

**THE EFFECTIVENESS OF COMIC STRIPS TO INCREASE STUDENTS'
VOCABULARY MASTERY AT THE EIGHTH GRADE OF
SMP NEGERI 13 SIGI**



THESIS

Submitted as a Partial Fulfilment of the Requirements for the Bachelor of
Education (S.Pd) at English Tadris Study Program Faculty of Tarbiyah
and Teacher Training at State Islamic University Datokarama Palu

By

**ANGGI ANGRAINI
NIM 201160028**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
2024**

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I hereby declare that this thesis entitled “The Effectiveness of Comic Strips to Increase Students’ Vocabulary Mastery at The Eighth Grade of SMP Negeri 13 Sigi” has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University or Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

Sigi, August 2024 M
Safar 1446 H

Researcher



Anggi Angraini
201160028

APPROVAL SHEET

The thesis entitled "The Effectiveness of Comic Strips to Increase Students' Vocabulary Mastery at The Eighth Grade of SMP Negeri 13 Sigi" written by Anggi Angraini, NIM 201160028, student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed for examination.

Sigi, August 2024 M
Safar 1446 H

APPROVED BY

SUPERVISOR I



Fitriningsih, S.S., S.Pd., M.Hum.
NIP. 198506222015032002

SUPERVISOR II



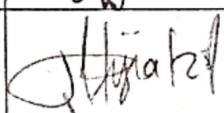
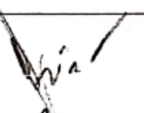
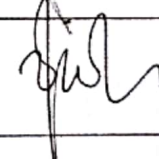


Dzakiah, M.Pd.
NIP. 199206292019032017

LEGALIZATION

A thesis written by Anggi Angraini, NIM. 201160028 entitled "The Effectiveness of Comic Strips to Increase Students' Vocabulary Mastery at The Eighth Grade of SMP Negeri 13 Sigi" which has been tested in front of the examiners of the Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu on August 22, 2024. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Tadris Study Program.

BOARD OF EXAMINERS


Position	Name	Signature
Chairman	Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.	
Examiner I	Dr. Abd. Gafur Marzuki, M.Pd	
Examiner II	Hijrah Syam, S.Pd., M.Pd	
Supervisor I	Fitriningsih, S.S., S.Pd., M.Hum	
Supervisor II	Dzakiah, M.Pd	

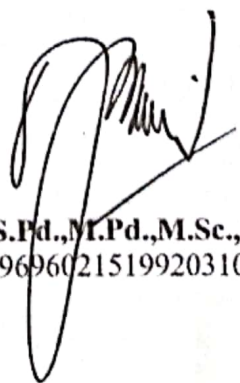
Approved By:

Faculty of Tarbiyah and Teacher
Training Dean,

English Tadris Department
Program Head,




Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 197312312005011070


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 1969602151992031014

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Sigi, August 2024 M
Safar 1446 H

Researcher



Anggi Angraini
201160028

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11. Lembar pre-test dan post-test siswa
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ABSTRACT

Name : Anggi Angraini

NIM : 201160028

Title : THE EFFECTIVENESS OF COMIC STRIPS TO INCREASE STUDENTS' VOCABULAY MASTERY AT THE EIGHTH GRADE OF SMP NEGERI 13 SIGI

After conducting observation and interview with the English teacher at SMP Negeri 13 Sigi, the problem was found that is the lack of English vocabulary mastered by the students. In the learning process, media has an important role in students' learning development. In this research, researcher used comic strips as a learning media which aims to increase students' vocabulary mastery.

In this way, the description in this research starts from the problem, is the use of Comic Strips effective to increase students' vocabulary mastery at the eighth grade of SMP Negeri 13 Sigi?

This research used quantitative approach with pre-experimental design, one group pretest-posttest design. The researcher took the location at SMP Negeri 13 Sigi. The population of this research were all the eighth grade students with total of 107 students. The researcher took VIII C class as the sample with total of 25 students, using a purposive sampling technique. The instrument in this research used a vocabulary test in the form of multiple choice and matching test.

Based on the results of statistical data calculations using SPSS 29, it was proven that the use of comic strips significantly increases students' vocabulary mastery. The mean score of students' post-test (75.08) was greater than the mean score of students' pre-test (51.96). Also the results of the t-test (13.512) was greater than the t-table (2.06390). It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be concluded that the use of comic strips as a media in the teaching and learning process is effective to increase students' vocabulary mastery, especially for eighth grade students of SMP Negeri 13 Sigi.

The problem that causes students' lack of vocabulary mastery is feeling bored and less interest while studying. It is recommended to English teacher to use learning media that can stimulate students' interest in learning. The use of comic strips as media in learning English can significantly increase students' vocabulary mastery.

CHAPTER I

INTRODUCTION

A. Background of Research

English is an international language that is universal. English has been agreed as a language that can be used to communicate between humans in almost all over of the world. Language consists of four elements namely listening, speaking, reading and writing. These four elements are called language skills.

The four skills in language play an important role in language learning. Mastery of the four skills can take the learner to a higher level in a language.¹ Besides these four skills, in order to be able to communicate using a language, people must be able to master vocabulary as well.

Language based on vocabulary which is the basis for how language is used.² In mastering a language, vocabulary plays an important role. The more vocabulary mastered by students, the easier they are to develop the four language skills. Student can be able in expressing ideas or thoughts based on the vocabulary they have mastered. Lack of vocabulary mastery can cause students to have difficulty in communication.

¹Lorena Manaj Sadiku, "The importance of four skills reading, speaking, writing, listening in a lesson hour." *European Journal of Language and Literature* 1.1 (2015): 29.

