

**STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE  
FIRST YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR**

**SKRIPSI**

By

**AHMAD RAHANGIAR  
NIM 4510101075**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY 45 MAKASSAR  
2015**

**STUDENTS' VOCABULARY BY USING COMIC STRIP OF  
THE FIRST YEAR STUDENTS OF SMP NEGERI 19  
MAKASSAR**

**SKRIPSI**

**Submitted to the Faculty of Teacher Training and Education in  
Partial Fulfillment of the Requirement for the Sarjana Degree (S.Pd.)**

**UNIVERSITAS**

**BOSOWA**

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Arranged and submitted by

AHMAD RAHANGIAR  
NIM 4510101075

Had been defended in front of Skripsi Examination Committee  
February 27<sup>th</sup>, 2015

Approved by:

Supervisor I,

Supervisor II,



Drs. H. Herman Mustafa, M.Pd.  
NIDN. 0931126306



Hj. St. Haliah Batau, S.S., M.Hum.  
NIDN. 0907096901


Known by:

Dean

Faculty of Teacher Training and Education,

Head

English Education Department,



Prof. Dr. Muhammed Yunus, M.Pd.  
NIP. 196212311989031030



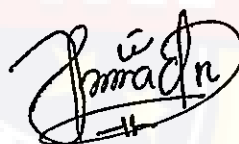
Rampeng, S.Pd., M.Pd.  
NIK. D. 450335

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Students' Vocabulary by Using Comic Strip of the First Year Students of SMP Negeri 19 Makassar" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 27 Februari 2015

Yang membuat pernyataan,



Ahmad Rahangiar

## ABSTRAK

Ahmad Rahangiar. 2015. *Students' Vocabulary by Using Comic Strip of the First Year Students of SMP Negeri 19 Makassar*. Skripsi, Program Studi Pendidikan Bahasa Inggris (Dibimbing oleh Drs. Herman Mustafa, M.Pd. dan Hj. St. Haliah Batau, S.S., M.Hum.).

Tujuan penelitian ini adalah untuk mengetahui efektivitas penggunaan comic strip dalam meningkatkan kemampuan kosa kata siswa SMP Negeri 19 Makassar.

Penelitian ini adalah penelitian eksperimen yang dilakukan pada siswa SMP Negeri 19 Makassar kelas VII-B yang berjumlah 34 siswa. Hasil penelitian menunjukkan bahwa penggunaan comic strip yang diujicobakan di SMP Negeri 19 Makassar ternyata cukup berhasil. Analisis data penelitian menggunakan uji-t. Hasil penelitian ini menunjukkan bahwa nilai t-test adalah 25 dan nilai t-table 2.033, berarti nilai t-test lebih bagus dari pada t-table atau ( $t_{25} > t_{2.033}$ ).

Dari hasil analisis tersebut mengindikasikan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test yaitu 3.6 menjadi 6.5. Dengan demikian penggunaan comic strip dapat meningkatkan kemampuan kosa kata siswa SMP Negeri 19 Makassar yang semula masih rendah menjadi baik

Key Word: students' vocabulary, comic strip.

## ABSTRAC

Ahmad Rahangiar. 2015. *Students' Vocabulary by Using Comic Strip of the First Year Students of SMP Negeri 19 Makassar* ( Guided By Drs. Herman Mustafa, M.Pd. and Hj. St. Haliah Batau, S.S., M.Hum.).

The aimed of this research is to find out the effectiveness of using comic strip to improve the students vocabulary at SMP Negeri 19 Makassar. The writer used pre-experiment design which involved class VIII-B consisted of 34 students as the sample of the research.

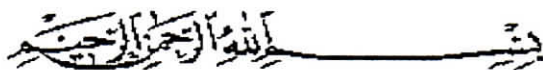
The result of the research showed that the used of comic strip as the research instrument at SMP Negeri 19 Makassar is succeeded. Data analyze show that the value of t-test is higher that t-table (tt **25** > th **2.033**). The result of data analyze indicated that there is a significant improvement between pre-test 3.6 and post-test 6.5.

Finally, the writer can concluded that the use of comic strip can improve students vocabulary achievement at SMP Negeri 19 Makassar.

Key Word: students' vocabulary, comic strip.



## ACKNOWLEDGEMENT



Alhamdulillah rabbi alamin, peace and blessing to the almighty God Allah s.w.t who always give his blessing, mercy, and inspiration in the completion of this skripsi. Without his blessing, all the difficulties in the process of the completion of this skripsi can not be overcome easily and prophet, Muhammad Shallallahu `alaihi wassalam and His family and companions.

The writer realizes that this skripsi could not be finished without the help and support from other people so he extends his sincere gratitude and appreciation to :

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Special thanks to Drs.H. Herman Mustafa, M.Pd as the first supervisor and Hj. St. Haliah Batau, S.S., M.Hum as the second supervisor for their unlimited help, advice, comments on, and correcting to this skripsi, for well as for his encouragement toward the completion of this study.

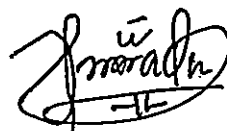
Abdul Hamid, S.Pd., M.M as the Headmaster of SMP Negeri 19 Makassar, who has allowed the writer to do the research at his school. Kasmawati, S.Pd. as the English teacher who helped the writer in doing the research.

The writer would like to express the most appreciation to his big family especially his beloved parent, Hasan Rengiar and Salma Rengiar who always prepare and give a lot of sacrifices and pray for his save and successful. Mom and Dad, the writer could never repay for all you have done for him, your love and supports is priceless. The writer also give his thankful to her foster parent Hasyim Rahangiar and Janiba Rahangiar who always support the writer and he really appreciate all of your help and hopefully son, the writer owe everything to both of you..

The writer's loving sister Rosita, his brother Ramadhan and Rahman for their endless love, support, spirit and understanding. The writer also expressed her special thanks to his foster sister Hadijah Bicing, Hafifah. his foster brother Sukri Rahangiar all best friends Amirwan, Bakri, Kaka, Rizky, Maniha, Maya, Mechon, Adelina, Chia, Vhara, Ferdy, Wia, Desta, Sry, Djaly, Muta, Ivan, Hikmah, Oreen and all friends especially at class 2010 for their togetherness, love, help and support.

As human being, the writer does realize that what he presents in this skripsi is still far from being perfect. Therefore, criticisms and suggestions will surely be appreciated. Finally, the writer pray may the almighty God bless all of them. Amin.

Makassar, 27 Februari 2015

A handwritten signature in black ink, appearing to read 'Ahmad Rahangiar', with a stylized flourish at the end.

Ahmad Rahangiar



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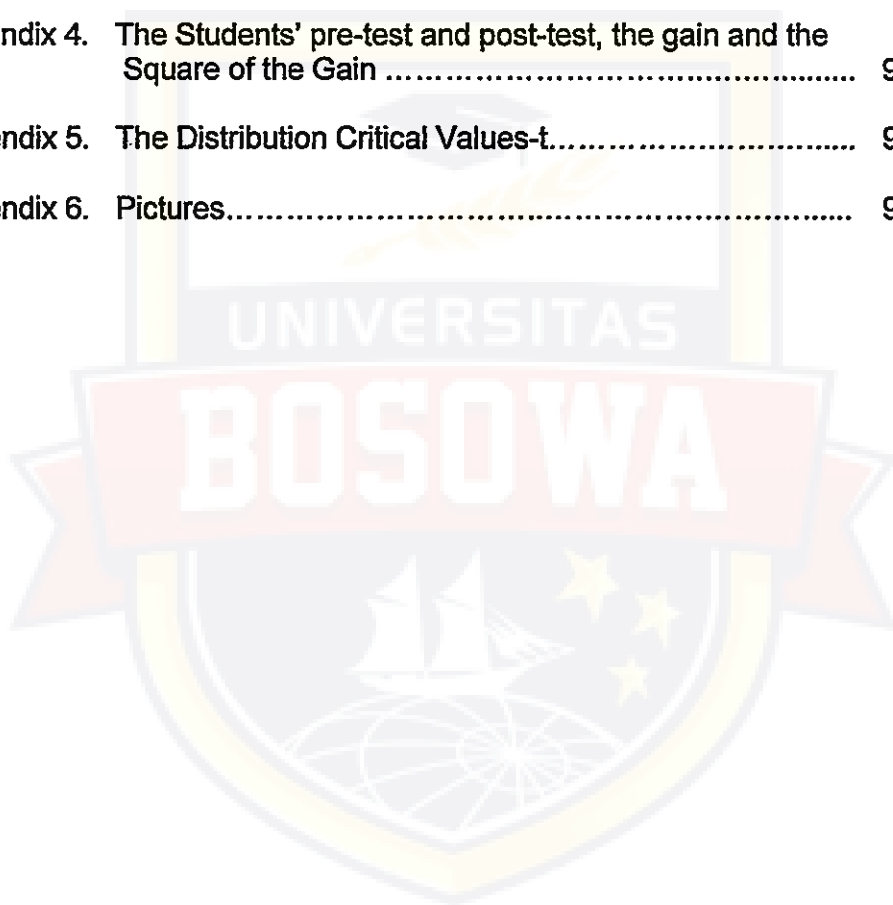
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## CHAPTER I

### INTRODUCTION

This chapter described background, problem statement, objective of the research, significance of the research, and scope of the research.

#### A. Background

*Vocabulary is used for communication. Without vocabulary we can not understand what the people say. Many elements in the acquisition of second language, there are grammar, spelling, vocabulary, and pronunciation. Those elements are taught in order to support the development of the students language skills, not only master those elements themselves but must understand it. Some elements in teaching language need attention in English teaching. English vocabulary is one of the crucial elements of language. The most important vocabulary acquisition is also stated by Harmer in Rahmiani (2004 : 2) " if language structure make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh."*

Through vocabulary we can communicate ideas, emotions and desires, as Wallace (1989:9) states that the students who has good control of language, including vocabulary with both breath and depth can not cummunicate ideas problems with great accuracy, clarity, and procision. Without possessing an extensive vocabulary can disturb students to communicate their ideas clearly, so vocabulary becomes

very essential for the students in learning language. It can show some researches found that the students faced many difficulties in expressing their ideas and catching the words from someone because of the limited vocabulary.

In teaching English vocabulary, it is necessary for the English teacher to have good techniques and visual aids in presenting the materials in the classroom. As educators the teacher must have task to facilitate learning. The teacher should make learning vocabulary easier, faster, more effective and more efficient and the teacher should establish conditions which make teaching vocabulary possible that learning will occur within a reasonable period of time. However the writer expects that by using comic strip the students in junior high school can dominate one thousand and five hundred words. Because as long as the students after graduated from junior high school do not dominate words with the target.

Even though there are many strategies which can be applied in teaching English, especially for teaching vocabulary to make students interested, so the writer wants to apply one of them, namely "comic strip". Comic strips or comic book is one authentic material that has been explored over past few year. Teacher, business, and publisher, however have realized that comic strips have a widespread appeal to allege groups and levels of society because they reflect authentic language and culture, for example, social commentary, Stereotypes, and life conflicts.

Funny comic strips can motivate and encourage using their ability and arousing their interest, is also stated by Noemy in Huldiana (2001 : 1) comic are usually funny; therefore, applying them to methodological purposes will have the same effect as using games in teaching-it brings a cheerful atmosphere into the class. Comic strips not only amuse and interesting for students; there are plenty of other reasons to use them in education so with comic strip the students can dominate one thousand and five hundred words in junior high school.

## **B. Problem Statements**

Based on the background above, the writer formulated the research problems as follows:

- a. Do the students of SMP Negeri 19 Makassar feel motivated to do the test using comic strip?
- b. Is there any significant difference of the students' vocabulary mastery before and after learning vocabulary using comic strip?

## **C. Objective of the Research**

Based on the problem statements of above, the objectives of this research were to find out:

1. Whether or not the comic strip of the first year students of SMP Negeri 19 Makassar feel motivated to work with comic strip.
2. Whether or not there is significant difference of the students' vocabulary before and after learning vocabulary using comic strip.





#### **D. Significance of the Research**

The result of this research hopefully becomes a piece of useful information for the people who were involved in teaching and learning English, especially in teaching and learning vocabulary. Vocabulary would be easier to remember with comic strip, the writer would try to help the students to enrich their vocabulary by using comic strip.

This research was useful for the teacher, students for others, and for the writer herself in enriching vocabulary as a basic knowledge in English.

#### **E. Scope of the Research**

This research was under the discipline of applied linguistics. It specifies on the use of comic strip to increase the students' vocabulary achievement. The writer restricts the material on the use of cartoon picture and text the focuses in noun, adjective, verb, and adverb. By activity, the students would be given vocabulary test which was divided in two kinds of test, they were 15 items for antonym tests and 15 synonym items in relation to the extrinsic motivation.

## **CHAPTER II.**

### **REVIEW OF RELATED LITERATURE**

This chapter described the previous research findings, some pertinent ideas, theoretical framework, and hypothesis.

#### **A. Previous Research Findings**

There are some researchers have done in the field of vocabulary and comic strip. Their research findings are correctively presented as follows:

1. Brown (1994 : 18) found that comics can be used to facilitate vocabulary teaching. The best internalization of vocabulary comes from encounters (comprehension and production) with words within the context of surrounding discourse. This way students will associate the words with a certain context, and they can recall an apply it better than just learning a single word with a corresponding meaning.
2. Huldiana (2001 : 8) found that situational pictuers can encourage the students' motivation to learn English particularly in learning vocabulary.
3. Maeti (2005 : 7) found that use of funny pictures as a teaching media was effective in improving the vocabulary of elementary school students.

4. Sahara (2000 : 5) found that in teaching English vocabulary using real objects the students are faster to master and get the meaning of the words than they were taught by using usual technique.

## **B. Some Pertinent Ideas**

### **1. Concept of Vocabulary**

#### **a. Definition of Vocabulary**

There are many definitions of vocabulary. Oxford learners' pocket dictionary by Madsen (1980 : 34) defines vocabulary as:

- 1) Total number of words in a language
- 2) Words known in a language
- 3) List of words with their meaning

Similar to this Brown in Ermayani (2006 : 9) stated vocabulary as (a) alphabetical list of words with definitions or translation, as in grammar or reader of foreign language; (b) the range of language of habitually used by an individual; (c) the sum of aggregated of composing a language ; and (d) a set of artistic or stylistic forms available to a particular person.

According to Cambridge International dictionary in Putra (2007 : 7) of English the meaning of vocabulary as all the words used by a particular person or all the words used by a particular language or subject, all the words used in particular total number of words, set of words that it used, and words to learn.

Hornby in Ermayani (2006 : 12) reported a definition of vocabulary is a book containing a list of words used in book. In regard to words, Hornby defines that vocabulary is the total number of words which (with the rules of combining them) make up language. Vocabulary is words known to or used by a person in trade profession usually with definitions or translation.

In the dictionary of education by Carter in Rahmiani (2004 : 11), vocabulary is defined as follow:

- 1) learned so thoroughly that become a part of child development to understand speaking, and later reading and writing.
- 2) Vocabulary is the word having meaning when heard or seen even though not produced by the individual himself to communicate with others. According to the Australian learners' dictionary in Yunus Gunadi Adi Putra (2007), the vocabulary of language is all the words used in it, and vocabulary is all the words that known or used in a language.

Webster in Rahmiani (2004 : 12) states that vocabulary is (a) a list or collection of words and phrases usually alphabetically arranged and explained or defined (b) a sum or stock of words employed by a language, group, individual, or work in relation to subject (c) set or list of non verbal symbols (d) a set of expressive forms used in an art: the range of the elements composing a formal medium of artistic creation (e) arrange of

means by which one can apprehend expressive or ideas or feeling.

