THE USE OF COMIC APPLICATION TO IMPROVE VOCABULARY MASTERY, OF THE TWELFTH GRADE STUDENTS AT MA ALKHAIRAT PUSAT

A THESIS

Submitted To Fulfill One Of The Requirements In The Thesis for the Degree of Sarjana Pendidikan
for English Tadris Department Teacher Training And Tarbiyah Faculty
At The State Islamic University Datokarama Palu

,

By

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2023

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: "The use of comic application to improve vocabulary mastery of the twelvth grade students at MA Alkhairat pusat palu" 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/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the 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.

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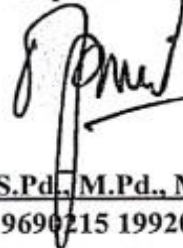
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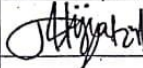NIP. 19690301 199903 1 005

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FOREWORD

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ABSTRACT

Name   : Ariska Rahamtinnisa

Number of Students   : 181160100

Thesis Title   : The use of comic application in increasing vocabulary mastery of the twelvth grade students at MA Alkhairat pusat palu

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The researcher was motivated to discuss this thesis entitled "the use of comic application in increasing vocabulary mastery of the twelvth grade students" because students still have difficulty speaking due to lack of vocabulary mastery. This research aims to determine whether comic application can be successful in improving students' vocabulary mastery. To achieve the objectives of this research, the researcher used quantitative research with experimental design using on-group-pretest-posttest. The researcher took one class as the experimental class, namely the MIA class with 15 students being taught using acomic application. The selection of samples in this research used purposive sampling.

The result of this research, the researcher got the mean score of the students' pre-test was 48.33 while the average score of the post-test was 74.00. Then the data were analyzed using the t-test formula. The results showed that t-count was greater than t-table, t-count = 6.282 and t-table = 1.771 at a significance level of 0.05. This means that the research hypothesis was accepted. In addition, it can be concluded that there is a significant improving in students' vocabulary mastery after using comic application as learning materials.

The implication of this research was the used of comic application as learning material can be said "successful to improve students' vocabulary mastery at MA Alkhairat pusat palu". It is hoped that prospective educators can present teaching materials well and interestingly so that they are easy to understand and not boring and can make a comfortable learning atmosphere so that the class becomes more conducive.

CHAPTER I

INTRODUCTION

A. *Research Background*

English is one of the languages used by people all over the world. It is commonly used today for international communication both in formal and informal communication. English, is taught compulsory subject which is clearly stated English as a Foreign Language (EFL) in the curriculum. It is taught as a compulsory subject in schools ranging from elementary school to college university. The aim of TEFL is to help students to master the language skills (listening, speaking, reading, and writing) and language components (vocabulary, grammar, pronunciation, and spelling).

Vocabulary mastery is an important aspect in learning English as a foreign language. It means that students have the ability to understand and use English words and meanings. The range a vocabulary the Students master, the better they communicate their ideas in English.

Vocabulary mastery is an important aspect in learning English. Without vocabulary mastery, students find it difficult to understand and communicate well in English.If students master english vocabulary, they will be able to effectively speak and write in English.[1]

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[1] Dewi Nur Asyiah ''The Vocabulary Teaching And Vocabulary Learning: Perception, Strategy, And Influences On Students' Vocabulary Mastery'' (Indonesia University of Education, Bandung, 2017).

In many cases, Student Improve their vocabulary mastery in different ways. Online game could be one of them. Besides, story-telling is also familiar amongst student of junior and senior high school in Indonesia.

One strategy to improve students' vocabulary mastery is the comic application. The online comic application is deemed to be an effective medium of instruction where students could improve student vocabulary mastery faster because it is able to attract students' interest in learning due to its provided pictures.

The outbreak of the COVID-19 pandemic has transformed the mode of learning from conventional to online and blended type of learning. This situation makes the interaction between teachers and students becoming more difficult including, the ways teacher delivered teaching materials and assignments. In general, teachers do no longer provide opportunities for student to discuss so that students feel bored with their subjects. As a result, most of them lack vocabulary. Teaching is less attractive and does not ignite Students interest to learn. Hence, teacher should apply an appropriate media strategy to help Students master English vocabulary.

The use of media in teaching English as a foreign language is widely known to be effective. It is believed that the media could make the teaching and learning process more enjoyable and increase the interest of students. There are several media that can be implemented in teaching English, such as graphics, photos, videos, pictures, songs, and comics. In this context, the comic application

is chosen because it is simple and full of pictures that enable students find and develop ideas.

Sudjana elaborates that comic are not only published in entertainment literature, but also developed as a teaching medium in schools. Since comics have an entertainment element, it can be an effective teaching tool, especially in teaching English vocabulary.[2]

Through comics, the teaching and learning process will be more interesting and varied. Consequently, students' interest and motivation in mastering vocabulary can be stimulated. Regarding this, the proposal examines how the online comic application could help students increase their vocabulary mastery. The study will be conducted in MA Alkhairat Pusat Palu.

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[2] Yuadni Dwi Marviani, " Peningkatan keterampilan menulis narasi menggunakan media komik pada siswa kelas V SD Negeri 1 Pedes kecamatan sedayu kabupaten bantul" (Universitas Negeri Yogyakarta, 2015). 37

B. Research Questions

Based on the argument provided in the introduction, the problem of the study skripsi is formulated as follows :

Can the use of comic application help students improve the vocabulary mastery of the twelfth grade student?

C. Objective of the Research

The objective of the research is to examine whether the use of comic applications could improve the twelfth grade students vocabulary mastery at MA Alkhairat Pusat Palu or the other way round.

D. The Significance of The Research

To better understand how the comic application improve the vocabulary mastery of high school students. There are two significances of this study presented as follows :

1. First, it would be better for an English teacher to implement a vocabulary learning strategy that helps students at MA Alkhairat Pusat Palu develop their vocabulary mastery.