²Patahuddin, Syawal, and Saidna Zulfiqar Bin-Tahir, "Investigating Indonesian EFL learners' learning and acquiring English vocabulary." *International Journal of English Linguistics* 7.4 (2017): 128.

In teaching English vocabulary, there are various types of media that teachers have used. The use of media in the teaching and learning process can attract students' interest and attention to understand the learning materials more easily.³ One of the media that can be used in teaching and learning English vocabulary is Comic Strips.

Comic Strips is a medium used to express ideas via images often combined with text or other visual information.⁴ Comic strips presented images with a combination of interesting short stories. Comic Strips consist of various genres, the vocabulary contained in comics is also very diverse. Interesting pictures in the comic strip can make it easier for students to understand the meaning of the conversation. With these pictures, students can guess the meaning of a word that they don't know.

As printed materials for the teaching and learning processes in the classroom, Comic Strips is considered as teaching media.⁵ The use of comic strips as media in learning English vocabulary can make the atmosphere in the classroom not boring due to the interesting images and fun stories presented in the comic strips. Comics are fun, and students pay more attention to what they find fun than to what they don't think is fun.⁶ When students enjoy to learn, it can

³Durratul Hikmah, "Media for language teaching and learning in digital era." *International Journal of English Education and Linguistics (IJoEEL)* 1.2 (2019): 84.

⁴Latha S Sarma, "Teaching English Through Comics." *Indian Journal of Applied Research* 6.6 (2016): 283.

⁵Lisa Darsalina, Arifin Syamaun, and Diana Fauzia Sari, "The application of comic strips in teaching vocabulary." *Research in English and Education Journal* 1.2 (2016): 139.

⁶Marshall Arlin and Garry Roth, "Pupils' use of time while reading comics and books." *American Educational Research Journal* 15.2 (1978): 202.

result in students being able to easily understand the learning material and can cause students' vocabulary mastery increase.

After conducting observation and interviews with the English teacher at SMP Negeri 13 Sigi, the problem was found that is the lack of English vocabulary mastered by the students. The English teacher at the school said that lack of English vocabulary mastered by the students can be caused by less of students interest when studying and students felt bored when studying. Some students did not pay attention to the teacher properly during the learning process, sometimes students still talked to their friends when the teacher explained the learning material.

Based on the explanation, students need a media that can make them feel enjoy while learning English vocabulary. One of the media that can stimulate students' enthusiasm in learning or mastering English vocabulary is Comic Strips. Therefore the researcher conducted a research with the title *“The effectiveness of Comic Strips to increase students' vocabulary mastery at the eighth grade of SMP Negeri 13 Sigi”*.

B. Problem of Research

Based on the background, the researcher formulates the following research question: *“Is the use of Comic Strips effective to increase students' vocabulary mastery at the eighth grade of SMP Negeri 13 Sigi?”*

C. Objective and Significant of Research

1. Based on the research question, the objective of this research is to find out the effectiveness of Comic Strips to increase students' vocabulary mastery at the eighth grade of SMP Negeri 13 Sigi.
2. Significant of Research:
 - a. It is hoped that this research can be a source of information for English teachers who want to use comic strips as a teaching and learning media.
 - b. It is hoped that this research can help students master English vocabulary easily and have fun while learning English vocabulary using comic strips.
 - c. For other researchers, it is hoped that this research can be useful as reference for those who interested in conducting research relevant to this research.
 - d. For schools, it is hoped that this research can be a positive input for the organization of Education.

D. Outline of Research

Chapter I discusses the introduction which consist of the background of research, problem of research, objective of research, significant of research and outline of research. Chapter II discusses the review of related literarture which consist of the the previous research, theoritical review, theoritical framework and testing hypothesis. Chapter III discusses the research methodology which consist of the approach and design of research, population and sample of research, variable of research, operational definition of research, instrument of research, data collection technique and data analysis technique. Chapter IV discusses the

research findings and discussions which consist of description of the research and discussion of the research. Chapter V discusses the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Many research had been performed by the researchers related to the use of comic strips in increasing students' vocabulary mastery. Some of the research are as follows:

The first previous research conducted by Lilies Youlia Priatin, Leni Irianti, and Zia Nurfauziah (2021) by the title *Translating Comic Strips as a Strategy to Enrich Students' Vocabulary Mastery*. The purpose of this study is to determine how well teaching students through comic translation can enhance their vocabulary mastery. This research used a true-experimental design for the quantitative data. The data analysis indicates that comic translation can help pupils become more proficient in vocabulary. Since the average student score was 80 and the students had a positive outcome of the technique, it showed positive perception toward this technique.¹

The second previous research conducted by Juliana (2021) by the title *The Eeffect of Using Comic Strips on Sstudents' Motivation in Mastering Vocabulary*. In this research, the researcher want to investigate whether it is effective to increase students' motivation in mastering vocabulary by using comic strips and

¹Lilies Youlia Priatin, Leni Irianti, and Zia Nurfauziah, "Translating comic strips as a strategy to enrich students' vocabulary mastery." *International Journal of Innovation and Education Research* 1.1 (2021).

to find out the obstacles faced by the students in using them. The final results of the research can be concluded that students' motivation increased in learning vocabulary by using comic strips.²

The third previous research conducted by Nurul Dzikra (2021) with title *The Use of Comic Strips in Teaching Vocabulary*. This research explore the effect and challenge of using comic strips in teaching English vocabulary. The researcher reviews ten articles on the use of comic strips in teaching English vocabulary. After that, the researcher analyzes the effect and challenge of ten articles. The result showed that students can uderstand the subject by using Comic Strips.³

From the previous research, there are similarity and differences between the previous research and this research. The similarity of the previous research with this research is the focus on improving students' vocabulary by using comic strips. The differences from the previous research with this research are the first previous research used true-experimental design, while this research used pre-experimental design. The second previous research used comic strips on students' motivation in mastering vocabulary, while this research use comic strips as the media to increase students' vocabulary mastery. The third previous research used qualitative research, while this research used quantitative research.