Collins in Ermayani (2004 : 8) states definition of vocabulary as (1) a list of words, usually arranged in alphabetical order and defined, as dictionary or glossary (2) all the words of language or all those used by a particular person, class, profession, etc

Good (1980 : 23) defines vocabulary as (1) the content and function words of language which are learned so thoroughly that they become a part of child's understanding, speaking, and later reading and writing vocabulary (2) the words having meaning when heard or seen even though not produced by the individual himself.

Based on definition above the writer concludes that vocabulary is a list of words which the students need to master in their learning. Their vocabulary might be active. Active vocabulary is used for speaking and writing, and passive vocabulary is all the words that help to understand when listening or reading.

#### **b. Classification of Vocabulary**

Some writers have classified vocabulary in some ways:

Ahmad (2003 : 6) classifies vocabulary into two kinds: receptive and productive vocabulary.



- 1) Receptive vocabulary refers to word for lexical items that can only be recognize and comprehend in the context of reading and listening materials.
- 2) Productive vocabulary refers to words, which can be called and used appropriately in writing and speech.

Page and Thomas in Internal Dictionary in Ummil (2008 : 14) of education divided vocabulary into active and passive vocabulary. They are described as follows:

- 1) Active vocabulary is a number of words used by an Individual as opposed to the number he/she able to understand.
- 2) Passive vocabulary is a number of words understood by a child as opposed to the number of words used.

Furthermore, Schil'in Ummil (2008 ; 15) stated there are there kinds of vocabulary:

- a) Active vocabulary, the words we customarily use in speaking.
- b) Reserve vocabulary, the words we know but we rarely use them in writing letters, when he have more time to consider or when we are searching for a synonym.
- c) Passive vocabulary, the words we are recognise vaguely but we are not sure of their meanings. We never use them in either speaking or writing and we just know them and we have them before.

### **c. The Principles of Teaching and Learning Vocabulary**

Laflame in Ermayani (2004 : 12) says several keys principles that should guide the creation and implementation of a comprehensive vocabulary development program:

1. Teacher must offer direct instruction of techniques or procedures for developing a broad and varied vocabulary.
2. New vocabulary terms must be connected to the students' previous knowledge and experiences. If students are unable to contextualize new words by attaching them to words and concepts they already understand, the words will likely have little meaning to them. If meaning is lacking, the chances are students will memorize terms and concept for testing purposes only or largely.
3. Students should be able to contextualize the vocabulary terms they have learned and use them in society. In order for students to do this successfully, they must first learn to become comfortable using the words in the classroom.
4. Practice and repetition are important methods by which students can become familiar with new words and understand how they may be used correctly.
5. Teachers should model an enthusiasm for and about new words through their own behaviors and attitudes.
6. School, teachers, and students must be committed to vocabulary development over the long term. The teaching of

vocabulary must be an interdisciplinary project, integrated into the curriculum at every level.

The principles mentioned above are quite the same way with Wallance (1989 : 98) that indicates the main principles of teaching as follows:

1. Aims

In teaching vocabulary, the teachers should know the aims of the words taught, how many of vocabulary listed we expect learners to be able to do.

2. Quantity

The number of the new words, which students should possess and learn must be clear.

3. Need

It is necessary to select the words, which teachers serve to students. Its selection process is based on the aims of the course and the objective of the individual lesson and students' background language needs.

4. Frequent Expose and Repetition

There is need of a certain amount of repetition until there is evidence that students learn the target words.

5. Meaningful Presentation

In presenting the vocabulary lesson, students should have clear and specific understanding of what the words refers to



or denote. Its presentation should be perfect, meaningful and ambiguous.

#### 6. Situation Presentation

The way in presenting the words the words should be appropriate to students' situation.

#### 7. Presenting Context

Words very seldom occur in isolation, so it is important for the students know the usual collocations that a word occurs in. Collocations are words that are commonly associated. In this sense, through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.

#### 8. Learning Vocabulary in Mother Tongue and in Target Language

In teaching the target words, teachers should use words of mother tongue as a tool to compare similarities and differences of the words.

#### 9. Guessing Procedures in vocabulary Learning

Guessing procedures is one way in learning vocabulary. It leads students to figure out the meaning of the words taught.

Harmer (1991 : 44) presents the principle in teaching and learning vocabulary as follows:

- a. In teaching and learning vocabulary we can divide which words we should teach on the basic of how frequently they

are used by speakers of the language. The words, which are most commonly used, are the ones we should teach first.

- b. Coverage A word is more useful if it covers more things than if it only has one very specific meaning. Therefore, the argument goes.

**d. Procedure of Teaching Vocabulary**

In order to create a successful vocabulary teaching, the research should have to know the procedure of vocabulary teaching. Related to this, Achsin in Thamrin ( 2004 : 22) states there are four procedures in teaching vocabulary, they are

1). Vocabulary selection technique

There are a lot of words in English and it is obvious that it is impossible for a teacher of the language to teach all the words. He has to select the kinds of words he intends to teach. In short, the first consideration in vocabulary selection is the usefulness of the vocabulary and justification of the time and energy used in teaching it.

The main problem here is the necessity of foreseeing the needs of the learners. The selected vocabulary items should meet the needs of the learners. Thus, the teacher should give full attention to the purpose, level, and duration.

2) Teaching words in context

Jenning in Maeti (2005 : 11) points out those words not live by themselves. Meaning grows out of words in

phrase, in sentences, sentences in paragraph in whole selection. The main point of the questions is the words must be taught or learn in context. To master and remember words in context will be easier and accommodated than if we simply learn list of words. This means that the teacher should make a point not to ask the students to just memorize long list of words but the teacher should teach the words in context. Teaching words in isolation is very ineffective, boring, and discouraging. So, the teacher should teach word in sentential context to provide the conditions in which these words can be well understood. The teaching of words in content context is suggestion that word association (collocation) is very important in teaching and learning vocabulary.

### 3) Teaching new words in familiar structure of sentences

Introducing a new vocabulary item should be done in the sentence structure, which is already familiar with the students. It is unwise in terms of pedagogical principles to introduce new sentence patterns. One of the researches for teaching in sentences or larger units is that connected discourse, make comprehension much easier and more accurate.

In brief, the teacher should teach new words in contexts, gradually, and not simultaneously with familiar syntax.

#### 4) Introducing new words gradually

New word should be introduced gradually to the fresh man words, which are taught in such a way, will be longer remembered by the students. The teacher should not introduce too many new words to the same class at one time. It is more effective to introduce each time a small number of words in one long period. Students as beginner learners have to possess many words, which consist of vocabulary of things in the classroom, number, color, preposition, part of body, animals, food, fruits, vegetables, weather, sports, hobby, profession, and daily activities, (curriculum of local content, 1994:17-26).

#### e. Media in Teaching Vocabulary

Media is derived from Latin "Medio" It's meant "between". Media is plural form of medium, which means sender. Specifically, media could be as communication tools for using to bring information from the one source to receiver.

Briggs states that media is a physical tool that can present message and stimulate students in learning. General media is everything that can be used to distribute messages from the sender to the receiver so that can stimulate mind, feeling, attention, interest and students' attention so the teaching and learning process happens.

#### 1) The Function of Teaching Media

There are two main functions of teaching media that we need to know, they are:

a) Teaching media as a medium.

The media as a medium consist of globe, graphic, picture, etc. Without using media, so that teaching material will be difficult to understand by the students. As a medium, media can easily to achieve the objective to learning.

b) Teaching media as a source of learning.

Source of learning are everthing that can be used as tool of learning for students. In the narrow sense sources of learning could be books or only other printed books. Source of learning could be classified into five categories, they are: human, library books, mass media, environment, and educational media. Educational media, as one of learning source that can help teacher to ease the students understand the material and enrich the students' perspective.

2) The Role of Media in Teaching and Learning process

The role of media is very strategic to improve the quality of learning. The role of media can be spelled out into learning activities as follows:

a) The presentation of teaching material will be more standard

- b) The arrangement of material which is planned and organized well can help teacher to give the material with the some quality and quantity from one to another class.
- c) The activity of learning process will be more interesting
- d) The learning activity will be more interactive
- e) The material can be designed by involving the students themselves, so that students will be active in the class
- f) The media can shorten complex presentation of teaching material, example comic strips
- g) The quality of students' learning can be improved
- h) Material presentation using media which integrates visualization with text or voice will be easy to present the organized material.

### 3) Advantages of Using Media

There are some advantages of using media as follows:

- a) To give basis of concrete mind. Therefore reducing verbalism (knowing the term but doesn't know the meaning, knowing the name but doesn't know the things)
- b) To extent students attention
- c) To make teaching is not easy to be forgotten by students
- d) To give real experience that can grow activity among the students themselves
- e) To grow a systematic mind

- f) To help students' understanding and develop students' language ability

#### 4). Kind of Media

According to the kinds of Media, they could be divided into three parts as follows:

##### a) Audio media

Audio media is a media that only produces voice, for example tape recorder, radio, cassette, and loud speaker.

##### b) Tactile media

Tactile media is a media that can only be touched, for example things such as boxes, stone, statue, etc.

##### c) Visual media

Visual media is a media that user sense of sight, for example picture, comic, photo, newspaper, slide, painting, reading book and also unvoiced real things.

#### f. Comic Strip as a Media in Teaching and Learning

##### Vocabulary

Scott in Suciati (2001 : 18.) explains that maestro comic "will Eisner" defines comic as sequenced art, and Cloud emphasizes that definition that comic is sequenced visual art which is juxtaposition namely move close and erringly.

- 1) According to the definition, Cloud said that use space in picture media to put picture by picture so that forming the

complete plot. Actually comic is more than of able that can give relaxation and also not only reading for children or a cheap reading as spar time like stereotype among our people. More than that, comic is a visual communication media that has power to bring information popularly and comprehendly.

- 2) The composition of plot with the combination of picture and writing is a power of comic. The picture makes comic story is easier to absorb and text make it easier to understand, while plot makes message which is delivered through comic can be easier to follow and remember. As a visual communication media comic can be applied as a learning medium, business promotion, campaign, media propagate, ect. Comic as a media can divided into two part, namely:

1) Comic as an entertainment media

Comic as an entertainment media, mostly contains easy funny story with a plot or message in comic that can be easily understood without knitting his/her eyebrow. In this form, story is a message deliverer "hidden". The information is delivered partially or tend as a background story. Examples of this kind of comic are Sinchan, Kobo Chan, Sentaro, Doraemon, Tintin, Asterix and other title in some comic is easily found in the market. The readers target of this comic are children and teenager.



## 2) Comic as an information media

This comic is difficult to get in the market, because it is not for commercial like Marvel and DC comics. In this kind, comic is only as a visual media. So, comic is only "pack" to make interesting and easy to receive out from the plot. Information is the important thing while the function of entertainment is reduced. And the readers target are adult, comic as a an information media can be divided into some of kinds according to its purpose, for example propagate comic, knowledge comic, and comic for promotion media.

### **g. Advantages of Using Comic Strip as a Media in Learning Vocabulary**

This advantages using Comic Strips as a Media in Learning Vocabulary as follows:

- 1) Cartoons and comic strips can be used from beginner level to advanced level for a variety of language and discussion activities
- 2) The students can enrich their vocabulary through comic strips
- 3) Most of the vocabulary in the comics can be easily understood
- 4) The idea in the comic more simple and complex.

## 2. Concept of Comic

### a. Defenition of Comic

According to the free online dictionary comic is Characteristic of or having to do with comedy. Comics (via Latin, from the greek "Komik-os", *komikos*, of or pertaining to "comedy", from *komos* "revel".) is a graphic medium in which images are utilized in order to convey a sequential narrative. It is the sequential nature of the pictures, and the predominance of pictures over wodrs, that distinguish comics from picture books, though there is some overlap between the two genres. Most comics combine words with images, often indicating speech in the form of word balloons, but wordless comics, such as *The Little King*, are not uncommon. Words other than dialog, captions for example, usually expand upon the pictures, but sometimes act in counterpoint. The most obvious signs in comics are pictures of characters and objects. According to Cambridge Learners dictionary, the definition of comics are magazine with stories told in pictures, other difinitions is someone who entertains people by telling jokes.

In general, the comic story purposes to give an impression sense to reader. Some people accept that comic is suitable for children only. It is not a hundred percent true. We can not deny that most adult like comic too. Nowadays many publishers supply kinds of comics that are suitable for each age

level and many people read comics which means that the sign language of comic is familiar. It may therefore be possible to leverage this familiarity to empower programmers. Of course, cultural differences and even conflicting assumptions about comic conventions raise a number of issues, a point to which we will return later in the paper.

According to Random House Webster's Collage Dictionary in Thamrin (2004 : 26), comics are showing or conveying an attitude of thoughtful with or amused detached reflection rather than sorrow, pain, or resolution.

#### **b. Kinds of Comics**

The classifications of comics according to Random House Webster's Collage Dictionary:

##### **1) Comic Book**

Comic Book is a publication in pamphlet for continuing one more comic

##### **2) Comic Opera**

Comic Opera is a musical dramatic work of an amusing nature with without spoken dialogue, farcical of funny actions or behavior on the stage or in life.

##### **3) Comic Paper**

Comic Paper is the portion of a publications (as a daily or Sunday newspaper devoted such group)

#### 4) Comic Relief

Comic Relief is a relief of emotional other tension resulting from comic episode or item interposed in midst of serious or tragic element.

#### 5) Comic Spirit

Comic Spirit is the attitude of one represents or regards human complications as subjects for mirth.

#### 6) Comic Strip

Comic strip is a group of cartoonor drawing arranged in narratives sequence. Comic strip generally has a continuing cast of characters. Depending on the nature of script, the characters may appear either in short humorous incidents or in longer narratives employing drama adventure (in which case they are called comic books) a carry over from the cartoon script which they develop. It has a horizontal series of drawing in a comic, newspaper, etc, telling the story.

#### c. The Use of Comic Strip

Comic can be easy to find in our country. In United States, it is about more than one hundred million of people who read the comic.

The multi-dimensional nature of comic strips and comic books is a source of excellent material, and allows teacher to explore language in creative way. Using comic strip to inspire the students makes get many new words. Besides that through

comic strip can build the students interest and avoid the monotonous class, give an example of vocabulary related to current trends and fads, increase their knowledge of vocabulary terms and how they are used in everyday and comic strips a good place to find examples of these kinds of words.

Introducing and use comic strip can help the students creative juices flowing. However, the come to know comic characters well, they feel if old friends are guiding them into the vocabulary of kid friendly, compelling issue, students will not have any problem to develop their vocabulary.

Comic strip has pictures and simple text which are work together to help struggling readers successfully read strip. At the same time, students will not feel as though the materials are babyish. Comic often call upon students higher order thinking skills

A large using comics has forced the teacher to make some experiment by using comic as a medium. There are a number of positif thing the teacher can do in a guidance program concerning comics, like:

- 1) To establish some degree of preference for the better or more acceptable comics.
- 2) To consist of relating the subject matter in books of recognized worth.

- 3) To provide children with variety of good information in vocabulary.

#### **d. Teaching English by Using Comic Strip**

One of the key things about comic is they develop vocabulary and strong value system. The teacher can take root in the concept of cooperative learning, where the group efforts are focused on accomplishing a meaningful task with shared rewards. The teacher assigns students to work in small group and give them captioned comic strip, multi-panel story from a Japanese comic book or 'peanut' comic strip. The teacher should encourage the students and become a bridge to appeal their vocabulary motivation. The teacher also select the comic according to the students thinking and choose the good enjoyable material.