2. Second, it is aimed at helping students to find a comfortable learning style and make them more interested in learning English.

E. structure of the research proposal

The structure of the research proposal consists of three chapters, it is elaborated as follows :

Chapter I contains background of research, research question, objective, significance of the research, and the structure of the research proposal.

Chapter II covers previous research, theoretical research, conceptual framework, of the current research proposal, and hypothesis.

Chapter III research elaborates approach design, population and samples, variables, operational definition, research instruments, technique of data collection, data analysis.

CHAPTER II

RELATED LITERATURE RIVIEW

A. *Previous Research*

Previous research is the result of research conducted by previous researchers who have been tested for truth by using the method used. Previous research can be a reference for current researchers.

Erwin's research entitled "Improving vocabulary skills by using comics". He said that vocabulary mastery cannot be separated in learning English. In this case the problem. What is explored in this research is how to increase vocabulary using comics and how to motivate students to use it in everyday life. This research was supported by a conceptual framework in the use of comics in increasing students' vocabulary. Vocabulary plays several important roles. In English language learning one of the role is connecting the four skills i.e speaking, listening, reading and writing. In the language learning and teaching.[3]

Nur Azizah's research entitled "" She said that this research was about the effectiveness of using comics in increasing the vocabulary of students in class VIII SMPN 1 Palopo.[4]

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[3] Erwin hari kurniawan, *Improving, vocabulary ability, using comic,* (cendekia edisi : juni 2009) file:///C:/Users/Asus/Downloads/Documents/cendekia-vol7no2juni2009-06.%20Erwin%20Hari%20K_2.pdf (January 2022)

[4] Nur azizah, "the effectiveness of in improving students vocabulary at the second grade of SMPN 1 palolo". (palolo 2021), file:///C:/Users/Asus/Downloads/Documents/SKRIPSI%20NUR%20AZIZAH%20AHMAD.pdf. (January 2022)

Fitrianingsih's research entitled "the application tom and jerry comic as teaching media in improving students mastering vocabulary at VII SMPN 1 Tapa" in her research said that the application of comic Tom and Jerry as a medium in improving students' vocabulary. The purpose of this study was to increase students' vocabulary by using Tom and Jerry comics as media teachers. The results show that students' vocabulary is an important aspect to be taught. And to the teacher, I suggest using media in the learning process such as tom and Jerry comics because it can help students improve their vocabulary.[5]

From the three research above, the researcher can conclude that vocabulary mastery is an important aspect of language. To be able to master vocabulary, a teacher needs to have a strategy so that students can easily memorize and master it. Using Comics applications is one of the right strategies to master vocabulary effectively.

B. Theoretical Review

1. Vocabulary

a. Vocabulary Defined

Vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, and subject. Learning language cannot be separated from learning 18 Vocabulary. Vocabulary supports the

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[5] Fitrianingsih kasamo, "the application tom and jerry comic as teaching media in improving students mastering vocabulary at VII of SMPN 1 Tapa". (tapa 2013), https://repository.ung.ac.id/skripsi/show/321408027/the-application-of-tom-and-jerry-comic-as-teaching-media-in-improving-students-mastering-vocabularya-research-conducted-at-vii-1-of-smpn-1-tapa.html.

speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign[6]. Vocabulary is a crucial matter in developing English for students. Vocabulary is important in learning language because vocabulary carries meaning which is use in communication. [7]

b. Kinds of Vocabulary

The receptive vocabulary as the words 19 known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes[8]. There are two kinds of vocabularies, active vocabulary and passive vocabulary. To make clear the writer explains both of them as follows :

a. Active Vocabulary The active vocabulary means stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

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[6] Murcia, M,"Teaching English as a second or foreign language. 3rd edition, Heinle and Heinle publisher, boston, (2001)

[7] Rifal elwis sabekti, " the effectiveness of line webtoon on students vocabulary mastery of the first grade at MAN kota blitar". (blitar 2019/2020). file:///C:/Users/Asus/Downloads/Documents/BAB%20II_2.pdf. 17

[8] Shepherd, K.W," Receptive vocabulary and expressive vocabulary productive vocabulary, (1980)

b. Passive Vocabulary The passive vocabulary means the words that the students recognize and understand them. They occur in a context or students need someone to say something that helps the recall the word meaning. It found in listening or reading materials. They will find the meanings of word when the real the words in a text and will know the meaning of the unknown word on the text.[9]

Vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners when they see or meet in reading text but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes[10].

Vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary. b. Productive Vocabulary Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their

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[9] Harmer J,"Integration of asynchronous and synchronous gameplay to improve pupils vocabulary", (1991:159).

[10] Hatch and brown," Receptive and productive vocabulary", (1995)

thought to others[11]. The categories of knowledge about vocabulary: a. Form: Readers recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, adverb). 21 b. Position: Readers know the grammar patterns and structures in which a word can occur and the words that frequently appear before after it, the collocations. c. Function: Readers know how common or rare the word is and what types of situations and texts it would most likely occur. d. Meaning: Readers know the various meanings and nuances of a word as well as its synonyms. Based on references above, we can know the classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of people's way of living or tools to communicate in language which is used by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought to be a reflection of level education.[12]

c. Vocabulary Mastery

Learning vocabulary is considered as the problem of remembering a long list of English words as the destination language. Language first appeared as a word, all languages have words. However, when we are more familiar with vocabulary, we don't only know about meaning words, but also to know more about the meaning of the words obtained for used in speaking or writing. Students cannot do well in comprehension without large vocabulary, because sections and questions involve a lot of words broader than everyday conversation. When