²Juliana, "The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary." *Journal of English Teaching and Linguistics* 2.2 (2021).

³Nurul Dzikra, "The Use of Comic Strips in Teaching Vocabulary" (Ar-Raniry State Islamic University, Banda Aceh, 2021).

B. Theoretical Review

1. Vocabulary

Vocabulary is one of vital elements that need to be mastered by students. Huge number of words is very useful for students and need to be mastered in order to make conversation run well. Mastering vocabulary can be a great establishment in learning a new language. Vocabulary can be truly valuable to form a sentence for having a discussion or to communicate between individuals.

a. Definition of vocabulary

Vocabulary is the number of words in a language.⁴ All the words a person knows or used, a list of words and their meanings is vocabulary. Vocabulary refers to all the words a person acquires, either accidentally or intentionally, through explicit instruction of specific words or through indirect exposure to words through word learning strategies.⁵ Vocabulary is referred to the ability to recognize words and give meaning to certain letter combinations that form those words.⁶ Vocabulary is one of the imperative thing that people ought to be ace when they want to learn a new language. Acing a lot of vocabulary can make communication or discussion run well.

⁴Albert Sydney Hornby, *Oxford Advanced Learners Dictionary Of Current English* (New York: Oxford University Press, 1995).

⁵Setiyaningsih, *Practising Maritime English Vocabulary and Developing through the Wall Dictation* (2009).

⁶Kathleen T McWhorter, *College reading and study skills* (United States of America: Pearson, 2016).

b. Types of vocabulary

According to Harmer, there are two types of vocabulary, namely active and passive vocabulary:

- 1) Active vocabulary refers to the vocabulary that a pupil has been taught of mastered and is supposed to be able to use. Examples: speak, write, laugh, love, family, etc.
- 2) Passive vocabulary applies to words that the student will know as they encounter, but which they will possibly not be able to produce. Examples: serendipity, nebulous, enigmatic, epiphany, quixotic, etc.⁷

Schail stated that each person has three types of vocabulary, they are active, reserve and productive vocabulary:

- 1) Active vocabulary are the vocabulary we use to speak and write is likely to range from 5,000 to 10,000 words. Examples: love, happy, sad, etc.
- 2) Reserve vocabulary is a term we know but scarcely used in everyday speech. When we have time to think or look for synonyms, we use them in writing letters. Examples: esoteric, cacophony, mellifluous, etc.
- 3) Productive vocabulary terms we remember loosely, but they don't know the meaning, but they're used mostly in speaking or writing because we all know that we've used before. Examples: rankle, perjury, epithet, etc.⁸

⁷William S Schail, *Seven Days Faster Reading* (New York: Oxford University Press, 2007), 57.

⁸Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2011), 159.

Montgomery listed four types of vocabulary, namely reading, listening, writing, and speaking vocabulary:

- 1) Reading vocabulary, a person's reading repertoire consist of all the words they may remember when reading. Since the other three are used, this is the largest category of vocabulary.
- 2) Listening vocabulary, a person's hearing repertoire is made up of all the phrases they can remember when listening to speech. In terms of scale, meaning and tone of voice help this language.
- 3) Writing vocabulary, a person's writing vocabulary is made up of all the words they recognizes while writing. Words are found in various ways of prose, from structured essay to social media feeds. Many printed words do not occur often in conversation.
- 4) Speaking vocabulary, a speaker's vocabulary is made up of all the words they would use in speech. Because of the spontaneous nature of the speaking vocabulary, words are often misused. Face language, tone of voice, and hand gesture, however slight and accidental, well compensate for this misuse.⁹

⁹Judy Montgomery, *The Bridge of Vocabulary* (NCS Person Inc, 2007).

c. Part of speech in English

Part of speech in English grammar divided into nine. Some articles and websites count only eight types of speech and place determiner under the category of adjectives. However, in later studies, determiners were counted as a separate part of speech.

1) Noun

Nouns are words that describe places, people, or things. Everything that has a name and what we are talking about is a noun. Examples of nouns: Justin Bieber, singer, Canada, city, shoes, basketball, etc.

2) Pronouns

A pronoun is defined as a word that replaces a noun in a sentence. Pronouns are classified into many types. The main types include personal pronouns, possessive pronouns, indefinite pronouns, demonstrative pronouns, interrogative pronouns, reflective pronouns, intensive pronouns, and reflexive pronouns. Examples of pronouns: I, you, they, we, she, he, it, etc.

3) Verb

Verbs showed an action. The most important part of any sentence is a verb. A sentence has no meaning without a verb. In some cases, a one-word answer can replace an entire sentence. For example, "yes" or "of course" without using a verb, but these answers are not used in formal writing. Examples of verbs: eat, run, read, etc.

4) Adverbs

An adverb is a word that modifies an adjective, verb, or adverb itself. It provides detailed information about a verb, adjective, or other adverb. This word tells us when, how, where, or how something is done. Examples of adverbs: quickly, always, rarely, etc.

5) Adjectives

An adjective is defined as a word that provides information about a noun, pronoun, or noun phrase. Adjectives provide additional information about a pronoun or noun. Adjectives indicate the type, nature, or degree of a noun. Examples of adjective: angry, bitter, charming, etc.

6) Prepositions

A preposition is a word that is placed before a pronoun or noun. This word shows how the thing or person describes is related to other things. Examples of preposition: behind, near, after, etc.