#### **e. Resume**

*The resume of the literature review as follows:*

1. Comic strip can give an example of vocabulary related to current trends and fads.
2. Comic strip is a good place to find examples of these kinds of words
3. Picture is one of the good media in the field of language instruction pictures don't make students bored to learn structure and may make the students interested.

### C. Theoretical Framework

This research is about teaching of vocabulary that using comic strip that focus on picture method to improve students' vocabulary at SMP Negeri 19 Makassar. After that we can know students' achievement, so we can conclude what method is better to teach vocabulary in junior high school.

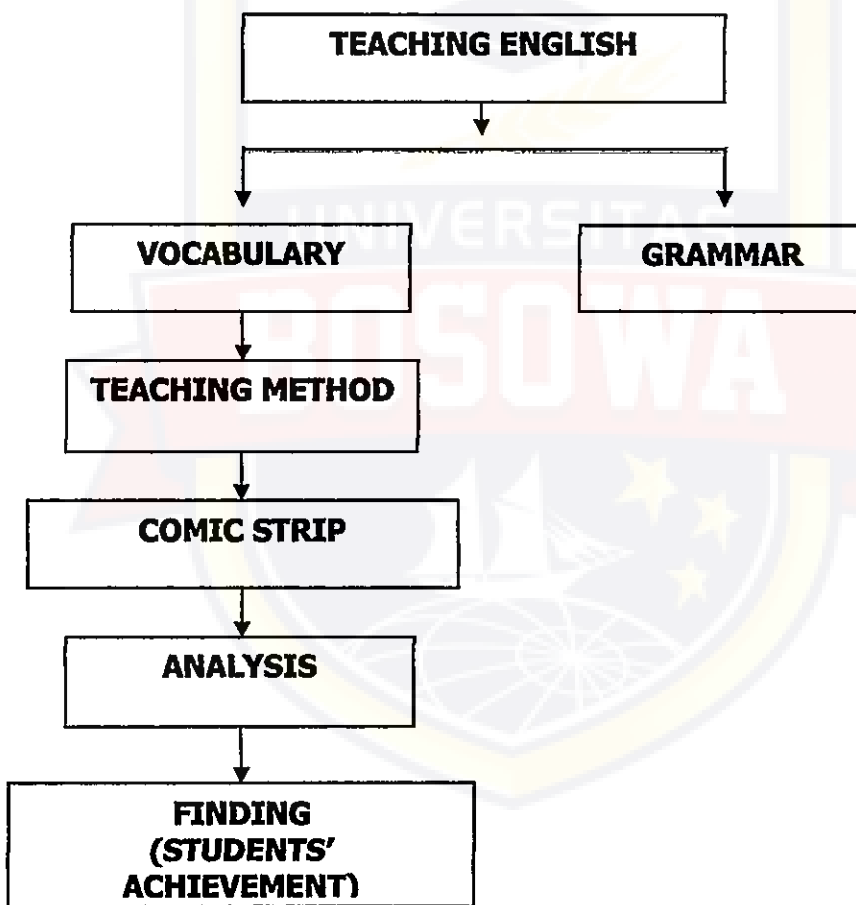


Figure 2.1. Conceptually Framework

In this research the writer focused on students' vocabulary achievement by using comic strip as a media of the research. After

conducted the research the writer analyze all the data in pre-test and post test. The writer calculated all data to find out the students achievement between pre- test and post test to measure if there was a significant or not.

#### **D. Hypothesis**

The hypothesis of this research is formulated as follows:

1. Null Hypothesis ( $H_0$ ) : The students of SMP Negeri 19 Makassar feel motivated to work with comic strip.
2. Alternative Hypothesis ( $H_1$ ) : There is a significant difference of the first year students of SMP Negeri 19 Makassar vocabulary achievement after and before taught vocabulary using comic strip.



## CHAPTER III

### RESEARCH METHOD

This chapter presented the method of the research namely: research design, variable of the research, population and sample, instrument of the research, technique of data collection and technique of data analysis.

#### A. Research Design

This research employed pre-experimental with one group pre-test (O1) and post-test design (O2). It aimed at finding out whether the use of Comic strip increases the students' vocabulary or not. The design of the research can be illustrated as follows:

<b>O1    X    O2</b>
----------------------

Where:

O1 : Pre-test

X : Treatment

O2 : Post-test

(Gay, 2006:225)

#### B. Variable the Research

There are two variables in this research, namely dependent and independent variable. The independent variable was the comic strip. The dependent variable was student's vocabulary achievement.

### **C. Population and Sample**

#### **1. Population**

The population of this research was the students of SMP Negeri 19 Makassar, 2014-2015 academic year. The total of population are 180 students which consists of six classes.

#### **2. Sample**

In this research, the writer used total sampling technique. The writer took class VIII-B which consist of 30 students.

### **D. Instrument of the Research**

The instrument of this research was *vocabulary test*. The pre-test intended to find out the students' background knowledge of vocabulary before giving treatment by using comic strip while the post-test intended to measure the students' vocabulary achievement after the treatment was given. The test consisted of 15 items of synonym test, and 15 items of antonym test. Therefore, the total of test are 30 items.

### **E. Procedures of Collecting Data**

The procedures of collecting data in this research describes in the following step such as:

#### **1. Pre-test**

The writer administrated a pre-test used the vocabulary test, to find out the students' background knowledge of vocabulary after giving treatment

## 2. Treatment

After the pre-test, the writer taught the students in four meetings. In each meeting the researcher writer used comic strip in teaching vocabulary. The steps in teaching vocabulary used comic strip is described as follows:

- a. The writer presented and introduced the material to the class then explained what they have to do.
  - b. The writer distributed handout to the class then explained what they have to do.
  - c. The writer asked for the students to pay attention to the hand out then given more specific explanation about the materials.
  - d. The students pay attention to the words clauses on the handout, while the writer distributed a card containing some words.
  - e. The writer asked students to find the synonym and antonym of the words from the cards in comic strip.
  - f. The writer collected students' answer.
- ## 3. Post-test

The post-test given to students after writer done the treatment. The content of the post-test is the same with the pre-test.

## F. Technique of Data Analysis

In this research, the writer used descriptive and inferential statistics. Percentage score also used to see the students'

achievement in vocabulary. The steps undertaken in quantitative analysis were described as follows:

1. Scoring the students' correct answer of pre-test and post-test by used this formula :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 10$$

2. Classifying the score of the students' pre - test and post - test into the following scale:

Classification	Score	Criteria
Excellent	9-10	No or two error of exercise
Very good	7-8	Four –six errors of exercise
Good	5-6	Eight –ten errors of exercise
Poor	3-4	Twelve –fourteen errors of exercise
Very poor	1-2	Almost all errors of exercise

Layman in Putri (2002 :36)

3. Computing the frequency and percentage of the students

$$\% = \frac{n}{N} \times 10$$

4. Calculating the mean score of students' pre-test and post-test used this formula:

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

Where:  $\bar{x}$  = Mean score

$\sum x$  = The sum of all score

$N$  = The number of subject

(Gay, 2006 : 226)

5. Finding the significant difference between the mean score of pre-test and post-test by calculating the value of t-test used the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

where:  $\bar{D}$  = The mean of different score

$\sum$  = The sum of different square

$N$  = The total number of the sample

$t$  = Test of significance.

(Gay, 2006 : 226)

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of two sections, namely: research findings and discussion that covers the description of the data collected through the test. Further explanations in this findings and discussion section are presented.

#### **A. Finding**

In this part the writer presented the result of the data analysis namely the vocabulary test. The research process was conducted for three times in two weeks. The writer did the research in class B of VII grade students. The process of collecting data by using comic strip in order to know the students' achievement in pre-test and post-test. Meanwhile in the treatment, the writer used another topic of comic strip to make the students got more knowledge and gained much more word that they found difficult to understand it by gave some techniques.

##### **1. The Students' Pre-test**

After gathering data from the students worksheet, the writer put in down in several table in order to know the score result in pre-test and post-test. The writer calculated and classified the students' result of the vocabulary test in pre-test is shown in the following table :

Table 1 : The Students' Score and Classification in Pre-Test

No	Initial	Pre – test	Classification
(1)	(2)	(3)	(4)
1	AT	4.5	Poor
2	ANF	2.5	Very Poor
3	NAA	3.5	Poor
4	S	3.5	Poor
5	NF	3.5	Poor
6	NIKS	2.5	Very Poor
7	AFA	3	Poor
8	ANI	2.5	Very Poor
9	NS	2.5	Very Poor
10	NH	4	Poor
11	NRR	.3	Poor
12	CMC	3	Poor
13	SM	2.5	Very Poor
14	AAJ	4.5	Poor
15	NRV	4	Poor
16	OTY	4.5	Poor
17	MMH	3	Poor
18	MRA	4	Poor
19	AINR	3.5	Poor
20	AMA	3	Poor
21	MMK	4.5	Poor
22	MMKH	3	Poor
23	SRF	4.5	Poor
24	MFA	4.5	Poor
25	ASF	6	Good
26	MYB	4.5	Poor
27	GS	4.5	Poor
28	MRS	2.5	Very Poor
29	JT	4.5	Poor
30	MAR	3	Poor
31	SAM	3	Poor
32	MIA	3	Poor
33	MTN	2.5	Very Poor
34	MAH	3.5	Poor
Total		121.5	
Mean Score		3.6	Poor

Source : SMP Negeri 19 Makassar

Based on the table 1. above in the pre-test there is only 1 student was classified as good, 26 students were classified as poor,

7 students were classified as very poor, and none of the students were classified as excellent and very good. The table above shows that the classification of the students total score based in pre-test of experimental class is 121.5 and their mean score is 3.6. It shows that students' vocabulary was low before the research applied comic strip and the average of all scores of students' test classified as poor.

Most of the students are lack in vocabulary because just entered in the new environment and perhaps it is their first time of learning English. It seems that after conducted this test using comic strip make the students feel interest and motivated to read and answered the question but the writer found that the students got some difficult in answered the question. The problems arise in the pre – test which can be seen of students' score after the writer calculated the entire test.

One of the solution to made the students really motivated to achieve their vocabulary achievement is by gave them treatment by using another comic strip. The writer also used several techniques to help the students get or understand several vocabularies which might be difficult for them to understand the meaning of the word while conducted the treatment.

## 2. The Students' Post-Test

The students' result of vocabulary test in post-test is shown in the following table :



Table 2 : The Students' Score and Classification in Post-Test

No	Initial	Post – test	Classification
(1)	(2)	(3)	(4)
1	AT	7.5	Very Good
2	ANF	5	Good
3	NAA	6	Good
4	S	7	Very Good
5	NF	7	Very Good
6	NIKS	5.5	Good
7	AFA	6	Good
8	ANI	5	Good
9	NS	4.5	Poor
10	NH	7	Very Good
11	NRR	.5	Good
12	CMC	5	Good
13	SM	5	Good
14	AAJ	7.5	Very Good
15	NRV	7.5	Very Good
16	OTY	8.5	Very Good
17	MMH	6.5	Good
18	MRA	7.5	Very Good
19	AINR	6.5	Good
20	AMA	5.5	Good
21	MMK	7.5	Very Good
22	MMKH	6.5	Good
23	SRF	8.5	Very Good
24	MFA	7.5	Very Good
25	ASF	9.	Excellent
26	MYB	7.5	Very Good
27	GS	8	Very Good
28	MRS	6	Good
29	JT	8.5	Very Good
30	MAR	5.5	Good
31	SAM	5	Good
32	MIA	6.5	Good
33	MTN	4.5	Poor
34	MAH	6.5	Good
Total		222	
Mean Score		6.5	Good

Source : SMP Negeri 19 Makassar

Based on the table 2 above in post-test there is 1 student was classified as excellent, 14 students were classified as very

good, 17 students were classified as fair, 2 students were classified as poor, and none of the students classified as very poor. The table above shows that students' total score in the post-test of experimental class is 222 and their mean score is 6.5. After gave them treatment most of them classified as good score because most of the student were treated used some techniques in order to achieved their vocabulary.

Meanwhile, the result above showed that there is a significance achievement of total score between pre-test (107,5) and post- test (222). In the post-test the writer gave the same test as pre-test while in treatment the writer used another comic strip. In addition, after gave treatment students' the final result showed that using comic strip is effective in improving students' vocabulary at SMP Negeri 19 Makassar and most of them are interested and motivated to learn English by read the comic strip in order to enrich their vocabulary.

Moreover, to know the score of all the vocabulary test the writer combine both of pre-test and post test into one table in order to the score result significantly. Besides that, by combine both of pre-test and post-test into one table the reader can know the students vocabulary improvement in pre-test and post-test whereas is increase or not. The students' result of vocabulary test in pre-test and post-test is shown in the following table:

Table 3 : The Students' Score and Classification in Pre-Test and Post-Test

No	Initial	Pre-test	Classification	Post-test	Classification
(1)	(2)	(3)	(4)	(3)	
1	AT	4.5	Poor	7.5	Very Good
2	ANF	2.5	Very Poor	5	Good
3	NAA	3.5	Poor	6	Good
4	S	3.5	Poor	7	Very Good
5	NF	3.5	Poor	7	Very Good
6	NIKS	2.5	Very Poor	5.5	Good
7	AFA	3	Poor	6	Good
8	ANI	2.5	Very Poor	5	Good
9	NS	2.5	Very Poor	4.5	Poor
10	NH	4	Poor	7	Very Good
11	NRR	.3	Poor	.5	Good
12	CMC	3	Poor	5	Good
13	SM	2.5	Very Poor	5	Good
14	AAJ	4.5	Poor	7.5	Very Good
15	NRV	4	Poor	7.5	Very Good
16	QTY	4.5	Poor	8.5	Very Good
17	MMH	3	Poor	6.5	Good
18	MRA	4	Poor	7.5	Very Good
19	AINR	3.5	Poor	6.5	Good
20	AMA	3	Poor	5.5	Good
21	MMK	4.5	Poor	7.5	Very Good
22	MMK	3	Poor	6.5	Good
23	SRF	4.5	Poor	8.5	Very Good
24	MFA	4.5	Poor	7.5	Very Good
25	ASF	6	Good	9	Excellent
26	MYB	4.5	Poor	7.5	Very Good
27	GS	4.5	Poor	8	Very Good
28	MRS	2.5	Very Poor	6	Good
29	JT	4.5	Poor	8.5	Very Good
30	MAR	3	Poor	5.5	Good
31	SAM	3	Poor	5	Good
32	MIA	3	Poor	6.5	Good
33	MTN	2.5	Very Poor	4.5	Poor
34	MAH	3.5	Poor	6.5	Good
Total		121.5		222	
Mean Score		3.6	Poor	6.5	Good

Based on table 3 above show that there is a significant result in pre-test to post-test. Total score in post-test is 222 and the mean score is 6.5. which is more higher than pre-test. Otherwise, the students achievement is proved based on the result after the writer gave the students treatment by using another topic of comic strip. Most of the students are interest in answering the question which is given by the writer perhaps they may found some difficult in answer the question about comic strip. The frequency and rate percentage result in pre-test and post-test is shown in the following table:

Table 4: Distribution of Frequency and Percentage of Students' Vocabulary in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	9-10	-	-
2	Very Good	7-8	-	-
3	Good	5-6	1	2.9%
4	Poor	3-4	26	76.5%
5	Very poor	1-2	7	20.6%
Total			34	100 %

Source : SMP Negeri 19 Makassar

Based on table 3 above, in pre- test there is only 1 student (2.9%) classified as good, 26 students (76.5 %) classified as poor and 7 students (20.6%) classified as very poor, while none of the students classified as very good and excellent. The table above showed that poor category is domain the rate percentage than the other category of classification.