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[11] Jack C, Richards and Theodore S. Rogers," Trends and Directions in Language Teaching", (1987 : 308)
[12] Ibid 18

students learn a language, vocabulary is the most important things to learn first. Proper mastery of vocabulary is essential for anyone who learn the language used in listening, speaking, writing, and reading beyond grammar. a foreign language learner will speak easily and accurately, writes simply, or understands what he or she reads or hears if he or she has adequate vocabulary and has the ability to use it accurately. So very clear that vocabulary is very important in learning a language, especially English because the English vocabulary is very large and varied as well. Therefore, it is very important for English teachers play a role in helping students improve their vocabulary. From the explanation above, discusses how to receive and create language. The students have to learn vocabulary respond to language, students' vocabulary will grow as long as students improve their vocabulary mastery through the comic application.[13]

2. Comic Application

a. Definition of application comic

Comics are stories played by cartoons that are linked with pictures although comics contain story Summaries, they are filled with characters and actions with free coloring so that it will attract the attention of students to study. Comics are illustrations arranged in sequence so that easy to read and the message of the story can reach the reader. Comics are stories and characters played by cartoons and linked to images, and designed to entertain readers. Comic application is story simple so that it is easy for the reader to understand. It can

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[13] Scout Thornbury,"How to Teach Vocabulary", London: Longman, (2002)

improve students' vocabulary as well as comics loved by people of all ages. From children to mature. Based on this definition, it can be concluded that comics are a collection of pictures that are arranged and have a story plot and can improve students' vocabulary skills. There are comics supporting text that clarifies the storyline so that the comics are easy to understand the story.[14]

b. Purpose of using comic application in teaching vocabulary

Application comic gave a positive effect for students' vocabulary mastery, purpose using comic application could help students comprehend the meaning of words in the text of comic well, and could increase students' vocabulary mastery because students find some new words in the text of comic, comic application persuades the students to be more active and enthusiastic during learning process.[15]

Here are some of the purposes of using comics apps as the reason why I want to include a comic application in the title of the proposal : (1) could help students develop higher-order thinking skills (sequencing, predicting, inferring, synthesizing, analyzing, evaluating, (2) Make students aware of the multimodal means through which meanings are constructed and communicated, (3) Ideal teaching tools for teaching a target language, (4) Visually illustrated content is

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[14] Nurul Hidayah," Pengembangan media pembelajaran berbasis komik pada mata pelajaran ilmu pengetahuan sosisal kelas IV MI Nurul Hidayah roworejo negerikaton pesawaran", (2017 : 04).

[15] R weganova , "comic strip and its effect towards vocabulary mastery". (Malang, descember 2020), https://www.scitepress.org/Papers/2019/94349/94349.pdf

much easier to process, understand and remember, (5) Can be used to teach reading, writing, listening, speaking.[16]

C. The Advantages and Disadvantages of Using Comic Application in Teaching English Vocabulary

The advantages of comics: (1) The comic application adds to the vocabulary of the reader's words, (2) can facilitate children's reading interest, (3) the whole comic storyline leads to one thing, namely improvement, (4) by comparing pictures, students are given the freedom assessing the artistic aspect, (5) can develop children's imagination so that it is in line with the purpose of education to form creative people, (6) is a powerful tool as material for introducing a topic or subject matter of lesson or discussion. With the advantages of the comic application, a teacher should be able to make the best use of the comic application as a learning medium that can help teachers convey material to students.[17]

There are several disadvantages of using comic applications as follows: (1) The variety of facial expressions is limited, (2) It is necessary to use more time to search or create. (3) the comic application makes reading lazy so that it causes rejection of books that are not illustrated, (4) in terms of comic language they often use dirty words or sentences that cannot be justified, (5) many prominent

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[16] Nurul anida, "The Use of Comic Strips to Improve the Students' Reading Comprehension of Narrative Text", (medan, 2019).

[17] https://brainly.co.id/tugas/22845187#:~:text=Kekurangan%20komik%20%3A%20a%20kemudahan%20orang,c%20komik%20menyebabkan%20anak%20malas

love scenes, (6) many pictures of characters that are not or less artistic. Therefore, a teacher must use the right comic application. The main role of the application of comics in teaching is its power in motivating students. We recommend that you combine the use of comics applications with certain methods teaching. The use of comic applications as teaching media will be more effective if a teacher helps students to find good and fun comics that according to the way students think and the age of students.[18]

