), maka huruf akhiran -l tidak perlu digandakan tetapi langsung ditambah huruf -ed untuk membentuk past tense dan past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Sail	sailed	sailed	berlayar
Mail	mailed	mailed	mengeposkan

- k. Apabila kata kerja dasarnya (infinitive) berakhiran dengan huruf -c, yang didahului oleh sebuah huruf hidup (vocal), maka huruf -c ditambah huruf -k lalu ditambah huruf -ed untuk membentuk past tense dan past participle.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Picnic	picnicked	picnicked	berpiknik
Mimic	mimicked	mimicked	memimikkan
Panic	panicked	panicked	membuat panik

2. Irregular Verbs (kata kerja tak beraturan)

Irregular verbs (kata kerja tak beraturan) adalah kata kerja (verb) yang berubah-ubah tidak sesuai dengan bentuk tense dan tidak mematuhi peraturan yang normal. Bentuk lampau Irregular verbs (kata kerja tak beraturan) tidak dibentuk dari kata kerja dasar/verb-1 (infinitives) ditambah huruf -d atau huruf -ed untuk membentuk verb-2/past tense dan verb-3/past participle. Oleh karena itu kata kerja ini perlu dihafalkan baik-baik oleh para pelajar bahasa Inggris.

Contoh:

- ❏ I came to the party with my fiancée.
Aku datang ke pesta dengan tunanganku.
- ❏ We went to the beach on the weekend.
Kami pergi ke pantai di akhir pekan.

Bentuk kata kerja tidak beraturan (irregular verbs) dapat dibagi menjadi 3 (tiga) macam, jenis-jenis kata kerja tidak beraturan (irregular verbs) yaitu sebagai berikut:

- a. Kata kerja yang bentuk kedua dan ketiganya tidak berubah dari bentuk pertamanya.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Cut	cut	cut	memotong
Hurt	hurt	hurt	melukai
Cost	cost	cost	berharga

- b. Kata kerja yang bentuk kedua dan ketiganya sama tetapi beda dengan bentuk pertamanya. Untuk kata kerja yang berakhiran dengan huruf -ch, -f, -k, -p, -s, -sh, dan -x, apabila dibentuk kata kerja kedua (verb-2) dan kata kerja ketiga (verb-3), maka ditulis dan diucapkan dengan akhiran huruf -t.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Buy	bought	bought	membeli
Bleed	bled	bled	melukai
Bind	bound	bound	mengikat
Creep	crept	crept	merangkak
Fling	flung	flung	membuang

- c. Kata kerja yang bentuk pertama, kedua dan ketiganya tidak sama.

Contoh:

Verb-1	Verb-2	Verb-3	Arti
Take	took	taken	mengambil
Forsake	forsook	forsaken	meninggalkan
Go	went	gone	pergi
Eat	ate	eaten	makan
Fly	flew	flown	terbang

Berdasarkan fungsinya dalam kalimat kata kerja dapat dibagi menjadi dua macam yaitu:

1. Linking verbs (kata kerja penghubung)

Linking verb adalah kata kerja yang digunakan untuk menghubungkan antara subjek dengan kata ganti (pronoun) dan kata sifat (adjective) yang menerangkan subjek.

Kata-kata kerja yang termasuk ke dalam kata kerja penghubung atau linking verb adalah:

- Remain = tetap, tinggal
- Appear = tampak, kelihatan
- Feel = merasakan
- Look = tampak, kelihatan
- Run = berlari
- Etc...

Contoh:

- He feels ill.
Dia merasa sakit.
- I become succesfull.
Aku menjadi sukses.

2. Auxiliary Verb (Kata Kerja Bantu)

Auxiliary Verb adalah kata kerja yang digunakan untuk membantu kata kerja lain dalam membentuk struktur kalimat yang lengkap dan memiliki fungsi tata bahasa. Atau pengertian Auxiliary Verb bisa juga kita beri definisi kata kerja bantu yang diletakkan di depan kata kerja pokok untuk membentuk bentuk waktu (tenses), ragam gramatikal (voice) dan modus (mood). Pembagian macam-macam auxiliary verb (kata kerja bantu) dibagi menjadi 3 (tiga) jenis, yaitu:

a. Primary Auxiliary Verb (kata kerja bantu utama)

Primary Auxiliary Verb adalah kata kerja yang digunakan untuk memberikan karakter pada bentuk waktu (tenses) dan tidak memberikan tambahan makna pada kata kerja utamanya (main verbs).