Meanwhile, the writer monitor the students when they did the test and found that most of them interested read the comic strip text but, they still lack in vocabulary. Otherwise, the topic of comic strip is one of the favorite cartoon and they have motivated to read and answer the test, but the result still far. From this result, it can be concluded that the students' vocabulary in pre-test was poor and the writer gave treatment in the second meeting in order to achieve their vocabulary by using another topic of comic strip.

Table 5: Distribution of Frequency and Percentage of Student Vocabulary in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	9 –10	1	2.9%
2	Very Good	7 –8	14	41.2%
3	Good	5 – 6	17	50%
4	Poor	3 – 4	2	5.9%
5	Very poor	1-2	-	-
Total			34	100 %

Source : SMP Negeri 19 Makassar

Based on the table 4 above, shows that only one student (2.9%) classified as excellent , 14 students (41.2%) got very good . 17 students (59%) classified as good, 2 students (41.2%) got poor , and none of the students classified as very poor. In this distribution frequency and score percentage of student's vocabulary in post – test showed the varieties of four aspect classification, score, frequency and percentage. The variety aspect war emerge because the students had been given treatment before the writer done the treatment. By done

the treatment all of the students are interested in read the comic strip and can answered the test more frequently correct rather than pre-test. Thus it can be concluded that the students' vocabulary achievement was improved after done the treatment.

1. To know the significant between t-test and t-table for analysis for vocabulary test, the writer was calculated by used formula are as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$X1 = 121.5$$

$$X2 = 222$$

$$\sum D = 101$$

$$\sum D^2 = 317.25$$

$$\bar{D} = \frac{\sum D}{N} = \frac{101}{34} = 3$$

$$t = \frac{3}{\sqrt{\frac{317.25 - \frac{(101)^2}{34}}{34(34-1)}}$$

$$t = \frac{3}{\sqrt{\frac{317.25 - \frac{10210}{34}}{34(33)}}$$

$$t = \frac{3}{\sqrt{\frac{317.25 - 300}{1122}}}$$

$$t = \frac{3}{\sqrt{\frac{17.25}{1122}}}$$

$$t = \frac{3}{\sqrt{0.015}}$$

$$t = \frac{3}{0.12}$$

$$t = 25$$

2. To know the students' improvement score analysis for vocabulary test, the writer used formula are as follows :

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{6.5 - 3.6}{3.6} \times 100$$

$$= 80.6\%$$

Table 6 : The Students' Means Score in Pre - Test and Post - Test

Pre - test ( X1 )	Post - test ( X2 )	Improvement
3.6	6.5	80.6%

Source : SMP Negeri 19 Makassar.

Based on the table 5 above, it indicates that the students' improvement of the first year students who taught used comic strip was success because the result of the mean score of the students'

pre - test (3.6) is improved to post-test (6.5). The students' improvement of vocabulary by using comic strip was 80.6% after the writer conducted treatment.

Table 7 : The t-test value vocabulary test before and after treatment

t - test	t-table	Comprehension	Different
25	2.033	t-test>t-table	Significant

The result of t-table value in vocabulary test indicated that the t-test value of vocabulary was greater than t-table value ( $t_{20} > t_{20} 2.033$ ). This finding determined the hypothesis that occurred in this research as stated that null hypothesis ( $H_0$ ) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis ( $H_1$ ) was accepted. It means that, in this research, automatically the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

The writer calculated all the result of the test from pre-test and post value and analyze t-test value in order to know the significance result between this two test. Based on the result above, finally the writer concluded that using comic strip was effective to improve students' vocabulary achievement.

## B. Discussion

The research was conducted at SMP Negeri 19 Makassar and the sample is the first year students class B. The English teacher



suggested the writer to choose this class because she want to know how far their students ability and competence in vocabulary achievement. One of the main reason is students especially in class VII need more input in learning English vocabulary in order to make them get more knowledge.

The writer conducted the first meeting by gave the students pre-test about comic strip by using Naruto comic book which download from Internet. In the pre-test, students have to answer 20 questions which consist multiple choice test. The mean score of their vocabulary test in pre-test was 3.6. After analyze the result in pre-test, the writer found that most of the students classified as poor. While conducted the research the writer monitor all of them and found that most of them are interest with comic strip especially Naruto.

Moreover, the problems arise when most of the students can answer 5 until 9 item correctly and the rest of the item is wrong. The students definitely have a serious problem in lack vocabulary achievement. Most of them have various competence and need to be handling by apply some techniques to enrich the vocabulary. Meanwhile, in order to achieve the students' vocabulary achievement the writer conducted treatment in the second meeting. The writer conducted treatment to improve students' vocabulary by using another topic from comic strip with the title Doraemon.

In the treatment activity, the writer gave comic strip to analyze by students. The writer put some techniques in this activity and guide

the students found key word in easy test. They were enjoyed the lesson by using comic strip. Then they were asked to the writer what they saw in the comic strip and discussed together with their partner.

The writer asked for each member to read the correct answer in the front of the class. Most of them can answer the question very well. By conducted the treatment the students have a little experience and know how to answer the multiple choice question in their own comprehension and it also can make their more interest and motivated to enrich their vocabulary.

After giving treatments in the second meeting, the writer conducted post - test to know the students' vocabulary achievement. The questions were still the same with the pre-test. From the result of students' post-test show that their vocabulary achievement is improve. It was supported by showing the means score of post - test (3.6) and their means score of post-test (6.5). The score from pre – test to post – test increased significantly after the writer conducted treatment use another topic related to comic strip.

The students found their confidence in answer the question and most of them did the test in their own table without cheating each other or asked their friend the key answer of every item test. Some of the students have increased their score significantly. Besides that, It also supported by the inferential analysis by using t-test. It is show that there was a significance difference between the result of students'

vocabulary in pre-test and post-test. The result shown that t- test value (25) is greater than t-table (2.033).

It means that the use of comic strip as a media in teaching vocabulary can improve students' vocabulary achievement. It also improved that this media is effective used in teaching and learning activity which support by students improvement in pre-test and post-test 80.6%. Vocabulary learning is one of the way to enrich students comprehension and knowledge in order to learned more difficult word and gave some techniques to make them interest and motivated leaning English.

The students need to define their understanding of words before they decide whether or not to rule out the possible occurrence of those words in the comic strip. It was proved by the students' achievement that found in the post-test. Besides that, by conducting this research the writer assume that this method is effective to improve students' vocabulary achievement by applied it more often in order to enrich the students' vocabulary competence.

Finally the writer concluded that teaching and learning vocabulary through comic strip at SMP Negeri 19 Makassar was effective to improve the students' vocabulary and can give a good contribution for students' themselves to make their English more better.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two parts, namely conclusion and suggestion of the finding and discussion.

#### A. Conclusion

From the analysis of the data, we can see that teaching and learning process by using comic strip can motivated the students' to make them more interest in order to increase their vocabulary achievement. It can be seen from the students' means score of vocabulary test the means score of pre-test was 3.6 and the means score of post - test was 6.5. The mean difference between pre - test and post-test is 2.9. It is supported by t-test value (20) which is greater than t-table value (2.033). So obviously, comic strip motivates the students since it is an enjoyable learning activity. Comic strip as a medium in learning process is very helpful and making the students more active, interest and motivated to enrich their vocabulary competence.

#### B. Suggestions

By considering the calculation given before, it is suggested to the English teacher should bring the media or teaching aids into the classroom because it will attract students' interest and motivate them to learn English and make the class be active.

The writer also suggests to English teachers to use varies techniques in teaching English vocabulary especially for children like using reading passage. The writer would like to suggest some principles to be considered by the teacher when a comic strip is used as a media of learning:

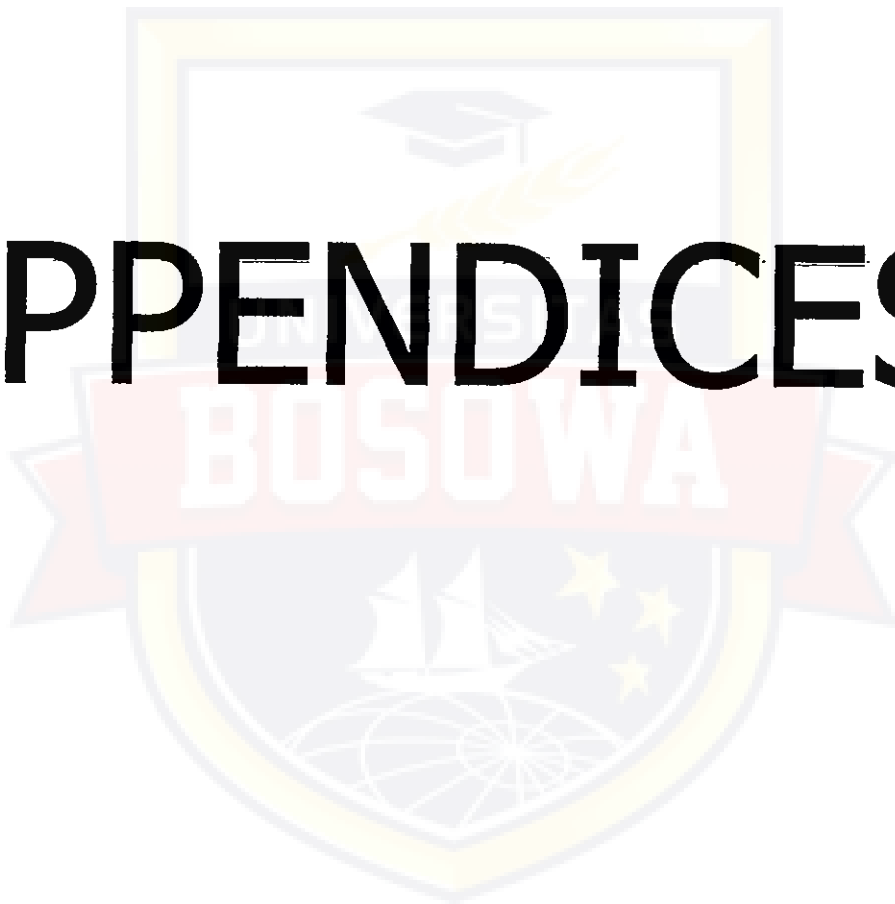
1. The teacher should master to made the comic strip and its vocabulary.
2. The teacher has to choose comic strip based on the student's level.
3. Many students still feel so difficult to answer the question in the first meeting, but as the next researcher need to collaborate some technique in order to make the learning activity more effective than previous research.

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# APPENDICES





## Appendix 1. Research Instrument

**JUDUL: STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE FIRST YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR**

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :.....

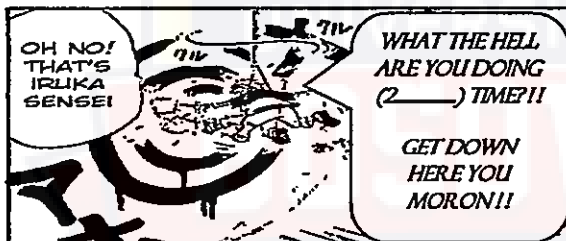
Nis :.....

Kelas :.....

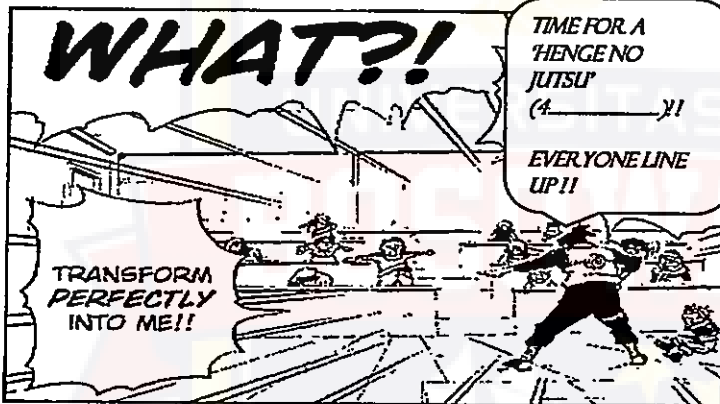
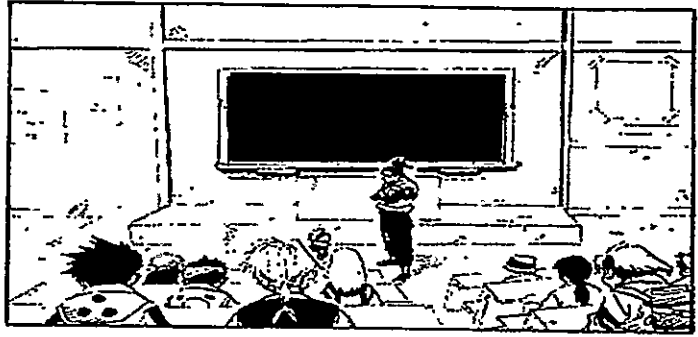
### Petunjuk Pengisian

1. Amatilah gambar komik yang telah disediakan!
2. Bacalah soal ini dengan seksama sebelum anda menjawabnya.

Direction : Read the comic below then choose the best answer.