D. Conceptual Framework

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                        ┌──────────┐
                        │ Student  │
                        └──────────┘
                             △
                            ╱ ╲
                           ╱   ╲
                          ╱ Poor ╲
                         ╱vocabulary╲
                        ╱ mastery of ╲
   ┌─────────────────┐ ╱──────────────╲ ┌──────────┐
   │ Increasing popularity │◄──────────►│ Teacher  │
   │ of comic application │             └──────────┘
   └─────────────────┘
```
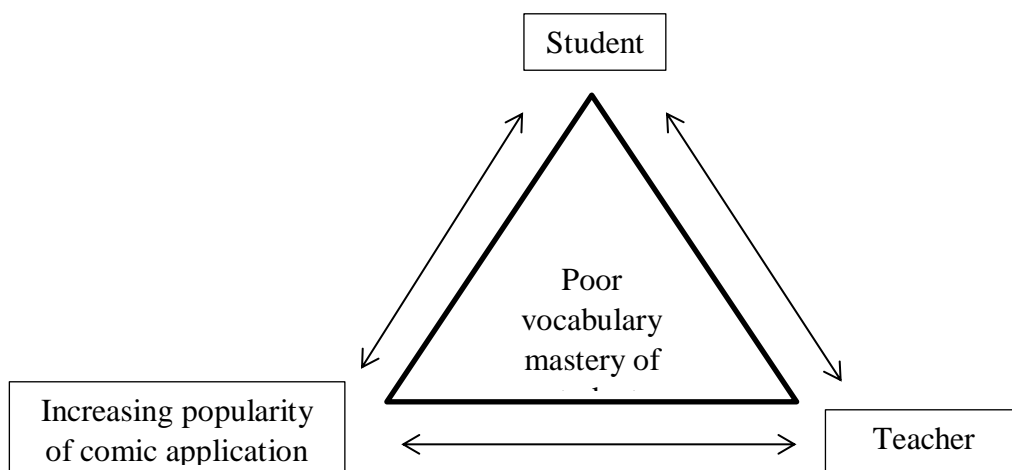
This triangle represent poor vocabulary mastery of student at MA Alkhairat Pusat Palu. The literature shows that teacher of English (at school) play significant role in helping student develop their vocabulary mastery. The teacher help, supports and facilitate students to better learn and develop their vocabulary mastery, students in many cases approach learning in different ways.

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[18]Ibid 14

Therefore, it is a task of a teacher to help student find effective ways of learning since the students have different experiences in learning English, it is important for student to have an effective way of learning which in this case is the using of comic application.

The two-side-arrow on each side of the triangle represents the dynamic experience of students in learning English. Through this relationship students and teachers interact each other the way they agreed upon through the use of media (the comic application) in the classroom.[19]

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[19] Ruslin, "The learning experience of automotive student at a vocational school in Indonesia perspective of school stakeholders", (2017), page 79-80.

E. Hypothesis

The hypothesis of this research is that there is an improve of students vocabulary mastery after the implementation of the comic application in the twelfth graders of MA Alkhairat Pusat Palu.

CHAPTER III

RESEARCH METHOD

A. *Design of the Research*

In this research, the researcher used pre-experimental research to find data about the improve in students' vocabulary mastery after using the comic application. Quasi experiment design used was one-group-pretest-posttest. In the trial activities do not use a control group. The researcher used the one-group-pretest-posttest design due to the constraints and time constraints that the researchers had due to the students' national exams at school so that the time for implementing learning in class was limited.

Table 2

Research Design

Pretest	Treatment	Posttest
O1	X	O2

According to Sugiyono that experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions.The researcher choosed MA Alkhairat pusat palu as the object of the research which is located on Jl.sis-al jufri Palu barat, Central

Sulawesi.[20] Waluyo stated that the learning model at the high school level is oriented towards improving students' communication skills.[21] From this statement, it can be concluded that what should be teach to high school students is about speaking skills. But from the results of teaching and learning process while the researchers were practicing at the school, it is likely that there is still a lack of vocabulary mastery of student, vocabulary in the twelfth grade student

B. *Population and Samples of Research*

1. Population

Population is the whole individual who will be studied with a variety of different characters with the aim of getting the data that the researcher wants. Sugiyono said that Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions.[22] As for the population in this research was the twelfth grade students majoring in MIA class XII totally 30 students.

2. Sample

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[20].Sugiyono, Metode penelitian Kuantitatif, Kualitstif, Dan R&D (Cet.26; Bandung: Alfabeta, 2017), 72.

[21].Binti Muflikah, Edi Prayitno, Sudjit Mujirno,"*Pengembangan Bahan Ajar Bahasa Inggris Sma (Sekolah Menengah Atas) Bervisi Sets*" (Universitas Semarang, 2013), 5.

[22]. Ibid 80

As for what is meant by the sample is a portion of the total population. As Sugiyono said in his book that sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, the researcher can use samples taken from the population.[23]

The research used purposive sampling as a sampling technique in this research. Purposive sampling is a technique of choosing the sample based on the criteria that relate with the students' problem.[24] The sample in this research was the twelfth grade students majoring in MIA. The researcher chose the science class XII totally 15 student.

C. *Variable of the Research*

The research variables are attributes or values of a person, object or activity that have certain variations that the researcher determines to research and then conclude. In this research there are two variables called the dependent variable and the independent variable.

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[23]. Ibid 81

[24]. Aldi Saputra "*The correlation between grammar competency and speaking ability ofthe eight grade students in SMPN 1 Palu*" (State Institute For Islamic Studies, Palu, 2020), 23.

1. **Independent Variable**

The independent variable is usually denoted by the letter (X) which has an influence on other variables. In this research, the independent variable is a comic application.

2. **Dependent Variable**

The dependent variable is usually denoted by the letter (Y) which is a variable that is influenced by other variables. The dependent variable in this studywas increasing vocabulary mastery.

D. *Operational Definition*

Operational definition is an element of research that provides guidance on how to measure a research variable. As for the operational definition of the variables in this research are:

Table 2

Operational Definition of the Variables

No	Variable	Operational Definition
1	Using comic application (X)	The use of comic apps in teaching English to better increasing students vocabulary mastery.
2	Improve Vocabulary Mastery of students (Y)	Improving is a procces, method, action taken improve something or an effort to advance something in a better direction than before.

E. Research Instrument