Kata yang termasuk ke dalam kata kerja bantu utama (primary auxiliary) adalah:

- ❑ To Be: am, am not, are, are not (aren't), is, is not (isn't), was, was not (wasn't), were, were not (weren't), be, being, been.

To be dapat dipakai untuk:

- ✦ Membentuk tenses.

Contoh kalimat:

- I am going to watch opera tonight.
Aku akan pergi menonton opera nanti malam.
- They have been waiting for you for three hours.
Mereka sudah sedang menantimu selama tiga jam.

- ✦ Membuat kalimat pasif.

Contoh kalimat:

- My father's car is being repaired.
Mobil ayahku itu sedang diperbaiki.
- He will be spoken by the boy.
Dia akan dibicarakan oleh anak laki-laki itu.

- ✦ Membuat kalimat non-verbal.

Penggunaan to be dalam kalimat non-verbal yaitu terdiri dari kalimat: nominal sentence, adjectival/adverbial sentence, prepositional sentence.

Contoh:

- I am Diana.
Aku adalah Diana.
- He is in the room. Dia berada di dalam kamar.

- ❑ Do : do, do not (don't), does, does not (doesn't), did, did not (didn't).

Penggunaan Kata "Do" berfungsi sebagai:

- ✦ Kata kerja biasa.

Jika Do berfungsi sebagai kata kerja maka ia biasanya berarti "mengerjakan".

Contoh kalimat:

- She did her science assignment last night.
Dia mengerjakan tugas sainsnya semalam.
- I do my homework everyday.
Aku mengerjakan PR-ku setiap hari.

- ✦ Kata kerja bantu dalam membentuk kalimat tanya dan kalimat negatif.

Contoh kalimat:

- Did Sally go to work yesterday?
- Apakah Sally pergi kerja kemarin?
- We don't go out at night.
Kita tidak pergi keluar di malam hari.

- ✦ Have : have, have not (haven't), has, has not (hasn't), had, had not (hadn't).

Fungsi auxiliary verb kata "have" digunakan sebagai:

- ✦ Kata kerja biasa

Kata have disini berarti mempunyai.

Contoh:

- I have a new house.
Aku mempunyai sebuah rumah baru.
- They had no money last week. Mereka tidak mempunyai uang minggu lalu.

- ✦ Kata kerja bantu dalam membentuk tenses

Penggunaan primary auxiliary verb kata "have" bisa juga berfungsi sebagai Kata kerja bantu dalam membentuk tenses seperti: present perfect tense, past perfect tense, dan lain sebagainya.

Contoh:

- I have bought a new sofa.
Aku telah membeli sebuah sofa baru.
- She has had a blue bicycle last year.
Dia telah mempunyai sebuah sepeda berwarna biru tahun lalu.

Apabila ditambah kata to pada akhir kata have, has, atau had, maka memiliki arti harus atau terpaksa.

Contoh kalimat:

- I have to buy a new notebook.
Aku harus membeli sebuah buku catatan baru.

Dalam bentuk kalimat negatif, maka penggunaan auxiliary verb kata have to atau has to di awalnya ditambah kata do atau does, lalu ditambah kata not yang disesuaikan dengan subjeknya.

Contoh kalimat:

- I don't have to buy a new notebook.
- Aku tidak harus membeli sebuah buku catatan baru.

Sedangkan untuk bentuk lampainya dapat dinyatakan dengan didn't have to.

Contoh kalimat:

- I didn't have to buy a new notebook.
- Aku tidak harus membeli sebuah buku catatan baru.

b. Modal Auxiliary Verb (kata kerja bantu mengandaikan)

Modal Auxiliary Verb (kata kerja bantu mengandaikan) adalah kata kerja yang digunakan untuk memberikan tambahan makna pada kata kerja utamanya (main verbs). Ia merupakan salah satu bagian dari macam-macam auxiliary verb selain yang telah saya paparkan diatas.