7) Conjunction

Conjunctions are words that connect sentences, parts of sentences, and sometimes words. This conjunction connects sentences to make them more concise. Unlike relative adverbs and relative pronouns, conjunctions have no other function besides combining. Examples of conjunction: and, but, because, etc.

8) Interjections

Interjections are words or groups of words used to express extreme emotions. Exclamation mark always used in these words. Examples of interjection: wow, ah, ouch, etc.

9) Determiner

A determiner is a word that is placed before a noun or adjective to introduce it. Determiners are different from adjectives. Determiners are only used to introduce nouns, whereas adjectives provide additional information about nouns. Words commonly used as determiners: a, the, every, any, that, my, your, and that.¹⁰

In this research, the researcher wants to increase students' vocabulary mastery, more specifically verb and noun.

d. Teaching vocabulary

When teaching vocabulary, teachers are expected to use various techniques to help students understand and remember new words easily. Jeremy Harmer mentioned that the following aids are useful in teaching vocabulary:

1) Realia

When teaching vocabulary with this strategy, the teacher introduces real objects that will be used in learning and introduces them to students, for example: pen, pencil, ruler, etc. The way to use Realia to increase vocabulary is by

¹⁰Ahmad Imitiaz, *English Grammar Part of Speech* (2022), 2-28.

providing real objects as a medium for teaching vocabulary and providing pictures related to these objects. The benefits of using Realia when teaching vocabulary to students include increasing students' memory of the vocabulary given and increasing students' understanding.

2) Pictures

When teaching vocabulary using pictures, the focus is usually on objects that is impossible to bring into the classroom, such as car, plane, train, etc. Types of images include flash cards, magazines, wide screens, wall drawings and diagrams, etc.

3) Mimi and gesture

It is impossible to explain the meaning of words and grammar using pictures or realia. In particular, actions can be described by expressing mime and gesture.

4) Contrast

Teaching vocabulary by contrast was closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot, etc.

5) Enumeration

When teaching vocabulary through enumeration, teachers introduce words by giving general meanings, for example animals. The teacher introduces this word and asks students to find some specific words that refer to animals such as dogs, lions, cats, snakes, etc.

6) Explanation

The teacher introduce words by explaining or describing the object and tasks then the students guess what the object was.

7) Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy was very useful for the beginner learners.¹¹

2. Comic Strips

a. Definition of comic strips

Comics are a series of pictures combined with a story which aims to convey a message from the creator to the reader.¹² The vocabulary contained in comics is very diverse because comic strips consist of various genres. Students can easily understand the meaning of the conversation due to the interesting pictures in the comic strip. Students can guess the meaning of a word they don't know through the pictures presented in the comic strip.

¹¹Jeremy Harmer, *The Practice of language teaching* (London: Longman, 1983), 161.

¹²Trimo, "Media Pendidikan" in Daniel Nabunome, Arifin, and Sunu Hastuti, *Penggunaan Media Komik untuk Meningkatkan Kemampuan dan Minat Membaca Bagi Anak Tunagharita Ringan Siswa Kelas XI di SLB Pembina Kupang* (2018), 19.

Comic strips provides a brief plot, but it's always crammed with the whole story. Comic Strips only drawn from a few illustration panels that normally consist of 3-6 panels. This style of comic normally just tells or focuses on one issues at a time. However, the plot of this comic doesn't have to end there, it can continue indefinitely.

Comics are several sheets of printed paper consisting of images and text. Comic strips is also one of the educational media in the classroom.¹³ Apart from that, comics are often considered an entertaining and motivating medium. Absolutely, it can appeal to students, because of consisting of picture series and interesting story.

b. Steps of using comic strips in the classroom

Teaching using comic strips can stimulate students' enthusiasm to pay more attention to the learning material due to the interesting pictures and stories presented in comic strips. The following are steps of using comic strips as a media for vocabulary learning in the classroom:

- 1) Teacher provides printed comic strips.
- 2) Teacher distributes comic strips to students.
- 3) Teacher asks students to observe and read comic strips.
- 4) Teacher asks students to take notes of the new vocabulary they find in the comic strip.

¹³Lisa Darsalina, Arifin Syamaun, and Diana Fauzia Sari, "The application of comic strips in teaching vocabulary." *Research in English and Education Journal* 1.2 (2016): 139.

- 5) Teacher asks students to translate and take notes of the new vocabulary they find using an English-Indonesian dictionary.

c. Advantages of using comic strips in the classroom

According to Trimo, the advantages of comic as a media in learning are as follows:

- 1) Comics can increase vocabulary for students who read it.
- 2) Comics can help students more understand by pictures.
- 3) Comics can develop students' interest in learning.
- 4) The whole storyline in comics is goodness-oriented.¹⁴

The following are some benefits of using comic strips in teaching and learning process:

- 1) Assist pupils in effortlessly comprehending the material and context being taught by the teacher.
- 2) It is hoped that employing comic strips will encourage pupils to read and focus on the subject matter. It will make studying English enjoyable.
- 3) Comics can assist students in visualizing concepts correctly.
- 4) It enhances students' ability to work creatively.
- 5) It encourages students to express their creativity.
- 6) It captures the interest of reluctant students.¹⁵

¹⁴Trimo, "Media Pendidikan" in Daniel Nabunome, Arifin, and Sunu Hastuti, *Penggunaan Media Komik untuk Meningkatkan Kemampuan dan Minat Membaca Bagi Anak Tunagharita Ringan Siswa Kelas XI di SLB Pembina Kupang* (2018), 19.