The instrument is a tool to collect data so as to facilitate the researcher in her research process. In this research, the researcher used tests as the research instrument, namely multiple choices that consists 20 numbers. The researcher uses the formula by Sugiyono that each correct answer is given a score of 1 which is then multiplied by 100 and then divided by 20 (total questions). If the student can answer all the questions correctly then the value obtained by students is 100 basedon the formula.[25]

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[25]. Hardianti, "Teaching english to the students throught the doraemon comic to master vocabulary at the first grade of SMPN 1 tinggimoncong", (Makassar,2017).

F. *Technique of Data Collection*

Technique of Data Collection is a way of obtaining data when conducting research.

1. Observation

Observation is a way of collecting data that does not only involve humans but can also be done by observing objects such as the state of the school, the number of school residents work process in school and others. The process of observation in this research going directly to the school to observe the condition of students, the teaching and learning process in the classroom in order to get an idea for researchers how to teach vocabulary.

The function of observation is to get the required information from the object being observed. In this research, the object was the twelvth grade students majoring in MIA at MA Alkhairat pusat palu. In addition, the observation function was also to find out that there are problems in the school which the researcher discussed in her research.

2. Test

This test was measure students' vocabulary skills. There were two stages of the test, the first was the pre-test and the second was the post-test, both stages were given the same treatment, namely measuring students' abilities by giving assignments related to the

given comic application. The difference was the time of giving the test.

a. *Pre-test*

The pre-test was given by the researcher to students before the treatment. The pre-test aims to determine the students' vocabulary mastery skills before getting treatment.

b. Post-test

Post-test was given after the control and experimental classes received treatment. The purpose of this test was to find out the students' mastery of the word class after the experiment received treatment.

c. *Treatment*

In this research design, the researcher used one class as the sample. Before doing the treatment, firstly the researcher was do a pretest to students. After giving the pretest, the researcher was gave a treatment to the students for four meetings. In the end meeting, the researcher was gave a posttest to find out the results before and after being given treatment to students.

Table 4 Learning Activities

Pre Activities
- Say hello and ask how are you to students   - Check students' attendance   - Check students' readiness to learn   - Delivering the sequence of learning activities
While Activities
- Give explanation about learning activities   - Students are asked to form groups of 3 people   - Students are asked to translate comic application   - Students are asked to work for 35-40 minutes   - Discuss the translation results
Post Activities
- Summarizing comic application material with students   - The teacher motivates the students   - The teacher delivers the next material   - Give greetings to close the lesson

G. *Technique of Data Analysis*

To determine student individual scores, the researcher analyzed students'score on the pretest and posttest by using the following formula:[26]

$$\frac{A}{N} \; x \; 100$$

Where:

A = Number of students who answered the item correctlyN = Total number of item

100 = Constant number

To determine the average score of the pretest and posttest, the researcherused the following formula:[27]

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

Where:

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[26]. Meydina "*The Effect Of Applying Word Sort Strategy Toward Students' Vocabulary Mastery Of The Eight Grade Students ' At SMP Negeri 3 Palu"*(English Tadris Department, IAIN Palu, 2020), 34.

[27]. Ibid 34.

X = Mean score

$\sum X$ = Amount of each data

N   = Amount of data

      To know the mean deviation of the students' score between pretest andposttest score, the researcher used formula bellow:[28]

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[28]. Safriana "*The Effectiveness Of Whatsapp Group To Improve Mastery Of Two Thousand Eighteen Students Of Tadris Bahasa Inggris In IAIN Palu*" (State Institute For Islamic Studies, Palu, 2020), 38.

Where:

Md = Mean deviation

$\sum d$ = Deviation

N = Number of students $Md = \dfrac{\sum d}{N}$

Where:

To get the square deviation, the researcher used the formula bellow:

$$\sum x^2 d = \sum d^2 - \dfrac{(\sum d)^2}{N}$$

$\sum x^2 d$ = Square deviation

$\sum d$ = Deviation

N = Number of students

To answer the research question, the researcher conducted an analysisusing the following formula by Arikunto as follows:

$$t = \dfrac{Md}{\sqrt{\dfrac{\sum x^2\, d}{N\,(N-1)}}}$$

Where:

t = Score of t-test

Md = Mean of differences pretest and posttest

$\sum x^2 d$ = The sum of square

deviation

N = Number of sample

1 = Constant numb

CHAPTER IV

RESULTS AND DISCUSSION

A. *Result of the Research*

1. Description of the Research

At the beginning, the researcher started with the activity of meeting the head of madrasah. She also met the English teacher to ensure that the class selected for quasi experimental research was truly identified as planned. The research further explained about how the research explained should be conducted including the discussion of lesson plans to be implemented.

There was also discussion about the topic to be examined in research. Having all the information about the research discussed, the next day the researcher administered the test to identify the knowledge level of students about vocabulary. Before giving the test to students, the researcher had given test to other students besides the research sample to determine the level of difficulty of test with the time given as a validation of the tests. The tests would be pre-test and post-test these tests would be given to the sample in this research. Here the result of the research:

a. **Result of Pre-test**

Table 5 Students' Pre-test Score

No	Name	Correct Answer	Wrong answer	Score
1	FA	14	6	70
2	R	9	11	45
3	NR	6	14	30
4	RA	9	11	45
5	N	10	10	50
6	AP	10	10	50
7	DDP	12	8	60
8	R	8	12	40
9	K	7	13	35
10	F	5	15	25
11	EP	13	7	65
12	DA	11	9	55
13	A	12	8	60
14	YA	10	10	50
15	PU	10	10	45
Total				725

After the data was obtained, the average score of the students' pre-test was calculated using the formula for the mean score. To calculate the mean score, firstly the researcher added all the standard scores of students and divide by the number of students. The calculation of the average score can be seen in the following formula:

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

$$\overline{X} = \frac{725}{15}$$

$$\overline{X} = 48.33$$

Based on the description above, the data shows that the lowest value ofthe pre-test was 25 and the highest was 70 with mean value was 48.33.

b. Result of Post-test

Table 6 Students' Post-test Score

No	Name	Correct Answer	Wrong answer	Score
1	FA	18	2	90
2	R	16	4	80
3	NR	9	11	45
4	RA	16	4	80
5	N	17	3	85
6	AP	12	8	60
7	DDP	13	7	65
8	R	18	2	90
9	K	16	4	80
10	F	14	6	70
11	EP	19	1	95
12	DA	14	6	70

No	Name	Correct Answer	Wrong answer	Score
13	A	15	5	75
14	YA	12	8	60
15	PU	13	7	65
Total				1.110

After the data was obtained, the researcher needed to know mean scoreby using the following formula:

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

$$\overline{X} = \frac{1.110}{15}$$

$$\overline{X} = 74.00$$

Based on the description above, the data shows that the lowest value of the post-test was 45 and the highest was 95 with mean value was 74.00.

c. The Result of Deviation and Square Deviation

After getting mean score of pre-test and post-test, the researcher then continued to count the deviation and square deviation. The result is presented below.

Table 7

The Result of Pre-test and Post-test

No	Name	Pre-test	Post-test	Deviation	D^2
1	FA	70	90	20	400
2	R	45	80	35	1.225
3	NR	30	45	15	25
4	RA	45	80	35	1.225
5	N	50	85	25	625
6	AP	50	60	10	100
7	DDP	60	65	5	25
8	R	40	90	50	2.500
9	K	35	80	45	2.025
10	F	25	70	45	2.025
11	EP	65	95	30	900
12	DA	55	70	15	225
13	A	60	75	15	225
14	YA	50	60	10	100
15	PU	45	65	20	400
Total				365	12.025

After computing the deviation score between pre-test and post-test score, the researcher computed the mean deviation of the students' score. Based on the collaboration, it was found that the average score of pre-test was….

Meanwhile, the average score of post-test was…it means that the average score of the pre-test was for higher than the average score of the pre-

test.

$$Md = \overline{\sum d}$$
$$N$$

$$Md = \overline{365}$$
$$15$$

$$Md = 24{,}33$$

After counted the mean deviation, the researcher next computed the square deviation as shown below:

$$\sum x^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$
$$\sum x^2d = 12{,}025 - \frac{(365)^2}{15}$$
$$\sum x^2d = 12{,}025 - \frac{133225}{15}$$
$$\sum x^2d = 12{,}025 - 8{,}881.6$$
$$\sum x^2d = 3{,}143.4$$

Furthermore, the result of the research need to be analyzed statistically using (t-count), The aim of statistical calculation was determine the significance between the pre and post-tests. The calculation was presented as follows:

$$t = \frac{Md}{}$$

$$\sqrt{\frac{\sum x^2\, d}{N\,(N-1)}}$$

$$t = \frac{24.3}{\dfrac{\sqrt{3{,}143.4}}{15\,(15-1)}}$$

$$t = \frac{24.3}{\dfrac{\sqrt{3{,}143.4}}{210}}$$

$$t = \frac{24.3}{\sqrt{14.968}}$$

$$t = \frac{24.3}{3.868}$$

$$t = 6{,}282$$

d. Testing Hypothesis

To prove whether the hypothesis of this research was accepted or rejected, the researcher need to test the hypothesis based on the result of the data analysis. The $t\text{-}_{\text{count}}$ was used as a statistical test to compares the calculated t value withthe t-table25. If the t-count is greater than t-table, the alternative hypothesis was accepted and the therefore null hypothesis was rejected.

Meanwhile, the degree of freedom (df) value was calculated using the n-k formula where n is the number of samples and k is the number of variables[26]. The number of samples in this research was 15 and the number of variables was 2, this calculation 15-2 was 13. Based on calculation, it was

identified that showed that the degree of freedom (df) was 13. It was also found that t-$_{count}$ with df 13 shown at significant level 5% was 6.282 and t-$_{table}$ with df 13 shown at significant level 5% was 1.771.[29] This calculation strengthat the alternative hypothesis was accepted with the degree of confidence at the 5%.

Comparing t-count (6.282) and t-table (1.177), it was known that t-count was higher than t-table. The result was 6.282 > 1.177. Therefore, it could be concluded that the researcher hypothesis was accepted. In conclusion, that there was improvement vocabulary mastery after using comic application to improve students at grade students at MA Al-khairat Pusat Palu.

F. I. *Discussion*

This research was conducted at MA Alkhairat Pusat Palu which is located on Jl. sis al-jufri, Palu barat, Sulawesi Tengah. MA Alkhairat Pusat Palu, is one of the public high schools in Kelurahan siranindi, Kecamatan Palu barat, Provinsi Sulawesi Tengah, Indonesia. This research was begun on 31rd October up to 31th November, 2022. This research was carried out every Friday according to the schedule for English subjects at MA Alkhairat Pusat Palu. This research used two variable X and Y, by using experimental with one-group-pretest-posttest design.

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[29]. M.zaki, "kajian tentang perumusan hipotesis statistik dalam pengujian hipotesis penelitian", maret 2021, FKIP Universitas Samudra, Langsa, Aceh.

The results of this research were obtained from the collecting and analyzing of data using the formula by Sugiyono. Based on this analysis, it can be seen that there was improving students' vocabulary mastery after using comic application as their teaching material. It can be seen from the students' post-test scores which improved significantly from the pre-test scores of 48.33 to 74.00.

During the research process, the researcher can see that the use of comic application is one of the best materials to improve students' vocabulary mastery because comic application can attract students' interest in learning, especially in reading according to the opinion of William James which the researcher has stated in the previous chapter.