1. a. can
  - b. able
  - c. make
  - d. sure
2. a. on
  - b. in
  - c. during
  - d. while

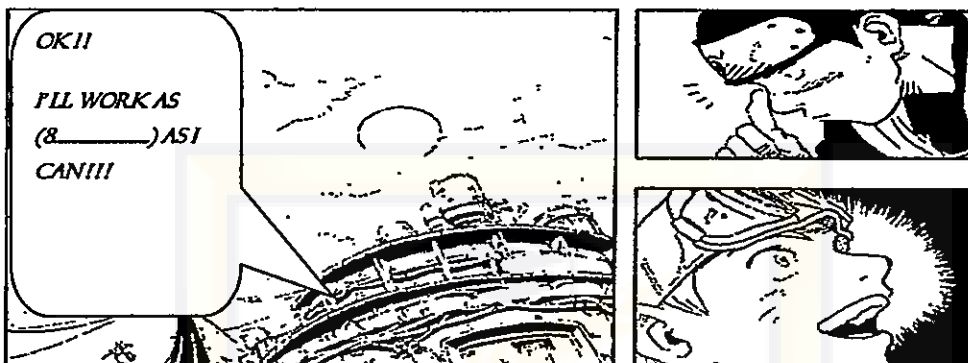
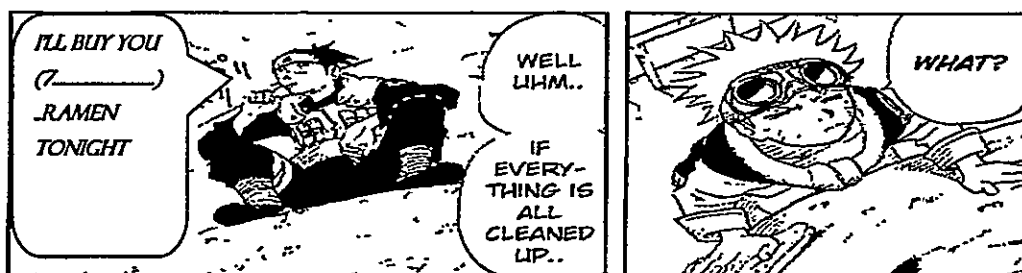


3. a. final
- b. test
- c. exercise
- d. exam
  
4. a. final
- b. test
- c. exercise
- d. exam

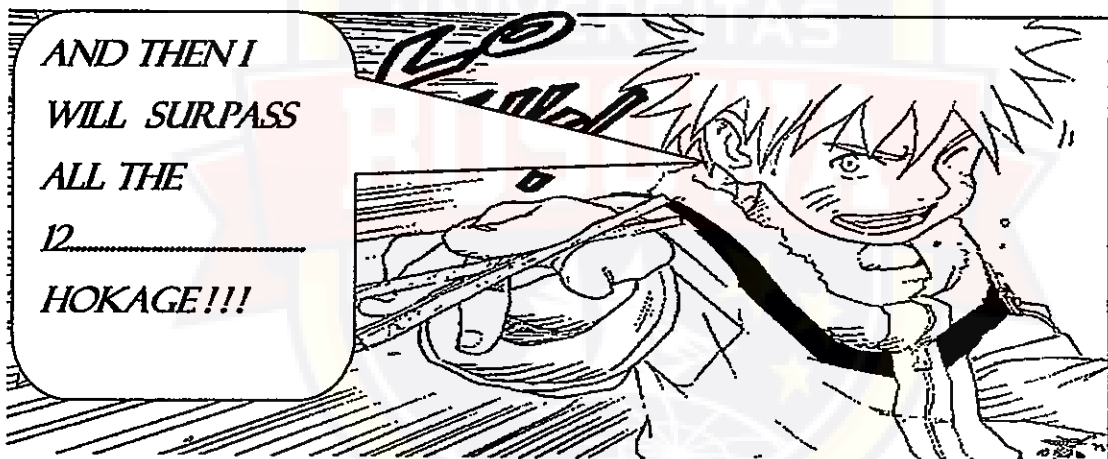
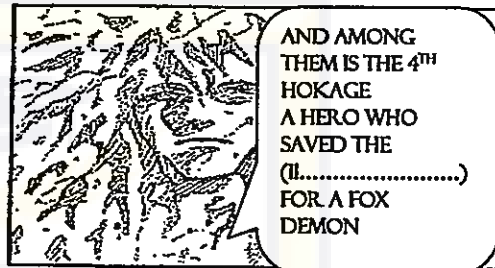
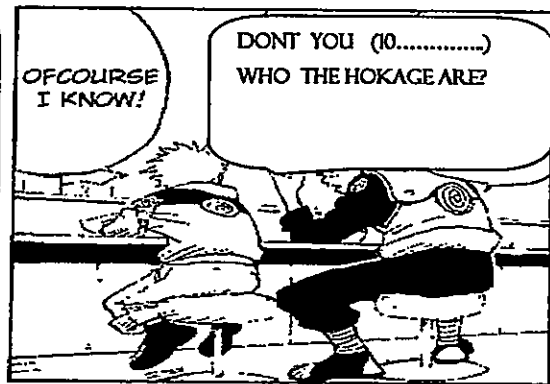
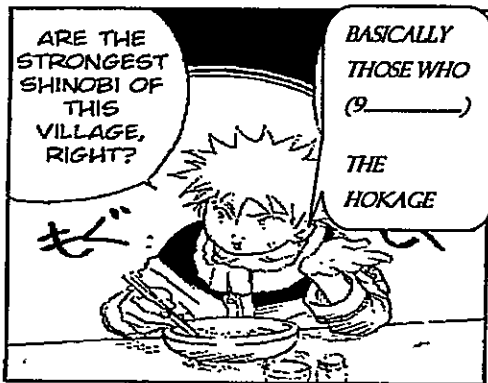


SHUNGI, SUZUKI, KAWA

5. a. when  
 b. until  
 c. during  
 d. after
6. a. anyone  
 b. everyone  
 c. them  
 d. you



7. a. several  
b. much  
c. some  
d. any
8. a. heavy  
b. fast  
c. slow  
d. hard

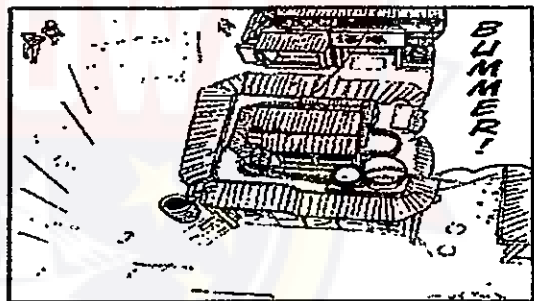
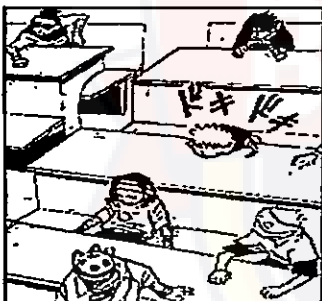


9. a. won  
b. get  
c. have  
d. catch

10. a. see  
b. know  
c. need

11. a. city  
b. town  
c. village  
d. hometown

12. a. on  
b. past  
c. during  
d. previous



13. a. Pick up

- b. pass
- c. bring
- d. borrow

14. a. few

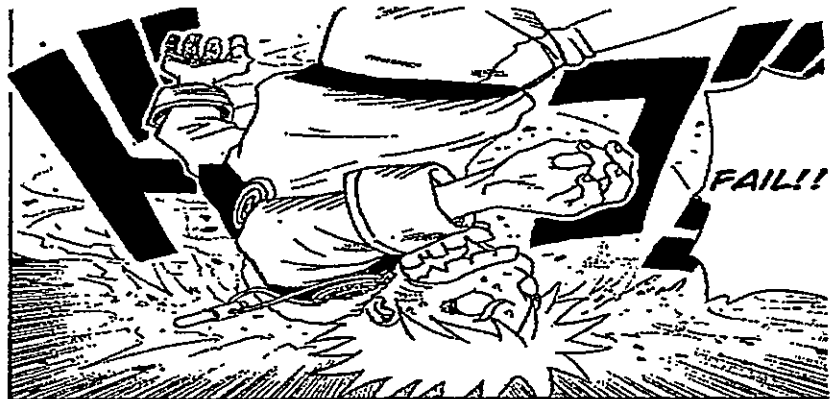
- b. little
- c. much
- d. simple

15. a. weakness

- b. power
- c. strength
- d. strong

16. a. since

- b. before
- c. after
- d. when

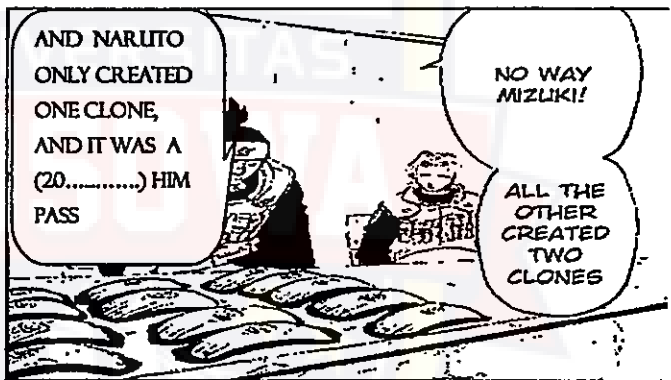


WE  
COULD  
LET HIM  
(17,.....)

THIS IS HIS  
THIRD TIMES  
HE DID  
(18,.....) A  
CLONE



I CAN 'T  
(19,.....)  
HIM PASS



AND NARUTO  
ONLY CREATED  
ONE CLONE,  
AND IT WAS A  
(20,.....) HIM  
PASS

NO WAY  
MIZUKI!

ALL THE  
OTHER  
CREATED  
TWO  
CLONES

- 17. a. go
- b. leave
- c. pass
- d. escape
- 18. a. create
- b. make
- c. do
- d. cause

- 19. a. make
- b. let
- c. give
- d. allow
- 20. a. Useful
- b. useless
- c. faithful
- d. usefully



**Key Answer**

1. Able
2. During
3. Exam
4. Test
5. Until
6. Anyone
7. Some
8. Hard
9. Get
10. Know
11. Village
12. Previous
13. Borrow
14. Little
15. Strength
16. After
17. Pass
18. Create
19. Let
20. Useless



## Appendix 2. Students Result in Pre-Test

### INSTRUMEN PENELITIAN

**JUDUL:** STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE FIRST YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1). Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

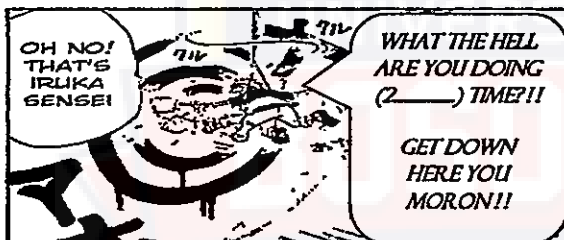
Benar : 12  
Salah : 8  
Skor : 6

Nama : Alfitriah Surya P  
Nis : .....  
Kelas : VII-B

### Petunjuk Pengisian

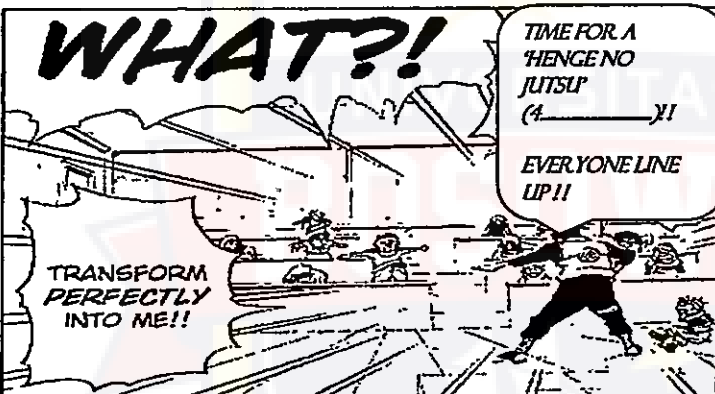
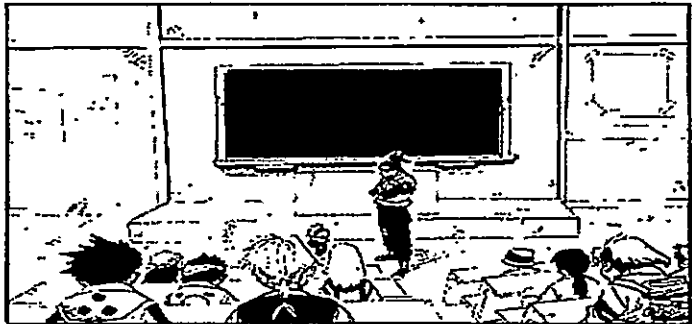
1. Amatilah gambar komik yang telah disediakan!
2. Bacalah soal ini dengan seksama sebelum anda menjawabnya.

Direction : Read the comic below then choose the best answer.



© 2000 Shueisha Inc. All rights reserved.

1.  a. can  
 b. able  
 c. make  
 d. sure
2.  a. on  
 b. in  
 c. during  
 d. while



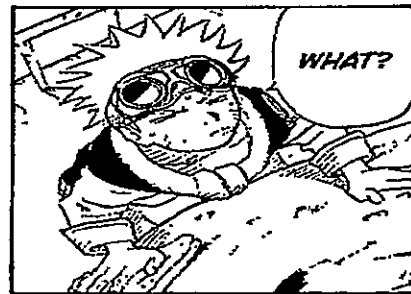
© 2004 SHUNGA PUBLISHING CO.

- ~~a.~~ a. final
- ~~b.~~ b. test
- c. exercise
- d. exam
- ~~a.~~ a. final
- b. test
- c. exercise
- ~~d.~~ exam

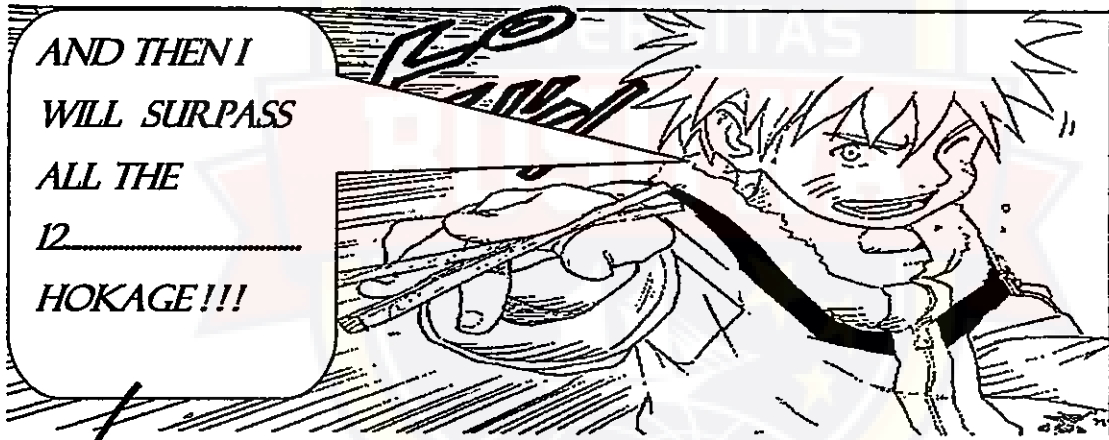
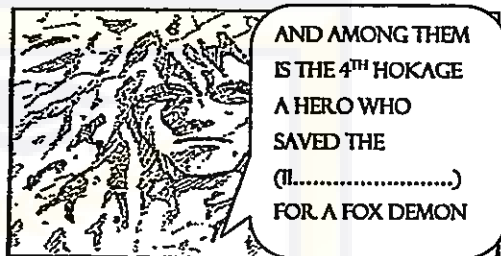
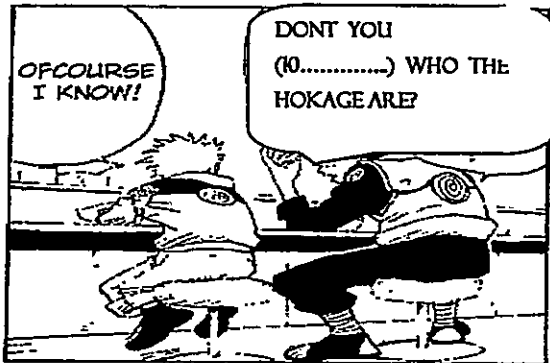
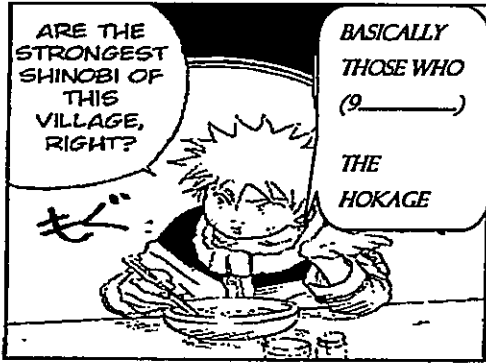


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5.  a. when  
 b. until  
 c. during  
 d. after
6.  a. anyone  
 b. everyone  
 c. them  
 d. you

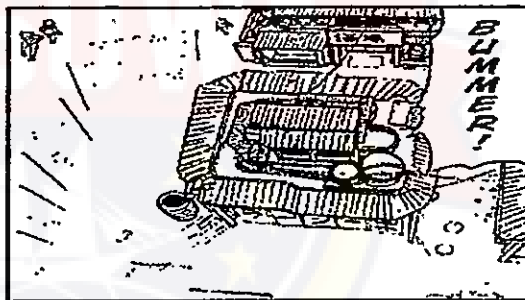


- ✓ a. several
- b. much
- ✗ some
- d. any
- ✗ heavy
- b. fast
- c. slow
- d. hard