Yang termasuk ke dalam modal auxiliary verb (kata kerja bantu mengandaikan) adalah:

- Can, cannot (can't), could, could not (couldn't).
- May, may not, might, might not.
- Shall, shall not (shan't), should, should not (shouldn't).
- Will, will not (won't), would, would not (wouldn't).
- Must, must not (mustn't), ought to, ought not to.
- Use to, used to.
- Need, need not (needn't).
- Dare, dare not (daren't).

Contoh kalimat auxiliary verb:

- I can read an English books.
Aku bisa membaca buku-buku berbahasa Inggris.
- We must see the information about scholarship.
Kita harus melihat informasi tentang beasiswa.

Ada tiga ciri-ciri Modal Auxiliary Verb (kata kerja bantu mengandaikan) dalam sebuah kalimat, adapun ketiga ciri-ciri tersebut adalah sebagai berikut:

- Modal auxiliary verbs selalu diikuti oleh kata kerja dasar tanpa "to" (bare infinitive).

Contoh:

- He can help you wash your car.
Dia bisa membantumu mencuci mobilmu.

Bukan:

- He can helps you wash your car.
Dia bisa membantumu mencuci mobilmu.

- Modal auxiliary verb tidak boleh diikuti atau didahului oleh kata dasar "to" (to infinitive).

Contoh kalimat:

- They want to can speak Mandarin.

Mereka ingin bisa bicara bahasa Mandarin.

Contoh di atas salah, karena kata *can* tidak boleh didahului oleh kata kerja dasar "to" (to infinitive). Apabila kita ingin mengatakan dengan maksud di atas, maka kita menggunakan ungkapan yang serupa dengan modal (similar expression of modal), yaitu kata *can* diganti dengan kata "be able to" (dapat, mampu atau bisa).

- They want to be able to speak Mandarin.

Mereka ingin bisa bicara bahasa Mandarin.

- Tidak boleh ada dua modal dalam satu kalimat.

Contoh kalimat:

- He may can visit my house tomorrow.

Dia boleh bisa mengunjungi rumahku besok.

Yang benar:

- He may be able to visit my house tomorrow.

Dia boleh mengunjungi rumahku besok.

- Modal tidak boleh bertemu dengan Primary auxiliary yang lain kecuali kata *have*.

Contoh:

- Does he can sleep in the afternoon?

Bisakah dia tidur di siang hari?

Yang benar:

- Can he sleep in the afternoon?

Bisakah dia tidur di siang hari?

- Modal tidak bisa dipakai dalam perfect tense kecuali modal (*shall*, *will*, *should*, atau *would*) yang bisa dipakai dalam future tense dan past future tense.

Contoh kalimat:

- They would have done their duties.

Mereka akan sudah mengerjakan kewajibannya.

Similar expression of modal merupakan bentuk yang serupa dengan modal tetapi secara struktur lebih fleksibel dari pada modal auxiliary verb. Tidak semua modal auxiliary verb di atas bisa diubah menjadi similar expression of modal dalam kalimat.

Komik atau cerita bergambar (cergam) adalah ilustrasi ceritera yang berupa rangkaian gambar atau gambar tunggal yang menceritakan sebuah adegan.

ciri-ciri yang terdapat pada komik:

1. Menggunakan bahasa sehari-hari Umumnya komik tersaji dengan bahasa sehari-hari. Dengan menggunakan bahasa sehari-hari, komik dapat dengan mudah dipahami.
2. Proporsional Pada komik terdapat gambar serta teks pendukung gambar, keduanya haruslah seimbang agar pembaca dapat merasakan seakan-akan terlibat dalam alur cerita.
3. Terdapat humor/lelucon Dalam komik biasanya terdapat humor/lelucon yang lugas sehingga membuat para pembaca dapat menerimanya dengan mudah. Adanya humor/lelucon membuat cerita menjadi lebih menarik dan berwarna.
4. Penggambaran tokoh yang sederhana Secara tidak langsung tokoh pada komik sangatlah penting dalam membangun alur cerita yang menarik. Dengan penggambaran tokoh yang sederhana dapat memudahkan pembaca untuk memahami isi cerita.
5. Isi cenderung bersifat kepahlawanan Komik biasanya tersaji dengan isi yang bersifat kepahlawanan dan membuat pembaca merasa memiliki jiwa kepahlawanan.