¹⁵Rizky Vita Losi, et al. "Comic Strip: a Media to Teach English." *JOLADU: Journal of Language Education* 1.3 (2023): 192.

Based on the assumptions of Morrison, Bryan, and Chilcoat, the following are the reasons why comics have strengths as a teaching media:

- 1) Comic is familiar to and popular with middle and high school students.
- 2) The comic is a form of literature that students enjoy.
- 3) Students can explore greater literacy due to the popular and easily accessible of comic format.
- 4) Through comics students investigate the use of dialogue, dramatic vocabulary, and nonverbal communications.
- 5) Comics bring life to the classroom that can prevents historical content from being boring and meaningless, as it often is in typical classrooms.¹⁶

Therefore, it can be concluded that comics play an important role in the world of education, especially in teaching and learning activities between teachers and students in the classroom. Using interesting media such as comics can help inspire students to learn English in a fun way at school.

d. Disadvantages of using comic strips in the classroom

According to Wijaya et al., there are several disadvantages in using comic strips as a learning medium:

- 1) Comic strips sometimes contain slang words, which can make it difficult for students understand.
- 2) Many comic stories are based on anecdotes, which may be unfamiliar to elementary and middle school students.

¹⁶Timothy G. Morrison, Gregory Bryan, and George W. Chilcoat, "Using student-generated comic books in the classroom." *Journal of Adolescent & Adult Literacy* 45.8 (2002).

- 3) Comic storylines sometimes use poor grammar and spelling.¹⁷

According to Trimo, there are some disadvantages of comic media in learning as follows:

- 1) The ease of reading comics causes students to be lazy to read and tend to reject books that are not illustrated.
- 2) Comics tend to use dirty words or sentences that are less accountable.
- 3) Many actions in comics emphasize violence or perverted behavior.
- 4) Many stories in comics emphasize love scenes.¹⁸

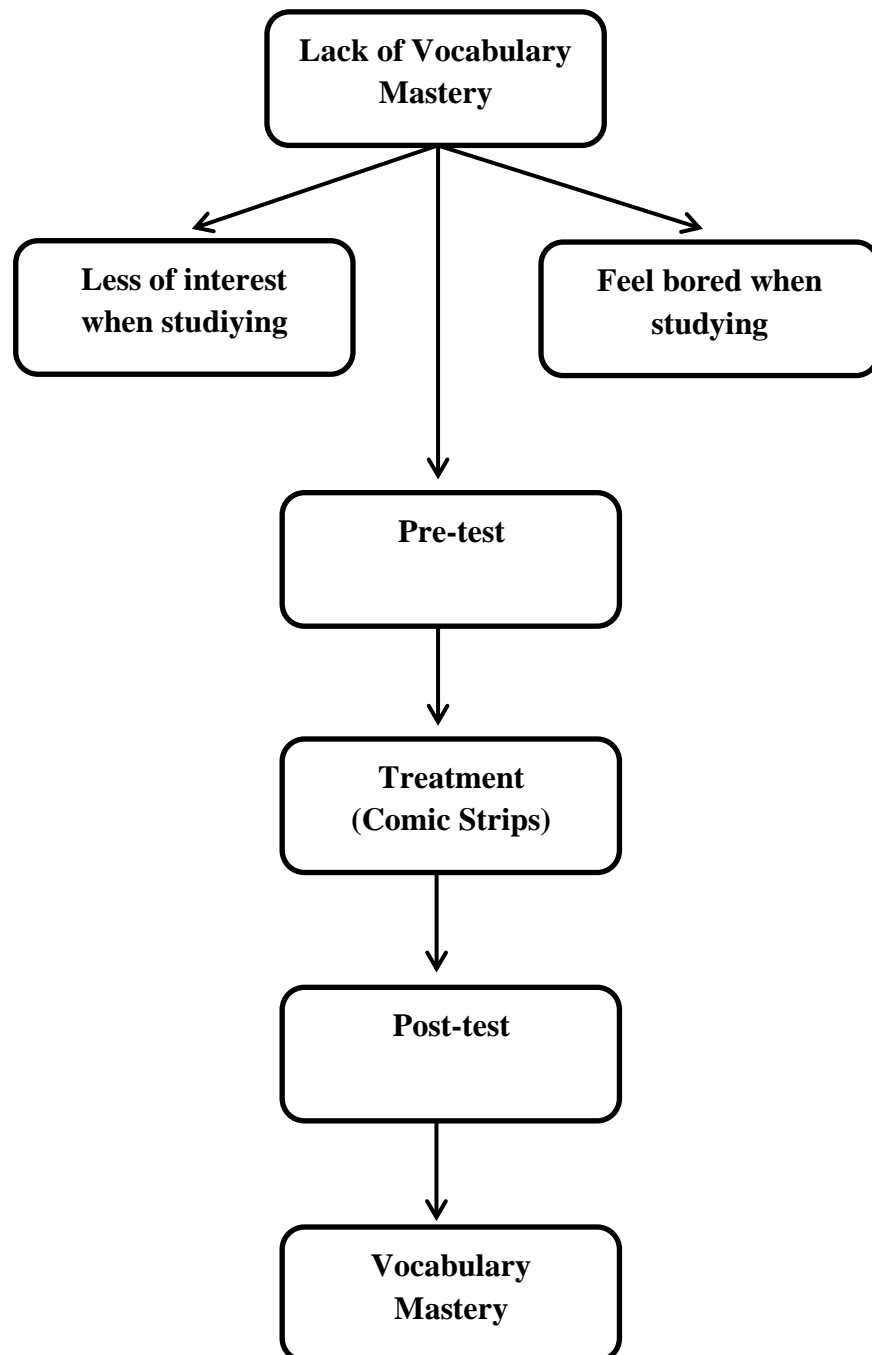
Therefore, to emphasize good use of language, teachers should carefully select comics that contain accurate spelling and use of grammar.