This can be seen from the enthusiasm of students when doing the assignments that have been given. Students' curiosity about the contents of the comic application they read requires them to translate every word of the comic application, so as to improve students' vocabulary mastery.[30]

Besides being able to attract students' interest in learning, learning using comic application can also helped the researcher manage the class well so that during the learning process students and the researcher feel relaxed and comfortable, as stated by Radno Harsanto in the previous chapter. This can be seen from the enthusiasm of students in doing the given assignments.

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[30]. Natalia Wulandari, "*Meningkatkan Percaya Diri Siswa Melalui Penggunaan StrategiInkuiri Terbimbing Dalam Pembelajaran Ipa Kelas V Sd N Gupakan Ii, Tepus, Gunungkidul*", (Universitas Negeri Yogyakarta, 2015), 8.

During the research process, the researcher was always around the students so that when students did not get the meaning of the words they are looking for, students can ask the researcher. To make the class atmosphere more relaxed, the researcher did not answer directly but throw questions to other students so that students competed to find out the meaning of the hard-to-find words. According to Suryosubroto that students' self-confidence can be developed by actively involving students in every learning process.[31]

By throwing questions to other students, then there was a process of helping each other in doing assignments between students which can lead to students' self-confidence that they can work on their assignments to completion. In addition, helping each other in doing the task also does not make students tense so that it can make the class atmosphere comfortable and students. Can relax during the learning process. After that the researcher asked the students to return to focus on their respective work.

From the discussion above, it can be concluded that the use of comic application to improve students' vocabulary mastery is successful. This is because the use of comic application stories can attract students' interest in learning and make the class more relaxed so that students can easily understand the learning given, this is in accordance with the opinions of the experts written by researchers in the previous chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

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[31]. Ratno Harsanto, Pengelolaan Kelas yang Dinamis, Paradigma Baru Pembelajaran Menuju Kompetensi Siswa (Yogyakarta, Kanisius Anggota IKAPI, 2007), 9

A. *Conclusion*

Based on the results of the research and the discussion, it can be concluded as follows:

1.   The results of this research showed that the comic application was significantly effectiveness to improve the vocabulary mastery of the twelveth grade students of MA Alkhairat pusat palu. The results of the pre-test showed that the highest score stood as 70 while the lowest score was 25. The results showed that the average score was 48.33. Meanwhile result of the post-test results showed that the highest the score was 95 while the lowest was 45 and the average score was 74.00.

2. Hence, The comic application can be a solution for teachers to help students in teaching and learning in particular to help improve students' vocabulary mastery because it was evidenced that the score of mean the pre-test score increased from 48.33 before to 74.00 after treatments.

B.   *Suggestions*

Based on the results of the research above, the selection of teaching materials make a very significant contribution to student interest in learning, especially in mastery of vocabulary. One of the quick ways to master vocabulary is by reading comic application. With the selection of the right teaching materials, it is expected to increase interest in learning in students' vocabulary mastery at MA Alkhairat pusat palu.

To attract students' attention and interest in learning, as a teacher must be able to choose materials that are easily accessible and learning models that provide a sense of comfort in the classroom so that the teaching and learning process is more conducive.

There are many media that can be used to learn and master vocabulary such as songs, movies, games, story book, and there are other English media. Given the shortcomings of the results of this research, the researcher provides suggestions for consideration and improvement of further research related tosimilar research.

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Safriana "*The Effectiveness Of Whatsapp Group To Improve Mastery Of Two Thousand Eighteen Students Of Tadris Bahasa Inggris In IAIN Palu*" (State Institute For Islamic Studies, Palu, 2020), 38.

M.zaki, "kajian tentang perumusan hipotesis statistik dalam pengujian hipotesis penelitian", maret 2021, FKIP Universitas Samudra, Langsa, Aceh.

Ratno Harsanto, Pengelolaan Kelas yang Dinamis, Paradigma Baru Pembelajaran Menuju Kompetensi Siswa (Yogyakarta, Kanisius Anggota IKAPI, 2007), 9

1. Thesis Supervisor Decision Letter

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1162   TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un 74/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :
1. Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
2. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
sebagai Pembimbing I dan II bagi Mahasiswa :
Nama   : Ariska Rahmatinnisa
NIM   : 181160100
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE USE OF COMIC APPLICATION TO IMPROVE STUDENTS VOCABULARY AT MA ALKHAIRAT PUSAT PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 23 Agustus 2022
Dekan

Dr. H. Askar, M.Pd
198705211993031005

2.   Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor	: 4030 /Un.24/F.I/PP.00.9/10/2022	Palu, 31 Oktober 2022
Lampiran	: -	
Hal	: **Izin Penelitian Untuk**	
	Menyusun Skripsi	

Yth. Kepala MA Al-Khairaat Palu

Di

Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Ariska Rahmatinnisa
NIM	:	181160100
Tempat Tanggal Lahir	:	Palu, 09 November 1998
Semester	:	IX (Sembilan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. BTN Kelapa gading Blok A5, No.29