Hasil jawaban Pre-Test

Pre-Test
The Effectiveness of Reading English to Improve Students' Vocabulary at the Eighth Grade of SMPN 1 Palopo.

Name: ASRIHATI
Class: VIII.1. C. PM

Score
10

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

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

10

1. Chair
2. Books
3. Door
4. Blackboard
5. Socks
6. Pencils

8. Flower
9. Pencils
10. Chair
11.
12. Table
13. Tree
14. Flag
15. Door

B. Draw a line to match each part of the word!

16. Membaca	Writing
17. Menulis	Reading
18. Memasak	Swimming
19. Menonton	Singing
20. Menari	Cooking
21. Belajar	Watching
22. Berenang	Asking
23. Bertanya	Dancing
24. Bermain	Learning
25. 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 slice of pizza last night and I got a stomachache.
2. I will buy a glass of chocolate for my little sister.
3. The little girl cannot bring a full bucket of water to the garden.
4. Bimo always drinks a cup of milk in the morning every day.
5. My mother made a plate of fried rice for my dinner.
6. It is very nice to have a cup of tea in the evening with your favourite person.
7. He brings me a package of spicy chips and a lollipop for my little sister.
8. Angel likes to drink a bottle of freshwater after running or having an exercise.
9. Someone usually loves to eat a piece of chicken soup when he is sick.
10. My sister is having a birthday party and she gives a slice of her birthday cake to everyone.

Pre-Test
The Effectiveness of Reading English to Improve Students' Vocabulary at the Eighth Grade of SMPN 1 Palopo.

Name: Ismailwan Dargatara
Class: VIII Cok Mentia

Score: 33

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

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

16

✓ 1. Chair
✓ 2. Books
✓ 3. Table
✓ 4. Pencils
✓ 5. Tree
✓ 6. Bag
✓ 7. Flower

B. Draw a line to match each part of the word!

16. Membaca	Writing
17. Menulis	Reading
18. Memasak	Swimming
19. Menonton	Singing
20. Menari	Cooking
21. Belajar	Watching
22. Bernyanyi	Asking
23. Berenang	Dancing
24. Bertanya	Learning
25. Pergi	Going

9

✓ 8. Pens
✓ 9. Pencils
✓ 10. Cupboard
✓ 11. Socks
✓ 12. Flag
✓ 13. Tree
✓ 14. Blackboard
✓ 15. Door

C. Complete the sentences by choosing the words below!

Glass	Bottle	Piece	Bar	Cup
Plate	Bowl	Slice	Package	Bucket

8

- ✓ 1. I only ate a bar of pizza last night and I got a stomachache.
- ✓ 2. I will buy a cup of chocolate for my little sister.
- ✓ 3. The little girl cannot bring a full glass of water to the garden.
- ✓ 4. Bimo always drinks a glass of milk in the morning every day.
- ✓ 5. My mother made a plate of fried rice for my dinner.
- ✓ 6. It is very nice to have a bucket of tea in the evening with your favourite person.
- ✓ 7. He brings me a bottle of spicy chips and a lollipop for my little sister.
- ✓ 8. Angel likes to drink a bowl of freshwater after running or having an exercise.
- ✓ 9. Someone usually loves to eat a plate of chicken soup when he is sick.
- ✓ 10. My sister is having a birthday party and she gives a piece of her birthday cake to everyone.

Pre-Test
The Effectiveness of Reading English to Improve Students' Vocabulary at the Eighth Grade of SMPN 1 Palopo.

Name: Lofredo Doloing
Class: EVE MKEVIA VIII

Score: 99 ¹⁰

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

20

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

1. chair ✓
2. books ✓
3. cupboard ✓
4. blackboard ✓
5. socks ✓
6. flower ✓
7. flag ✓

8. pens ✓
9. pencils ✓
10. erasers ✓
11. table ✓
12. flag ✓
13. tree ✓
14. door ✓
15. bag ✓

B. Draw a line to match each part of the word!

21

16. Membaca	Writing
17. Menulis	Reading
18. Memasak	Swimming
19. Menonton	Singing
20. Menari	Cooking
21. Belajar	Watching
22. Bermain	Asking
23. Berenang	Dancing
24. Bertanya	Learning
25. Pergi	Going