- 9. a. won
- ~~b. get~~
- c. have
- d. catch
- ~~10. a. see~~
- b. know
- c. need
- d. guest

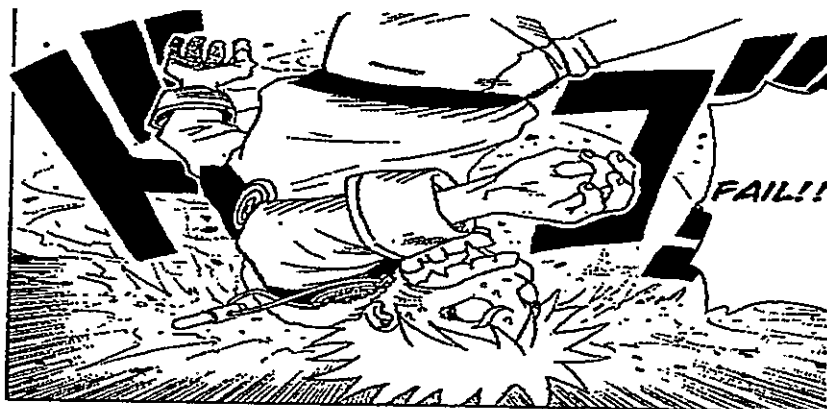
- ~~11. a. city~~
- b. town
- c. village
- d. hometown
- 12. a. on
- b. past
- c. during
- ~~d. previous~~



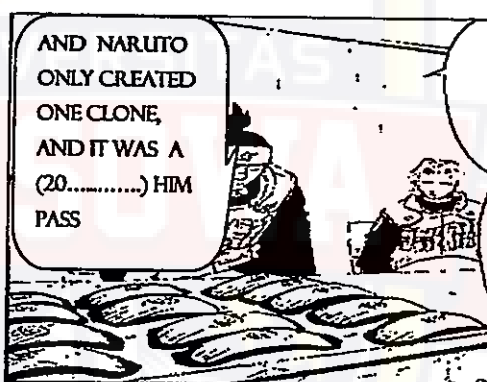
- 3. a. Pick up
- b. pass
- bring
- d. borrow
- 14. a. few
- little
- c. much
- d. simple

- 15. a. weakness
- power
- c. strength
- d. strong
- 16. a. since
- b. before
- after
- d. when





THIS IS HIS THIRD TIMES HE DID (18,.....) A CLONE



NO WAY MIZUKI!  
ALL THE OTHER CREATED TWO CLONES

- 17. a. go
- b. leave
- pass
- d. escape

- 19. a. make
- let
- c. give
- d. allow

- 18. a. create
- make
- c. do
- d. cause

- 20. a. Useful
- useless
- c. faithful
- d. usefully

### Appendix 3. Students Result in Post-Test

#### INSTRUMEN PENELITIAN

**JUDUL:** STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE FIRST YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Benar: 18

Salah: 2

Skor: 9

Nama : Alfitriah Surya-P

Nis : .....

Kelas : VII-B

#### Petunjuk Pengisian

1. Amatilah gambar komik yang telah disediakan!
2. Bacalah soal ini dengan seksama sebelum anda menjawabnya.

Direction : Read the comic below then choose the best answer.



1. a. can

b. able

c. make

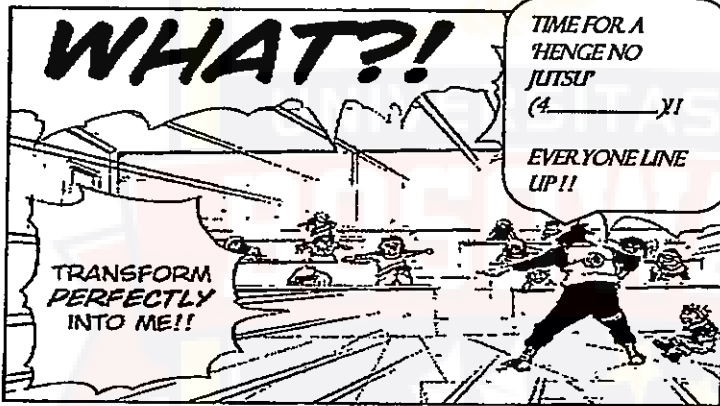
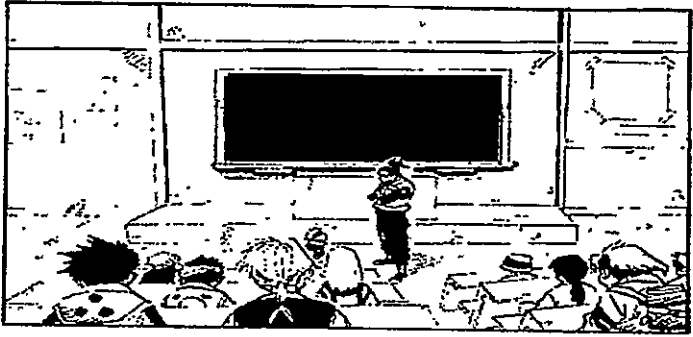
d. sure

2. a. on

b. in

c. during

d. while



TIME FOR A 'HENGE NO JUTSU' (4\_\_\_\_\_)!!  
EVERYONE LINE UP!!



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3. a. final  
b. test  
c. exercise  
d. exam

4. a. final  
b. test  
c. exercise  
d. exam



5. a. when

b. until

c. during

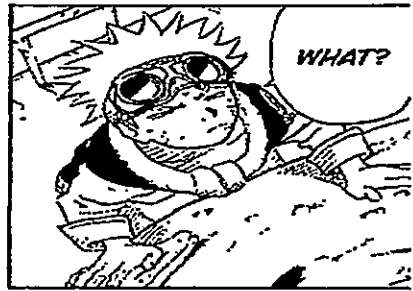
d. after

6.  a. anyone

b. everyone

c. them

d. you



7 a. several

b. much

c. some

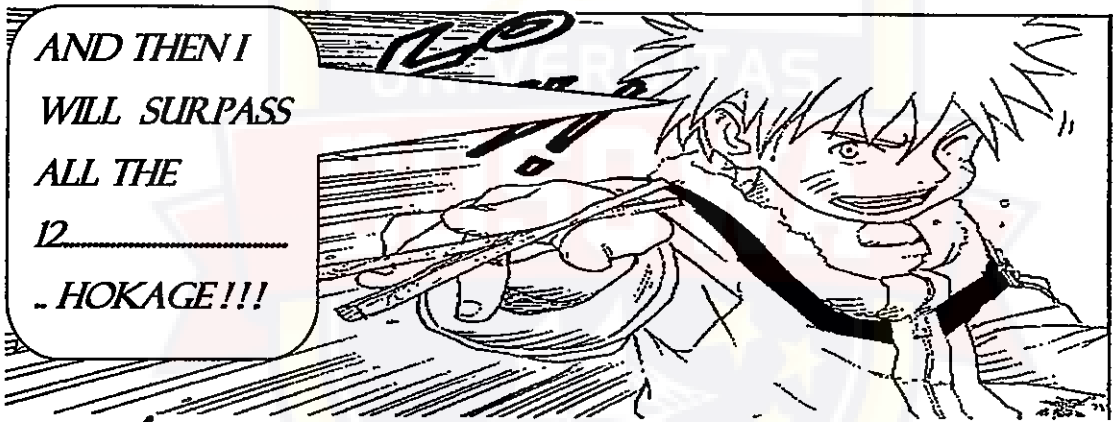
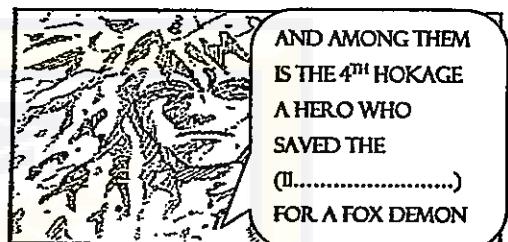
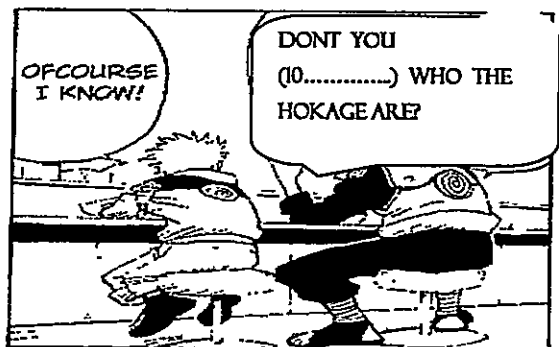
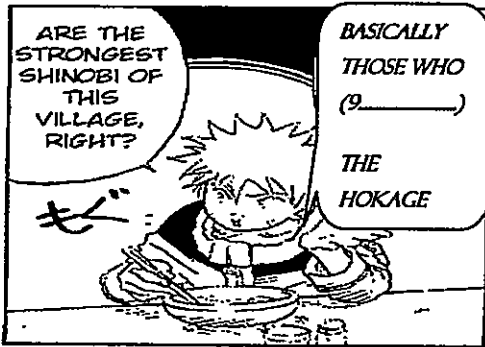
d. any

8.  a. heavy

b. fast

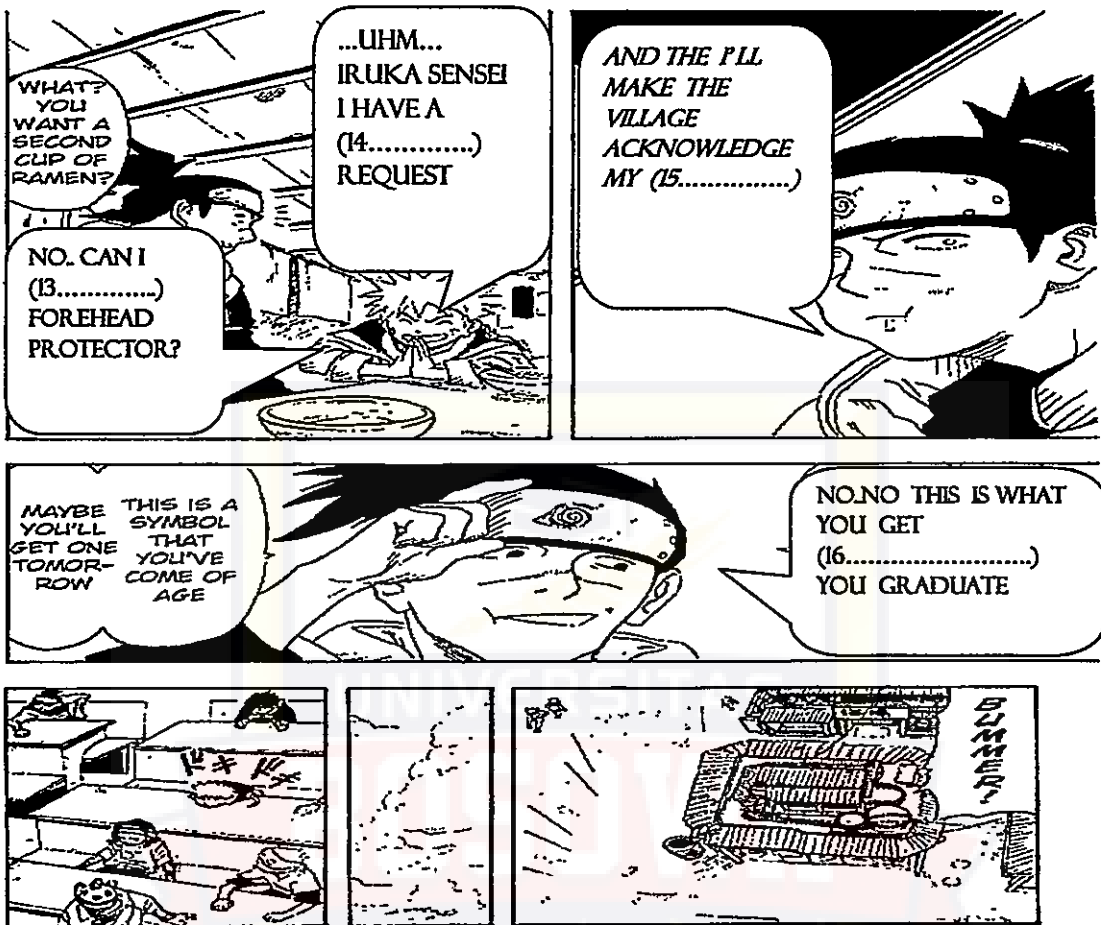
c. slow

d. hard



- 9.  a. won
- b. get
- c. have
- d. catch
- ~~10.~~  a. see
- b. know
- c. need
- d. guest

- ~~11.~~  a. city
- b. town
- c. village
- d. hometown
- 12.  a. on
- b. past
- c. during
- d. previous



✓ 13. a. Pick up

b. pass

Ⓒ bring

d. borrow

✓ 14. a. few

Ⓒ little

c. much

d. simple

✓ 15. a. weakness

Ⓒ power

c. strength

d. strong

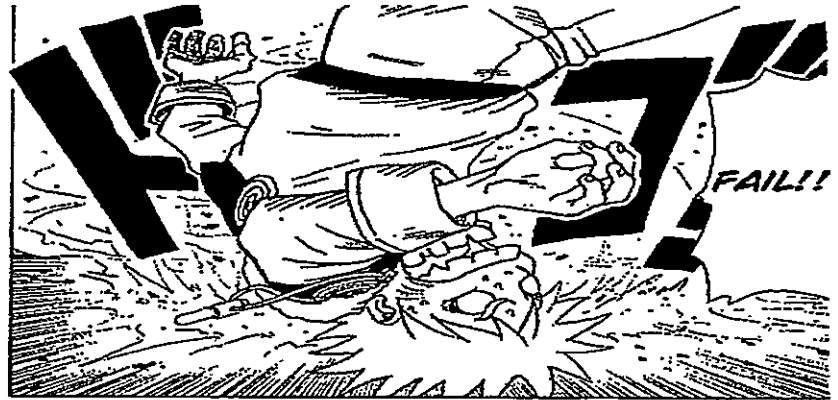
✓ 16. a. since

b. before

Ⓒ after

d. when





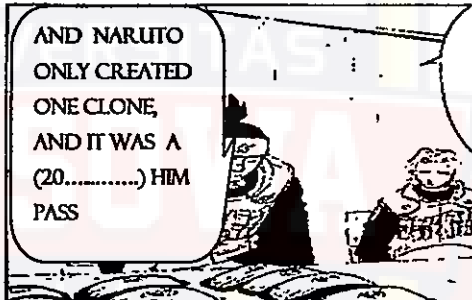
WE  
COULD  
LET HIM  
(17,.....)



THIS IS HIS  
THIRD TIMES  
HE DID  
(18,.....) A  
CLONE



I CAN 'T  
(19,.....)  
HIM PASS



AND NARUTO  
ONLY CREATED  
ONE CLONE,  
AND IT WAS A  
(20,.....) HIM  
PASS

NO WAY  
MIZUKI!  
ALL THE  
OTHER  
CREATED  
TWO  
CLONES

- 17. a. go
- b. leave
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- 18. a. create
- b. make
- c. do
- d. cause

- 19. a. make
- b. let
- c. give
- d. allow

- 20. a. Useful
- b. useless
- c. faithful
- d. usefully

**Students Result in Pre-Test****INSTRUMEN PENELITIAN**

**JUDUL: STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE FIRST YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR**

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Benar : 9

Salah : 11

Skor : 4.5

Nama : Okfawani Ferri P.

Nis : .....