¹⁷Rahman Korompot, Paula Rombepajung, and Fivy A.Andries, "Increasing Students' Vocabulary By Using Comic Strips" *International Journal of Research in Social Cultural Issues*, (2022) : 547.

¹⁸Trimo, "Media Pendidikan" in Daniel Nabunome, Arifin, and Sunu Hastuti, *Penggunaan Media Komik untuk Meningkatkan Kemampuan dan Minat Membaca Bagi Anak Tunagharita Ringan Siswa Kelas XI di SLB Pembina Kupang* (2018), 19.

C. Theoretical Framework

Figure 2.1 : Conceptual Framework



D. Testing Hypothesis

As stated in introduction, the purpose of this research is to find out the effectiveness in teaching vocabulary by using English comic strips at the eighth grade students of SMP Negeri 13 Sigi. Based on the advantages and disadvantages of comic strips as a learning media, there are two kinds of hypothesis used in this research, namely alternative hypothesis (H_a) and null hypothesis (H_0). The function of the alternative hypothesis (H_a) is to predict that the hypothesis has an effect. The function of the null hypothesis (H_0) is to predict that the hypothesis has no effect.

1. H_a : The use of comic strips is effective to increase students' vocabulary mastery at the eighth grade students of SMP Negeri 13 Sigi.
2. H_0 : The use of comic strips is not effective to increase students' vocabulary mastery at the eighth grade students of SMP Negeri 13 Sigi.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and design of Research

This research used quantitative approach with pre-experimental design. The researcher used pre-experimental design because time was limited after the school held semester exams. Pre-experimental design with one-group pretest posttest design type, providing a pretest to determine students' condition before treatment and then providing a posttest to determine students' condition after treatment. In this way, the results of the treatment can be known more accurately, it can be compared with students' situation before and after the treatment.¹ Here's the One Group Pretest-Posttest Design pattern:²

Table 3.1 : Pre-Exprimental Design

O1	X	O2
----	---	----

Information:

O1 = Pretest value
X = Treatment
O2 = Posttest value

74. ¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2013),

²Ibid.

B. Population and Sample of Research

1. Population

The population of the research are the eighth grade students of SMP Negeri 13 SIGI in the academic year of 2023/2024 which consists of four classes, namely VIII A, VIII B, VIII C, and VIII D.

Table 3.2 : Population

VIII A	VIII B	VIII C	VIII D
28	29	25	25

The total number of eighth grade students of SMP Negeri 13 Sigi are 107 students.

2. Sample

In selecting the sample, the researcher used purposive sampling technique. When the researcher carried out the research, the school had finished conducting semester exams, therefore teaching and learning activities at school were no longer taking place but teachers and students still came to school. After having a discussion with the English teacher at school, the teacher chose VIII C class as the research sample because the teacher was the homeroom teacher of VIII C class.

C. Variables of Research

Variable of this research consisted of independent and dependent variables. An independent variable (X) is an attribute or characteristic that influences or affects the dependent variable (Y).³ There are two variables which involved in this research:

1. Comic strips as the independent variable (X).
2. Vocabulary mastery as the dependent variable (Y).

D. Operational Definition

Operational definitions should be provided to avoid misunderstandings. The following is an operational definition based on the title of this research:

1. Comic Strips is some series of images that tells an interesting story.⁴ In this research, comic strips was used as a teaching media.
2. Vocabulary Mastery is defined as the knowledge or skills a person has in mastering and understanding words.⁵ This research focuses on students' vocabulary mastery, especially noun and verb.
3. Effectiveness is the degree to which something is effective.⁶
4. Increase refers to something become larger in amount or size.⁷

³John W. Cresswell, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Person Education, 2012) 116.

⁴Rossa Junia Utami, *The Effectiveness of Using Comic Strips in Teaching* (Tangerang, 2019), 13.

⁵Nur Rahmah, Muh Tahir, and Ahmad Talib, "The Effect of Vocabulary Mastery on Students' Reading Comprehension." *International Journal of Business English and Communication* 1.1 (2023): 36.

⁶Effectiveness, *Cambridge Dictionary*.
<https://dictionary.cambridge.org/dictionary/english/effectiveness> (June 1st 2024).

E. Instrument of Research

Instruments are tools that help researcher collect data more systematically and easily.⁸ There are two types of tests, namely objective tests and descriptive tests.⁹ This research used objective tests as the research instrument. Objective tests are tests where the answer choices have been provided. Objective tests can take the form of multiple choice tests, true false tests, matching tests, and short fill tests. In this research, the researcher used a vocabulary test in the form of multiple choices and matching test with total of 15 numbers.

The following is the formula for calculating the standart score:¹⁰

$$Score = \frac{Obtained\ score \times 100}{Maximum\ score}$$

⁷Increase, *Cambridge Dictionary*.
<https://dictionary.cambridge.org/dictionary/english/increase> (June 1st 2024).

⁸Suharmi Arikunto, *Prosedur Penelitian* (Jakarta: RinekaCipta, 2002).

⁹Heri Retnawati, *Analisis Kuantitatif Instrument Penelitian* (Purnama Publishing, 2016), 2.

¹⁰Suharmi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2012), 278.

Classifying the score of the students' pre-test and post-test, adapted from (Ufrah, 2009:32):¹¹

Table 3.3 : Score Classification

Range Score	Classification
90-100	Very Good
70-89	Good
50-69	Fair
30-49	Poor
10-29	Very Poor

F. Data Collection Technique

1. Pre-test

Pre-test was carried out before treatment using comic strips to measure students' vocabulary mastery. The test that was given was a vocabulary test in the form of multiple choices and matching test with 15 questions. The pre-test was carried out at the first meeting on Tuesday 11 June 2024.