C. Complete the sentences by choosing the words below!

Glass	Bottle	Piece	Bar	Cup
Plate	Bowl	Slice	Package	Bucket

8

- I only ate a slice of pizza last night and I got a stomachache. ✗
- I will buy a package of chocolate for my little sister. ✗
- The little girl cannot bring a full bowl of water to the garden. ✗
- Bimo always drinks a bucket of milk in the morning every day. ✗
- My mother made a bar of fried rice for my dinner. ✗
- It is very nice to have a cup of tea in the evening with your favourite person. ✓
- He brings me a piece of spicy chips and a lollipop for my little sister. ✗
- Angel likes to drink a bottle of freshwater after running or having an exercise. ✓
- Someone usually loves to eat a plate of chicken soup when he is sick. ✗
- My sister is having a birthday party and she gives a slice of her birthday cake to everyone. ✗

Hasil jawaban Post-Test

Post-Test
The Effectiveness of Reading English to Improve students' Vocabulary at the eighth grade of SMPN 01 Palopo.

Name: Resey Vahiro
Class: B cat Meutia

Score: 57

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

Clothes	Park	Canteen
Ink	Library	Window
Mosque	Marker	Trophy
Map	Skirt	Dictionary
Glasses	Clock	Classroom

30

23

✓ 1. trophy
✓ 2. clothes
✓ 3. dictionary
✓ 4. glasses
✓ 5. marker
✓ 6. skirt
✓ 7. library
✓ 8. mosque
✓ 9. classroom
✓ 10. ink
✓ 11. clock
✓ 12. canteen
✓ 13. park
✓ 14. map
✓ 15. window

✓ 1. trophy
✓ 2. clothes
✓ 3. dictionary
✓ 4. glasses
✓ 5. marker
✓ 6. skirt
✓ 7. library
✓ 8. mosque
✓ 9. classroom
✓ 10. ink
✓ 11. clock
✓ 12. canteen
✓ 13. park
✓ 14. map
✓ 15. window

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

15

✓ Berbahaya	Wave
✓ Cerdas	Advice
✓ Berhati-hati	Habit
✓ Nasihat	Announcement
✓ Pengumuman	Intelligent
✓ Kesulitan	Dangerous
✓ Kebiasaan	Practise
✓ Melambatkan	Careful
✓ Bersembunyi	Difficulty
✓ Berlatih	Hide

C. Complete the verb according to the situation in this sentence.

Were	Are	Explained	Practice	Submit
Are	Want	Clean	Is	Watching

12

✓ 1. There are many cars on the road.
✓ 2. There are one teacher in my class now.
✓ 3. If you have enough time, please clean your room before you go to school.
✓ 4. My cat always sleeps if it watching drama on tv.
✓ 5. If today explained Sunday, we could go to the beach.
✓ 6. Rani could win the competition if he want more.
✓ 7. Don't expect too much if you were to be happy.
✓ 8. They would understand it if you submit it to them more slowly.
✓ 9. My teacher will not accept my work if I practice it in late.
✓ 10. My hobby is reading, watching movies and playing badminton.

Post-Test

The Effectiveness of Reading English to Improve students' Vocabulary at the eighth grade of SMPN 01 Palopo.

Name: Juan Christopher m

Class: 8: (Ut meutia)

Score: 82

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

✓ Clothes	✓ Park	✓ Canteen
✓ Ink	✓ Library	✓ Window
✓ Mosque	✓ Marker	✓ Trophy
✓ Map	✓ Skirt	✓ Dictionary
✓ Glasses	✓ Clock	✓ Classroom

30

✓ 1 Park... ✓ 2 Map... ✓ 3 Window...

✓ 4 ink... ✓ 5 clock... ✓ 6 canteen

✓ 7 trophy ✓ 8 clothes ✓ 9 Dictionary

✓ 10 glasses ✓ 11 marker ✓ 12 skirt

✓ 13 Library ✓ 14 mosque ✓ 15 classroom

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

✓ Berbahaya	Wave
✓ Cerdas	Advice
✓ Berhati-hati	Habit
✓ Nasihat	Announcement
✓ Pengumuman	Intelligent
✓ Kesulitan	Dangerous
✓ Kebiasaan	Practise
✓ Melambatkan	Careful
✓ Bersembunyi	Difficulty
✓ Berlatih	Hide

C. Complete the verb according to the situation in this sentence.

Were	Are	Explained	Practice	Submit
Are	Want	Clean	Is	Watching

✓ 1. There are many cars on the road.