Kelas : VII B

**Petunjuk Pengisian**

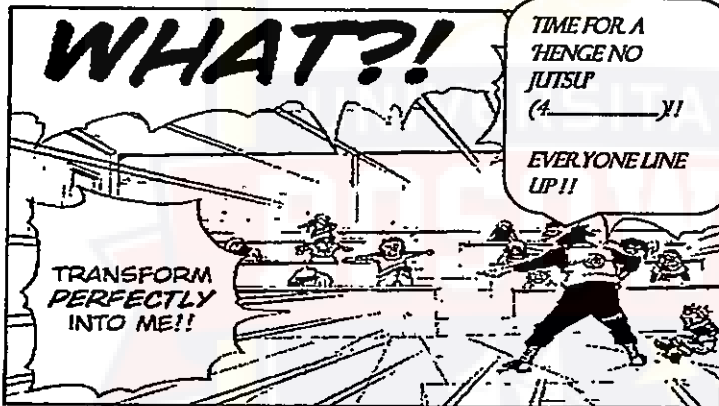
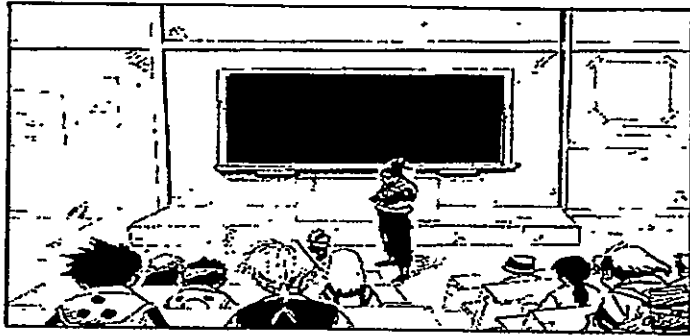
1. Amatilah gambar komik yang telah disediakan!
2. Bacalah soal ini dengan seksama sebelum anda menjawabnya.

Direction : Read the comic below then choose the best answer.



© 1999 SHUN EICHI

1.  a. can  
 b. able  
 c. make  
 d. sure
2.  a. on  
 b. in  
 c. during  
 d. while



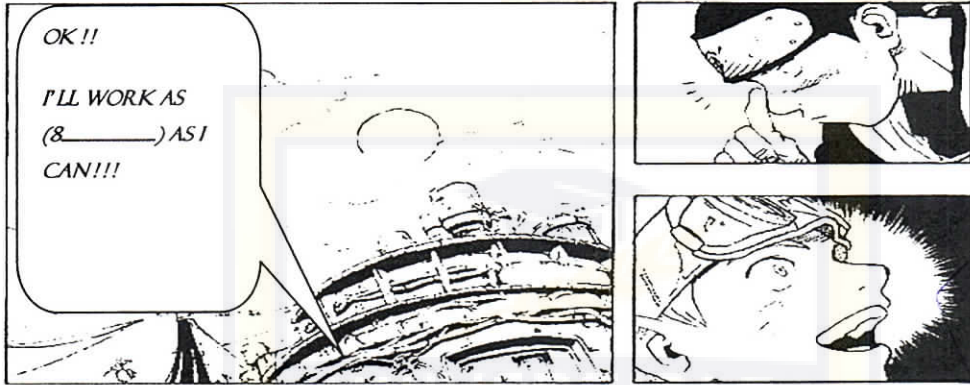
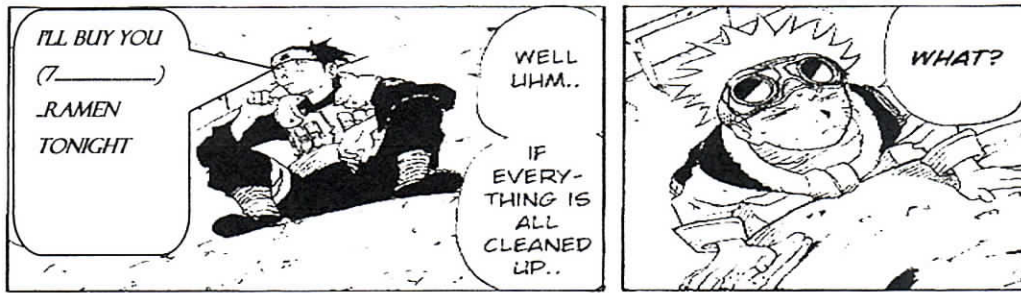
© 2003 Shogakukan Ltd.

- 3 ✓ a. final  
b. test  
c. exercise  
d. exam
- 4 ✗ a. final  
b. test  
c. exercise  
d. exam

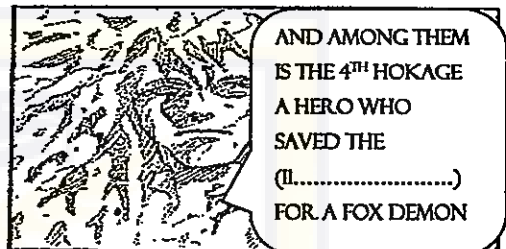
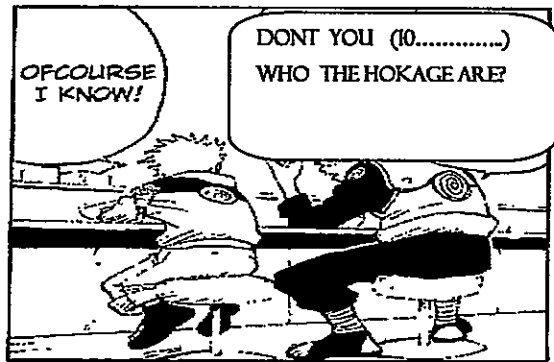
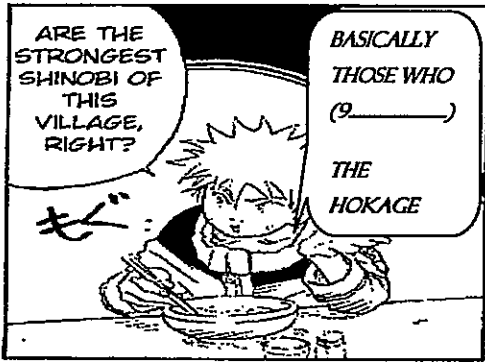


SHONEN JUMP

- ~~a.~~ a. when
- b. until
- c. during
- ~~d.~~ d. after
- 6 a. anyone
- b. everyone
- c. them
- d. you

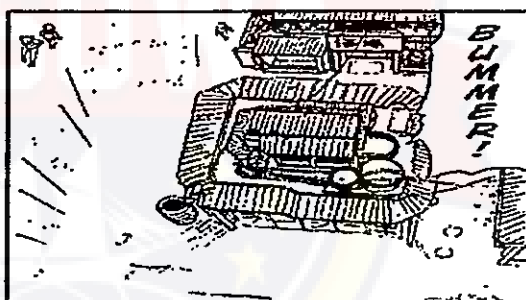
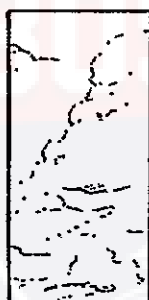
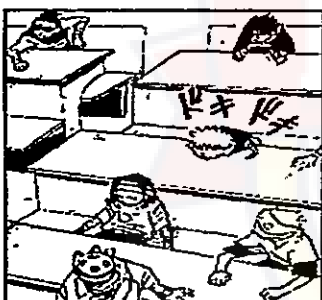


- 7 a. several  
b. much  
c. some  
d. any
8. ~~a~~ heavy  
b. fast  
c. slow  
d. hard



- a. won
- b. get
- c. have
- d. catch
- 10.  a. see
- b. know
- c. need
- d. guest

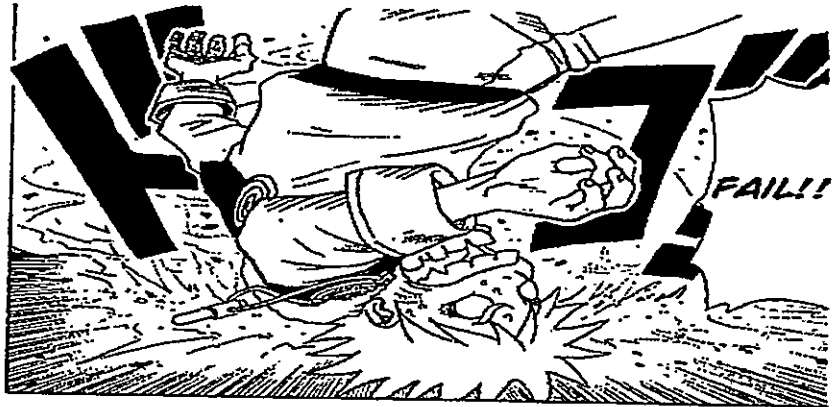
- 11. a. city
- b. town
- c. village
- d. hometown
- 12. a. on
- b. past
- c. during
- d. previous



- ~~13. a. Pick up~~
- b. pass
- c. bring
- d. borrow
- ~~14. a. few~~
- b. little
- c. much
- d. simple

- ~~15. a. weakness~~
- b. power
- c. strength
- d. strong
- 16. a. since
- b. before
- c. after
- d. when





WE  
COULD  
LET HIM  
(17.....)

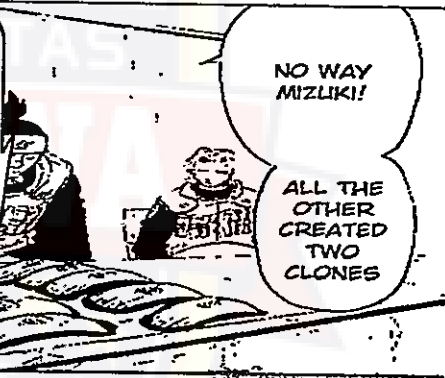


THIS IS HIS  
THIRD TIMES  
HE DID  
(18.....) A  
CLONE



I CAN 'T  
(19.....)  
HIM PASS

AND NARUTO  
ONLY CREATED  
ONE CLONE,  
AND IT WAS A  
(20.....) HIM  
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NO WAY  
MIZUKI!  
ALL THE  
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- 17. a. go
- b. leave
- c. pass
- d. escape
- 18. a. create
- b. make
- c. do
- d. cause

- 19. a. make
- b. let
- c. give
- d. allow
- 20. a. Useful
- b. useless
- c. faithful
- d. usefully

## Students Result in Post-Test

### INSTRUMEN PENELITIAN

**JUDUL:** STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE FIRST YEAR STUDENTS OF SMP NEGERI 19 MAKASSAR

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Benar : 17

Salah : 3

skor : 8.5

Nama : Oklaviani Putri P.

Nis : .....

Kelas : VII.B

### Petunjuk Pengisian

1. Amatilah gambar komik yang telah disediakan!
2. Bacalah soal ini dengan seksama sebelum anda menjawabnya.

Direction : Read the comic below then choose the best answer.



1.  a. can

b. able

c. make

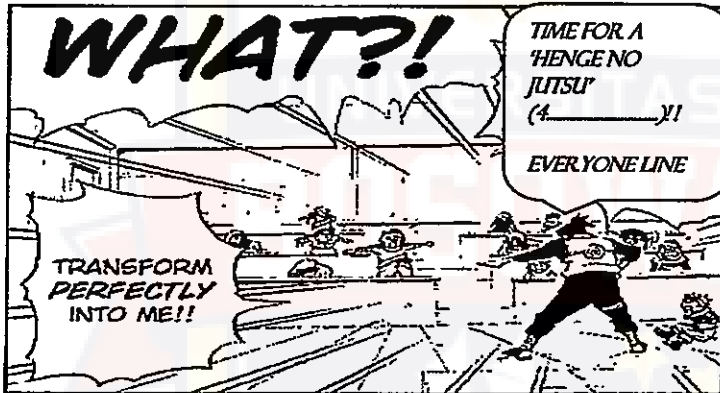
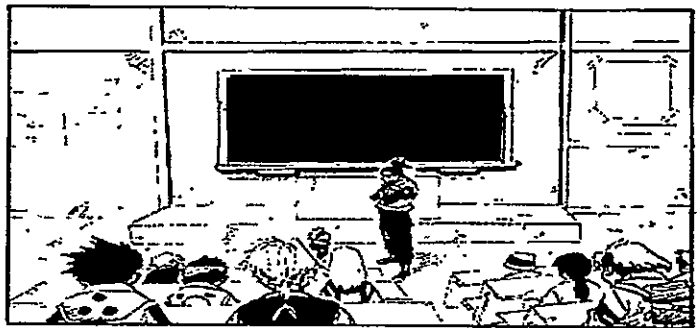
d. sure

2.  a. on

b. in

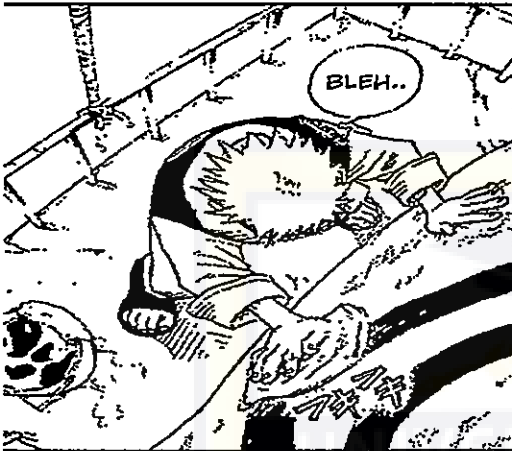
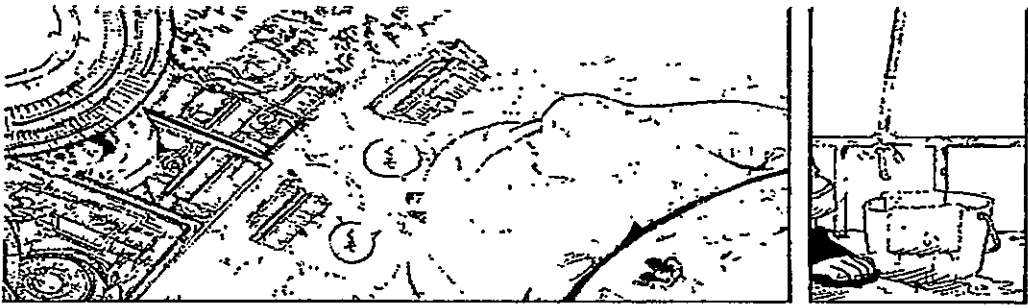
c. during

d. while



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- 3.  a. final
- b. test
- c. exercise
- ~~4.  a. exam~~
- ~~b. final~~
- b. test
- c. exercise
- d. exam



www.nhantriviet.com

5. a. when

~~b. until~~

c. during

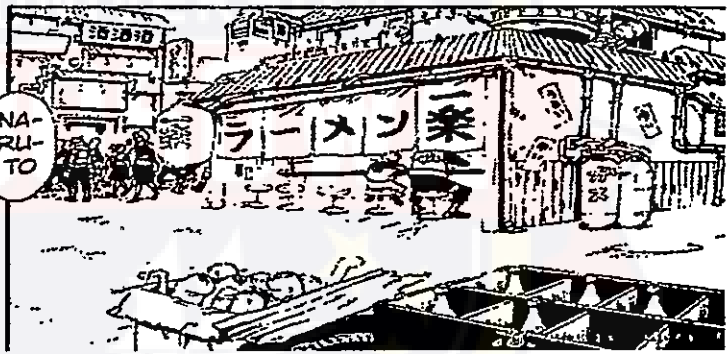
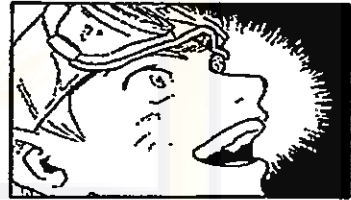
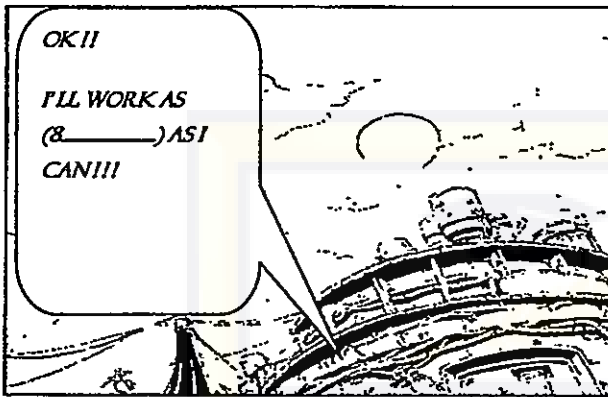
~~d. after~~