2. Treatment

As part of the treatment, the teacher carried out teaching and learning activities with students in class VIII C as the sample class. The teacher taught using comic strips in class. Treatment was carried out in four meetings, namely on 12, 13, 14 and 19 June 2024.

¹¹Ufrah in Julita, "Improving Students' Vocabulary Through Clustering Technique At The Third Year of SMPN 1 Ladong" (Alauddin State Islamic University of Makassar, 2011).

3. Post-test

Post-test was carried out after the teacher gave treatment to students to determine developments of their vocabulary. The test given was vocabulary test in the form of multiple choices and matching test with 15 questions. The post-test was carried out at the last meeting on Thursday 20 June 2024.

G. Data Analysis Technique

In quantitative data analysis techniques, usually using 2 statistical methods, namely descriptive statistics and inferential statistics.¹²

1. Descriptive Analysis

Descriptive analysis is useful for explaining or describing research data. In this analysis, the researcher describe the mean score, minimum and maximum score, and standard deviation obtain from the pre-test and post-test using SPSS 29 software.

2. Inferential Analysis

a. Normality Test

The normality test is to test whether independent variables and dependent variables both have normal distribution or not. The researcher conducts a normality test using SPSS 29 to find out whether the research data is normally distributed or not.

¹²Syafrida Hafni Sahir, *Metodologi Penelitian* (KBM Indonesia, 2021), 37.

b. Hypothesis Test

The hypothesis test used in this research is the dependent t-test. The dependent t-test is used to test one sample that received treatment and then compare the sample average between before and after treatment.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of the Research

1. Results of the test

In presenting the data of this research, the researcher analyzed the data taken from pre-test and post-test which were given to the VIII C class as the sample of this research by using statistical analysis.

a. Pre-test results

Pre-test was carried out to measure students' vocabulary mastery before treatment using comic strips. The total questions given were 15 numbers, 7 numbers in the form of multiple choice and 8 numbers in the form of matching test. The pre-test was carried out at the first meeting on Tuesday, June 11th 2024.

The results of the pre-test were assessed based on several categories according to the score classification (Table 3.3).

Table 4.1
Results of Pre-test

Initial Name	Correct Answer	Score	Score Classification
ANI	8	53	Fair
AS	7	47	Poor
AA	7	47	Poor
AA	6	40	Poor
A	8	53	Fair
BU	10	67	Fair
BP	5	33	Poor
BR	9	60	Fair
DS	6	40	Poor
DS	9	60	Fair
DF	6	40	Poor
F	8	53	Fair
IA	8	53	Fair
MPE	12	80	Good
NO	7	47	Poor
NA	8	53	Fair
QK	6	40	Poor
QA	9	60	Fair
R	10	67	Fair
RS	6	40	Poor
RI	11	73	Good
RH	6	40	Poor
RH	7	47	Poor
S	8	53	Fair
YS	8	53	Fair

Table 4.2
Score Classification of Pre-test

Total Students	Score Classification
12	Poor
11	Fair
2	Good
-	Verry Good

From a total of 25 students, it can be seen that the majority of students still got poor scores, namely 12 students. Then 11 students got fair scores, 2 students got good scores and still no students got very good scores.

b. Post-test results

Post-test was carried out to measure students' vocabulary mastery after treatment using comic strips. The total questions given were 15 numbers, 7 numbers in the form of multiple choice and 8 numbers in the form of matching test. The post-test was carried out at the last meeting on Thursday, June 20th 2024.

The post-test results show that all the students improved even though only from the poor level to the fair level.

Table 4.3
Results of Post-test

Initial Name	Correct answer	Score	Score Classification
ANI	12	80	Good
AS	11	73	Good
AA	12	80	Good
AA	9	60	Fair
A	9	60	Fair
BU	13	86	Good
BP	9	60	Fair
BR	11	73	Good
DS	11	73	Good
DS	10	67	Fair
DF	11	73	Good
F	10	67	Fair
IA	12	80	Good
MPE	14	93	Very Good
NO	10	67	Fair
NA	12	80	Good
QK	12	80	Good
QA	13	86	Good
R	14	93	Very Good
RS	10	67	Fair
RI	13	86	Good
RH	9	60	Fair
RH	10	67	Fair
S	13	86	Good
YS	12	80	Good

Table 4.4
Score Classification of Post-test

Total Students	Score Classification
-	Poor
9	Fair
14	Good
2	Verry Good

It can be seen from the table that students' scores increased, although only from poor to fair. Of the total 25 students, 9 students got fair scores and 14 students got good scores. Previously, in the pre-test, there were no students who got very good scores. The improvement in students can be seen that after treatment with comic strips, it can be seen that 2 students got very good scores in the post-test.

2. Descriptive analysis

Table 4.5
Descriptive analysis

		Pre-Test	Post-Test
N	Valid	25	25
	Missing	0	0
Mean		51.96	75.08
Median		53.00	73.00
Std. Deviation		11.545	10.243
Variance		133.290	104.910
Minimum		33	60
Maximum		80	93

From the table, it can be seen that the total number of respondents (N) was 25 students. In the pre-test, the lowest score was 33 and the highest score was 60. The mean score was 51.96, the median score was 53.00 with a standard deviation of 11.545 and variance data was 133.290 . In the post-test, the lowest score was 60 and the highest score was 93. The mean score was 75.08, the median score was 73.00 with a standard deviation of 10.243 and variance data was 104.910.