✓ 2. There were one teacher in my class now.

✓ 3. If you have enough time, please clean your room before you go to school.

✓ 4. My cat always sleeps if it is watching on tv.

✓ 5. If today are Sunday, we could go to the beach.

✓ 6. Rani could win the competition if he practise more.

✓ 7. Don't expect too much if you want to be happy.

✓ 8. They would understand it if you explain to them more slowly.

✓ 9. My teacher will not accept my work if I submit it late.

✓ 10. My hobby is reading, watching movies and playing badminton.

Post-Test
The Effectiveness of Reading English to Improve students' Vocabulary at the eighth grade of SMPN 01 Palapa.

Name: ASYFA SYAHRI
Class: viu cut mawra

Score
100

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

Clothes	Park	Canteen
Ink	Library	Window
Mosque	Marker	Trophy
Map	Skirt	Dictionary
Glasses	Clock	Classroom

70

1. Trophy
2. map
3. window
4. ink
5. clock
6. canteen

7. Trophy
8. clothes
9. dictionary
10. glasses
11. marker
12. skirt
13. library
14. mosque
15. classroom

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

Berbahaya	Wave
Cerdas	Advice
Berhati-hati	Habit
Nasihat	Announcement
Pengumuman	Intelligent
Kesulitan	Dangerous
Kebiasaan	Practise
Melambatkan	Careful
Bersembunyi	Difficulty
Berluth	Hide

30

C. Complete the verb according to the situation in this sentence.

Were . Are . Explained . Practice Submit
Are . Want Clean Is Watching

40

1. There ~~are~~ many cars on the road.
2. There ~~is~~ one teacher in my class now.
3. If you have enough time, please ~~clean~~ your room before you go to school.
4. My cat always sleeps if it ~~is~~ ^{watching} drama on tv.
5. If today ~~was~~ ^{were} Sunday, we could go to the beach.
6. Rani could win the competition if he ~~practice~~ ^{practised} more.
7. Don't expect too much if you ~~was~~ ^{were} to be happy.
8. They would understand it if you ~~explained~~ ^{explain} it to them more slowly.
9. My teacher will not accept my work if I ~~submit~~ ^{submit} it in late.
10. My hobby ~~are~~ ^{is} reading, watching movies and playing badminton.

Dokumentasi



<https://youtu.be/FXw47j-u-gU?si=gJObusES0pEMQN>

SK PEMBIMBING



**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 096 TAHUN 2023**

**TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA
PROGRAM S1**

**DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO**

- Menimbang** : a. Bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan penulisan skripsi;
b. Bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat** : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
- Kedua** : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo.
- Ketiga** : Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi.
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2023.
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya.
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan, sebagaimana mestinya

Ditetapkan di : Palopo
Pada Tanggal : 24 Februari 2023

Dekan,



Nurdin Kd

Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK IAIN Palopo;
3. Arsip.

AN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INPA
R : 2023 TAHUN 2023
SAL : 24 FEBRUARI 2023
TANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA PROGRAM S1

I Nama Mahasiswa : Putri Maulidayanti
NIM : 1902020051
Program Studi : Pendidikan Bahasa Inggris

II Judul Skripsi : The Effectiveness of Using Graphic Story Telling Teaching Speaking

III Tim Dosen Pembimbing :
A. Pembimbing Utama (I) : H. Madehang, S.Ag., M.Pd.
B. Pembantu Pembimbing (II) : Dewi Furwana, S.Pd.I., M.Pd.