6. ~~a. anyone~~

b. everyone

c. them

d. you



a. several

b. much

c. some

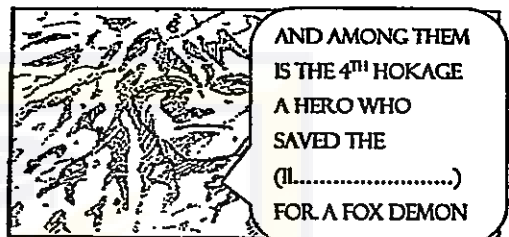
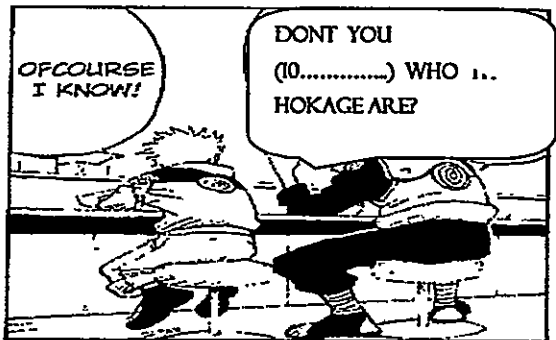
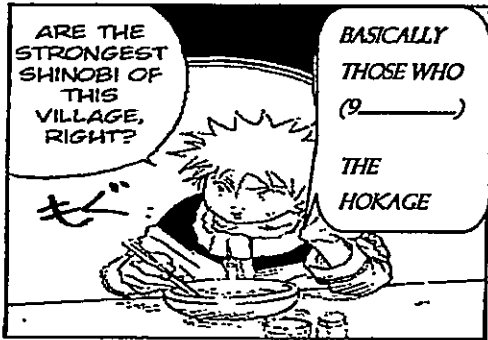
d. any

8.  a. heavy

b. fast

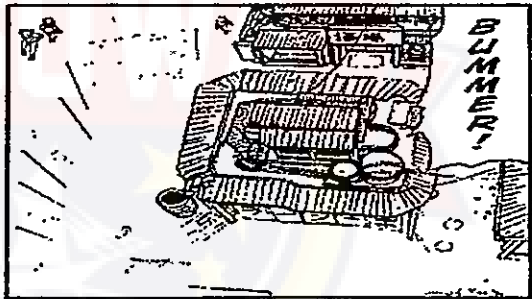
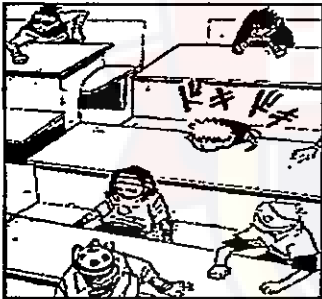
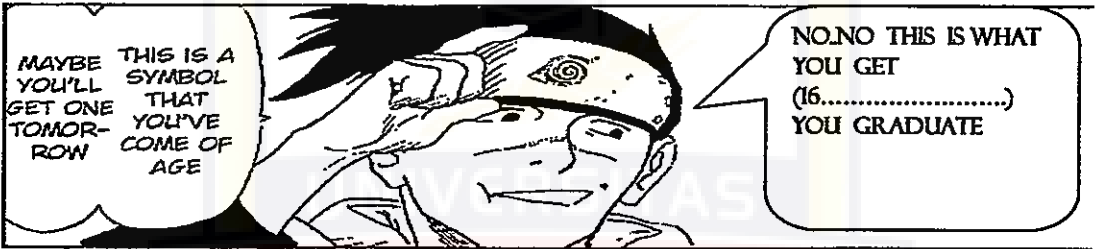
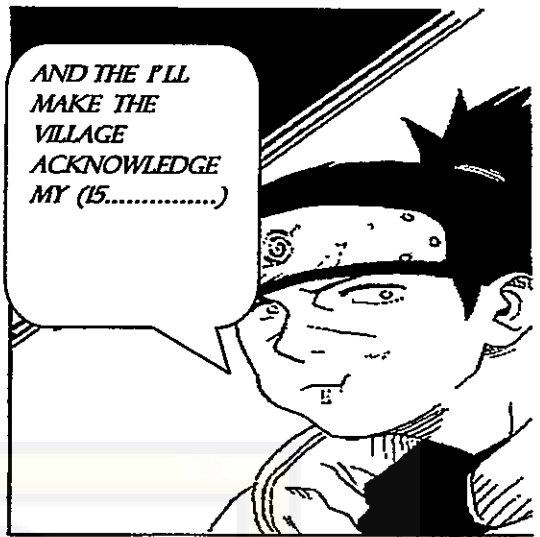
c. slow

d. hard



- 9.  a. won
- b. get
- c. have
- d. catch
- 10.  a. see
- b. know
- c. need
- d. guest

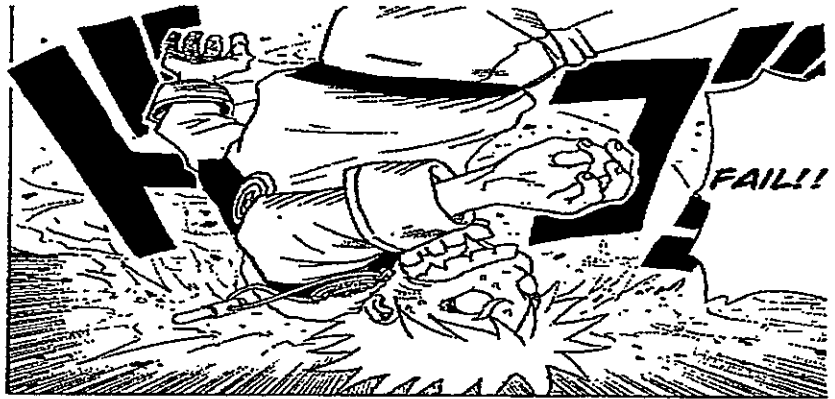
- 11.  a. city
- b. town
- c. village
- d. hometown
- 12.  a. on
- b. past
- c. during
- d. previous



- 13. a. Pick up
- b. pass
- c. bring
- ~~d. borrow~~
- 14. a. few
- ~~b. little~~
- c. much
- d. simple

- ~~15. a. weakness~~
- b. power
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- ~~d. strong~~
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- b. before
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LET HIM  
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THIS IS HIS  
THIRD TIMES  
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I CAN 'T  
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AND NARUTO  
ONLY CREATED  
ONE CLONE,  
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(20.....) HIM  
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NO WAY  
MIZUKI!

ALL THE  
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- b. make
- c. do
- d. cause

- ✓ 19. a. make
- ✗ let
- c. give
- d. allow
- ✓ 20. a. Useful
- ✗ useless
- c. faithful
- d. usefully

## Appendix 4 : The Students' Score and Classification in Pre-Test

No	Initial	Pre – test	Classification
(1)	(2)	(3)	(4)
1	AT	4.5	Poor
2	ANF	2.5	Very Poor
3	NAA	3.5	Poor
4	S	3.5	Poor
5	NF	3.5	Poor
6	NIKS	2.5	Very Poor
7	AFA	3	Poor
8	ANI	2.5	Very Poor
9	NS	2.5	Very Poor
10	NH	4	Poor
11	NRR	3	Poor
12	CMC	3	Poor
13	SM	2.5	Very Poor
14	AAJ	4.5	Poor
15	NRV	4	Poor
16	OTY	4.5	Poor
17	MMH	3	Poor
18	MRA	4	Poor
19	AINR	3.5	Poor
20	AMA	3	Poor
21	MMK	4.5	Poor
22	MMKH	3	Poor
23	SRF	4.5	Poor
24	MFA	4.5	Poor
25	ASF	6	Good
26	MYB	4.5	Poor
27	GS	4.5	Poor
28	MRS	2.5	Very Poor
29	JT	4.5	Poor
30	MAR	3	Poor
31	SAM	3	Poor
32	MIA	3	Poor
33	MTN	2.5	Very Poor
34	MAH	3.5	Poor
Total		121.5	
Mean Score		3.6	Poor

Appendix 5 : The Students' Score and Classification in Post-Test

No	Initial	Post – test	Classification
(1)	(2)	(3)	(4)
1	AT	7.5	Very Good
2	ANF	5	Good
3	NAA	6	Good
4	S	7	Very Good
5	NF	7	Very Good
6	NIKS	5.5	Good
7	AFA	6	Good
8	ANI	5	Good
9	NS	4.5	Poor
10	NH	7	Very Good
11	NRR	5	Good
12	CMC	5	Good
13	SM	5	Good
14	AAJ	7.5	Very Good
15	NRV	7.5	Very Good
16	OTY	8.5	Very Good
17	MMH	6.5	Good
18	MRA	7.5	Very Good
19	AINR	6.5	Good
20	AMA	5.5	Good
21	MMK	7.5	Very Good
22	MMKH	6.5	Good
23	SRF	8.5	Very Good
24	MFA	7.5	Very Good
25	ASF	9	Excellent
26	MYB	7.5	Very Good
27	GS	8	Very Good
28	MRS	6	Good
29	JT	8.5	Very Good
30	MAR	5.5	Good
31	SAM	5	Good
32	MIA	6.5	Good
33	MTN	4.5	Poor
34	MAH	6.5	Good
Total		222	
Mean Score		6.5	Good

Appendix 6. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name of Students'	Pre – test	Post – test	Gain D	D <sup>2</sup>
1	Annisa Triananda	4.5	7.5	3	9
2	Andi Nur Fadhillah	2.5	5	2.5	6.25
3	Nur Alifdha A.	3.5	6	2.5	6.25
4	Stefani	3.5	7	3.5	12.25
5	Nurul Fauziah	3.5	7	3.5	12.25
6	Nur Ifthi Khora S.	2.5	5.5	3	9
7	Annisa Fatima A.	3	6	3	9
8	Sakina Nur Islamiya	2.5	5	2.5	6.25
9	Nur Salsabila	2.5	4.5	2	4
10	Nurul Hazizah	4	7	3	9
11	Nur Rabina R.	3	5	2	4
12	Cindy Martcella C.	4	5	1	1
13	Sarah Maulida	2.5	5	2.5	6.25
14	Aida Aprilia Jufri	4.5	7.5	3	9
15	Nabila Rizka VR.	4	7.5	3.5	12.25
16	Oktaviani Tenri Y.	4.5	8.5	4	16
17	Muh. Miftahul huda	3	6.5	3.5	12.25
18	Muh. Rifqi Arief	4	7.5	3.5	12.25
19	Andi Ifdal Nur R.	3.5	6.5	3	9
20	Aprilia Maharani A.	3	5.5	3	12.25
21	Muh. Mifhatul Khaer	4.5	7.5	3	9
22	Muh. Farhan Nur H.	3	6.5	3.5	12.25
23	Sabhry Ridha F.	4.5	8.5	4	16
24	Muh. Fakhrol A.	4.5	7.5	3	9
25	Alfitrah Surya P.	6	9	3	9
26	Moh. Yusuf Bactiar	4.5	7.5	3	9
27	Gabriel Senana	4.5	8	3.5	12.25
28	Muh. Rifky Syawal	2.5	6	3.5	12.25
29	Juanda Tallu	4.5	8.5	4	16
30	Muh. Alqadri R.	3	5.5	2.5	6.25
31	Syahrul Azhim M.	3	5	2	4
32	Muh. Iqbal Arief	3	6.5	3.5	12.25
33	Muh. Taufan N.	2.5	4.5	2	4
34	Muh. Arif H.	3.5	6.5	3	9
Total		121.5	222	101	317.25
Mean Score		3.6	6.5	3	9.3

## Appendix 7. The Distribution of Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725

to be continued

continuation

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>.

## Appendix 8: Pictures



Pictures 1 : Students are answering questions in pre-test.



Pictures 2 : Students are doing the test in treatment.



Pictures 3 : Students are answering the question in post – test.



Pictures 4 : The writer is monitoring students while they answering the question in post – test.



**UNIVERSITAS BOSOWA "45"**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

99



Jl. Urip Sumoharjo Km 4 Makassar  
Telp (0411) 452901 ext. 117, Fax. 424568, Website: www.univ45.ac.id

Nomor : A. 011 /FKIP/U-45/II/2015

Makassar, 6 Januari 2015

Tempor : -

Perihal : Permohonan Izin Penelitian

Kepada

1. : Gubernur Provinsi Sulawesi Selatan

di -

Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

Nama : Ahmad Rahangiar

NIM : 4510101075

Program Studi : Pendidikan Bahasa dan Sastra Inggris

Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

**Student Vocabulary By Using Comic Strip Of The First Year Students  
Of SMP Negeri 19 Makassar**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

**Prof. Dr. Muhammad Yunus, M.Pd.**  
NIP. 196212311989031030

Disan:

Rektor Universitas "45" Makassar.

Arsip.



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 19 MAKASSAR**  
Alamat : Jl. Tamaneva Rava III No.35 Telp.492912 Makassar

NSS : 201196010193

KODE POS : 90235

## SURAT KETERANGAN PELAKSANAAN PENELITIAN

Nomor : 421 / 63 / III / SMP.19 / 2015

Yang bertanda tangan di bawah ini , Kepala SMP Negeri 19 Makassar menerangkan bahwa :

N a m a : AHMAD RAHANGIAR  
N i m : 4510101075  
Universitas : Universitas 45 Makassar  
Jurusan : FKIP / Bahasa Inggris  
Alamat : Jl. Pampang I Makassar

telah mengadakan penelitian / pengumpulan data yang dilaksanakan dari Tanggal 12 Januari  
14 Januari 2015.

dalam rangka penyusunan skripsi yang berjudul :

**"STUDENTS' VOCABULARY BY USING COMIC STRIP OF THE FIRST YEAR STUDENTS  
SMP NEGERI 19 MAKASSAR. "**

Surat keterangan ini di buat untuk di pergunakan sebagaimana mestinya .

Makassar , 05 Maret 2015

Kepala Sekolah,



ABD. HAMID HAKIM, S.Pd. MM

Pangkat : Pembina TK.I, IV/b

Nip . 19591128 197903 1 003

## BIOGRAPHY



Ahmad Rahangiar was born on August 18<sup>th</sup>, 1992 in Fiditan from the marriage of his parents Hasan Rengiar and Salmah Rengiar. He has a brother and a sister. He is the second child in his family.

In 1999 he start his first education in SD Negeri Inpres Mangon Fiditan. In 2005 he continued his study to SMP Negeri 3 Tual, Ambon Maluku and he graduated in 2007. In 2008 he continued to SMA Negeri 2 Kei-Kecil Tual. He finished his study in 2010.

In 2010 he decided to continue his study at English Educationan Department, Faculty of Teacher Training and Education University 45 Makassar.