3. Inferential analysis

a. Normality test

Table 4.6
Normality test analysis

		Shapiro-Wilk		
Class		Statistic	df	Sig.
Vocabulary Mastery	Pre-Test	.937	25	.124
	Post-Test	.930	25	.089

Based on the normality test, it can be seen that the score of Shapiro-Wilk technique was higher than ($>$) the degree of significance (0.05). The result of the normality test of the pre-test (0.124) was higher than (0.05). The result of the normality test of the post-test (0.089) was higher than (0.05). It means that sample identify normaly distributed.

b. Hypothesis test

Table 4.7
The Result of Paired Sample T-test

		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	Pre-Test - Post-Test	-23.120	8.555	1.711	-26.651	-19.589	-13.512	24	<.001	<.001

Based on the table, it is known that the t-test or t-count is 13.512 and the significance value is 0.001. If the significance value (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted. On the other hand, if the significance value (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected. Based on the paired sample t-test output table above, it is known $0.001 < 0.05$, it means H_0 is rejected and H_a is accepted.

Apart from comparing the significance value with a probability of 0.05, the researcher test the hypothesis by comparing the t-test with t-table. If the t-test $> t$ -table, H_0 is rejected and H_a is accepted. On the other hand, if the t-test $< t$ -table, then H_0 is accepted and H_a is rejected. The t-test value in the table is 13.512. To find out the t-table value based on degree of freedom (df) and significance (0.05/2). From the table above, it is known that the df value is 24 and significance value is 0.05/2 which is equal 0.025. Then it find the t-table is

2.06390. Because the t-test value is $13.512 > t\text{-table } 2.06390$, it means that H_0 is rejected and H_a is accepted. It can be conclude that the use of comic strips is effective to increase students' vocabulary mastery, especially for the eighth grade students of SMP Negeri 13 Sigi.

B. Discussion of the Research

After conducting the pre-test at the first meeting, the researcher found that the students vocabulary mastery was still poor. The lack of students' vocabulary mastery was caused by some factors. As observed, students' lack of interest when studying and they feel bored when studying. Durratul Hikmah stated that the use of fun media can make students more easily to understand the learning material.¹ Therefore, the researcher used comic strips as a learning media in treatment.

In treatment, the researcher found that students looked very active, excited and enjoy while learning with Comic Strips. This is in line with the theory of Marshal Arlin and Garry Roth, that students are more interested in things that are fun than things that are not.² In treatment, students were asked to read the narrative text that has been provided and then they were asked to complete the empty conversations in the comic strips according to the narrative text they have read. In other meetings, students were asked to read the story in the comic strips and then they were asked to create narrative texts based on stories they have read in the comic strips.

¹Durratul Hikmah, "Media for language teaching and learning in digital era." *International Journal of English Education and Linguistics (IJoEEL)* 1.2 (2019): 84.

²Marshall Arlin and and Garry Roth, "Pupils' use of time while reading comics and books." *American Educational Research Journal* 15.2 (1978): 202.

When students were asked to work on assignments in groups, almost all students provide ideas related to the assignment given. This is in line with the theory of Riski Vita Losi, et al., that comic strips can improve students' ability to create and encourage students to express their creativity.³ Students' motivation to provide their opinion also increases in the learning process because of the interesting images presented in the comic strip. This is consistent with a previous research published in the *Journal of English Teaching and Linguistics*, the researcher found that students' motivation increased in learning by using comic strips.⁴

However, there are also students who are too enthusiastic during discussions and cause the class to become too noisy. In this case, the role of the researcher in controlling the class situation is very important in creating class atmosphere that is calm but also enjoyable for students. Differences in opinions and ideas during group discussions cause debates between the students. But in the end the students agreed to unite and adapt the ideas of all group members.

Post-test was conducted at the last meeting to measure students' vocabulary mastery. It was found that all students had improvements after treatment using comic strips. The results of pre-test (table 4.1) it can be seen that BP answered 5 questions correctly out of a total of 15 questions. Then, the results of pre-test (table 4.3) BP was able to answer 9 questions correctly out of a total of

³Rizky Vita Losi, et al. "Comic Strip: a Media to Teach English." *JOLADU: Journal of Language Education* 1.3 (2023): 192.

⁴Juliana, "The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary." *Journal of English Teaching and Linguistics* 2.2 (2021).

15 questions. It can be concluded that students' vocabulary increased after treatment using comic strips, although only from the poor level to the fair level.

Based on the findings, it shows that the students' scores were higher after treatment using Comic Strips. It can be seen on the results of descriptive analysis using SPSS 29 (table 4.5) that the mean score of students' post-test (75.08) was higher than the mean score of students' pre-test (51.96). It was identified that Comic Strips was effective to increase students' vocabulary mastery, especially for the eighth grade students of SMP Negeri 13 Sigi.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

To answer the problem formulation stated in chapter I, the researcher made the conclusion that comic strips is effective to increase students' vocabulary mastery, it is proved by the results of data analysis which showed that the score of t-test is 13.512 and t-table is 2.06390. It means that t-test is higher than t-table ($13.512 > 2.03693$). Likewise, the data analysis also showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that Comic Strips is effective to increase students' vocabulary mastery at the eighth grade of SMP Negeri 13 Sigi.

B. Suggestion

After discussing the conclusion about the results of data analysis, the researcher would like to include some suggestions as follow:

1. For students, learn more English vocabulary, one of which can be done by using comic strips.

2. For teachers, the use of comic strips in learning can be an alternative teaching media to increase students' vocabulary.
3. For other researchers, this study can be useful as reference material for those interested in conducting research relevant to this study.
4. For schools, this research can be a positive input for the organization of Education.

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