IN IAINPALOPO

SKRIPSI

Palopo, 24 Februari 2023

Dekan,



Nurdin Kf

SKRIPSI

SK PENGUJI



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 789 TAHUN 2025
TENTANG**

PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang :**
- a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa program sarjana maka dipandang perlu dibentuk tim penguji skripsi;
 - b. bahwa untuk menjamin terlaksananya tugas tim dosen penguji skripsi sebagaimana dimaksud dalam butir (a) di atas maka perlu ditetapkan melalui keputusan dekan;
 - c. bahwa yang tercantum namanya dalam keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen penguji skripsi.
- Mengingat :**
- 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 - 2. Undang-Undang RI No. 12 Tahun 2012 tentang Pendidikan Tinggi;
 - 3. Peraturan Pemerintah RI No. 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - 4. Peraturan Presiden RI No. 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
 - 5. Peraturan Menteri Agama RI No 6 Tahun 2017 tentang STATUTA IAIN Palopo;
 - 6. Peraturan Menteri Agama RI No.17 Tahun 2022 tentang Perubahan Kedua atas Peraturan Menteri Agama RI No. 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;
 - 7. Surat Keputusan Rektor IAIN Palopo Nomor 282.1 Tahun 2019 tentang Pedoman Penulisan Skripsi, Tesis dan Artikel Ilmiah IAIN Palopo;
 - 8. Surat Keputusan Rektor IAIN Palopo Nomor 474 tahun 2022 tentang Pedoman Akademik Institut Agama Islam Negeri Palopo;
 - 9. DIPA IAIN Palopo Tahun Anggaran 2025

MEMUTUSKAN:

- Menetapkan :** KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA
- Kesatu :** Mengangkat mereka yang tersebut namanya pada lampiran keputusan ini sebagaimana pemberian kuasa dan pendelegasian wewenang menandatangani surat penetapan ketua sidang, dosen pembimbing dan dosen penguji skripsi;
- Kedua :**
- 1. Tugas ketua sidang adalah memimpin sidang dan mewakili pimpinan fakultas untuk melakukan yudisium;
 - 2. Tugas tim dosen penguji skripsi adalah mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi;
- Ketiga :** Keputusan ini berlaku pada ujian semester hasil dan ujian munaqasyah skripsi;
- Keempat :** Segala biaya yang timbul akibat ditetapkannya keputusan ini dibebankan kepada DIPA IAIN Palopo (Anggaran FTIK Tahun 2025)
- Kelima :** Keputusan ini berlaku sejak tanggal ditetapkan dan berakhir setelah kegiatan pengujian skripsi selesai dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam :** Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan.

Ditetapkan di : Palopo
Pada tanggal : 8 Juli 2025



Tembusan :

- 1. Rektor IAIN Palopo di Palopo;
- 2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
- 3. Arsip

LAMPIRAN : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 784 TAHUN 2025
TANGGAL : 8 JULI 2025
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

- I. Nama Mahasiswa : Putri Maulidayanti
NIM : 1902020051
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : *The Effectiveness of Reading English Comic to Improve Students' Vocabulary at SMPN 01 Palopo.*
- III. Tim Dosen Penguji :
- | | |
|-----------------|------------------------------------|
| Ketua Sidang | : Husnaini, S.Pd.I., M.Pd. |
| Penguji (I) | : Wahibah, S.Ag., M.Hum. |
| Penguji (II) | : Yuyun Ruqiyat Said, S.Pd., M.Pd. |
| Pembimbing (I) | : Madehang, S.Ag., M.Pd. |
| Pembimbing (II) | : Dewi Furwana, S.Pd.I., M.Pd. |



BIOGRAPHY



Putri Maulidayanti, was born in Palopo on August 9, 2001.

The research is the third of four siblings, born to a father named Mas'Udy and a mother named Erni Sultan. Currently, the research resides at BTN. Hartaco Block II J, Benteng Village, East Wara Timur, Palopo City. The research completed their primary education in 2013 at SDN 30

Mattirowalie Palopo. Then, in the same year, she attended Madrasah Tsanawiyah Negeri (MTsN) Model Palopo until 2016. In the same year, she attended SMAN 05 Palopo. During high school, the research served as a member of the Class Representative Council (MPK) and was active in extracurricular activities, namely the Red Cross Youth (PMR). After graduating from high school in 2019, the research continued their education at one of the universities in Palopo City, namely the State Islamic University (UIN) Palopo, Faculty of Education and Teacher Training (FTIK), English Language Education Study Program (PBI).

In conclusion, the research expresses sincere gratitude for the completion of the thesis titled “The Effectiveness of Reading English Comic To Improve Students’ Vocabulary Mastery At SMPN 01 Palopo”