Judul Skripsi	:	THE USE OF COMIC APPLICATION TO IMPROVE STUDENTS VOCABULARY MASTERY AT MA AL-KHAIRAAT PUSAT PALU
No. HP	:	082255054904

Dosen Pembimbing :
1. Prof. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
2. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP 196705211993031005

3. **Statement Letter For Conducting Research**

4. **Lesson plan**

RENCANA PEMBELAJARAN SEMENTARA(RPS)

Nama Sekolah   : MA Al-khairat pusat palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Ganjil

Tema   : Half ghost

Alokasi Waktu   : 90 Menit

Pertemuan ke   : Pertama

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari aplikasi komik yang diberikan	3.1.1. Mengidentifikasi adjective, noun and verb

B. Tujuan Pembelajaran

Adapun tujuan dari pembelajaran ini adalah siswa diharapkan mampumengidentifikasi adjective, noun and verb

C. Media, Alat dan Sumber Belajar

➢ Media   : Lembar kerja siswa (pretest dan postets)

➢ Alat   : Smartphone

➢ Sumber   : Internet

D. Metode dan Teknik Pembelajaran

➢ Metode   : Grammar and Translation Method

➢ Teknik   : Disscussion

E. Materi ajar

F. Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)
➢ Mengucapkan salam dan menanyakan kabar ➢ Memeriksa kehadiran siswa ➢ Mempersiapkan siswa untuk belajar
Kegiatan Inti (80 menit)
➢ Menjelaskan tentang kegiatan pembelajaran ➢ Siswa dibuat berkelompok sebanyak 3-4 orang ➢ Siswa diminta menerjemahkan komik selama 60 menit ➢ Mengawasi siswa menerjemahkan komik ➢ Siswa mendiskusikan hasil terjemahan nya
Kegiatan Penutup (5 menit)
➢ Memberikan motivasi kepada siswa ➢ Menyampaikan materi berikutnya ➢ Memberikan salam untuk menutup pembelajaran

Palu, 23 November 2022

Mengetahui,
Guru Mata Pelajaran   Mahasiswa

Jamaluddin, S.Pd., M.Pd   Ariska Rahmatinnisa
NIP. 19780520 200501 1 007   NIM.181160100

RENCANA PEMBELAJARAN SEMENTARA(RPS)

Nama Sekolah   : MA Al-khairat pusat palu

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Ganjil

Tema   : Half ghost

Alokasi Waktu   : 90 Menit

Pertemuan ke   : Kedua

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari aplikasi komik yang diberikan	3.1.1. Mengidentifikasi adjective, noun and verb

B. Tujuan Pe\mbelajaran

   Adapun tujuan dari pembelajaran ini adalah siswa diharapkan mampumengidentifikasi adjective, noun and verb

C. Media, Alat dan Sumber Belajar

  a. Media : Lembar kerja siswa (pretest dan postets)

  b. Alat : Smartphone

  c. Sumber : Internet

D. Metode dan Teknik Pembelajaran

  a. Metode : Grammar and Translation Method

  b. Teknik : Disscussion

E. Materi ajar

F. Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)
➢ Mengucapkan salam dan menanyakan kabar ➢ Memeriksa kehadiran siswa ➢ Mempersiapkan siswa untuk belajar
Kegiatan Inti (80 menit)
➢ Menjelaskan tentang kegiatan pembelajaran ➢ Siswa dibuat berkelompok sebanyak 3-4 orang ➢ Siswa diminta menerjemahkan komik selama 60 menit ➢ Mengawasi siswa menerjemahkan komik ➢ Siswa mendiskusikan hasil terjemahan nya
Kegiatan Penutup (5 menit)
➢ Memberikan motivasi kepada siswa ➢ Menyampaikan materi berikutnya ➢ Memberikan salam untuk menutup pembelajaran

Palu, 23 November 2022

Mengetahui,
Guru Mata Pelajaran   Mahasiswa

Jamaluddin, S.Pd., M.Pd   Ariska Rahmatinnisa
NIP. 19780520 200501 1 007   NIM.181160100

RENCANA PEMBELAJARAN SEMENTARA

(RPS)

Nama Sekolah	: MA Al-khairat pusat palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Tema	: Half ghost
Alokasi Waktu	: 90 Menit
Pertemuan ke	: Ketiga

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari aplikasi komik yang diberikan	3.1.1. Mengidentifikasi adjective,noun and verb

B. Tujuan Pembelajaran

Adapun tujuan dari pembelajaran ini adalah siswa diharapkan mampumengidentifikasi adjective, noun and verb

C. Media, Alat dan Sumber Belajar

a. Media : Lembar kerja siswa (pretest dan postets)

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Kegiatan Penutup (5 menit)
➢ Memberikan motivasi kepada siswa ➢ Menyampaikan materi berikutnya ➢ Memberikan salam untuk menutup pembelajaran

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RENCANA PEMBELAJARAN SEMENTARA

(RPS)

Nama Sekolah	: MA Al-khairat pusat palu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Tema	: Half ghost
Alokasi Waktu	: 90 Menit
Pertemuan ke	: Keempat

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1. Memahami makna dari aplikasi komik yang diberikan	3.1.1. Mengidentifikasi adjective, noun and verb

B. Tujuan Pembelajaran

Adapun tujuan dari pembelajaran ini adalah siswa diharapkan mampumengidentifikasi adjective, noun and verb

C. Media, Alat dan Sumber Belajar

a. Media : Lembar kerja siswa (pretest dan postets)

b. Alat : Smartphone

c. Sumber : Internet

d.

D. Metode dan Teknik Pembelajaran

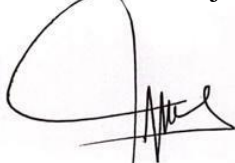a. Metode : Grammar and Translation Method

b. Teknik : Disscussion

E. Materi ajar

F. Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)
➢ Mengucapkan salam dan menanyakan kabar ➢ Memeriksa kehadiran siswa ➢ Mempersiapkan siswa untuk belajar
Kegiatan Inti (80 menit)
➢ Menjelaskan tentang kegiatan pembelajaran ➢ Siswa dibuat berkelompok sebanyak 3-4 orang ➢ Siswa diminta menerjemahkan komik selama 60 menit ➢ Mengawasi siswa menerjemahkan komik ➢ Siswa mendiskusikan hasil terjemahan nya
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➢ Memberikan motivasi kepada siswa ➢ Menyampaikan materi berikutnya ➢ Memberikan salam untuk menutup pembelajaran

Palu, 23 November 2022

Mengetahui,
Guru Mata Pelajaran   Mahasiswa

Jamaluddin, S.Pd., M.Pd   Ariska Rahmatinnisa
NIP. 19780520 200501 1 007   NIM. 181160100

5. Questions Pre-test Post-test

Pre- test

1. What is the meaning of <u>bed</u>
   a. Tempat tidur
   b. Ruang tidur
   c. Suasana tidur
   d. Gaya tidur
2. What is the antonym of <u>sleeping</u>
   a. Dose
   b. Wake
   c. Feeble
   d. Upraised
3. Pick one of the words below that's the word desk !
   a. Meja kantor
   b. Meja tulis
   c. Meja tidur
   d. Meja makan
4. "You don't have to worry about me". Mention word of worry in indonesia
   a. Takut
   b. Sedih
   c. Cemas
   d. Memikirkan
5. "I will come to pick you right up" which word means jemput on the text…
   a. Come
   b. Pick
   c. Right
   d. Up
6. Which one word of kakek in English below…
   a. Nephew
   b. Grandad
   c. Cousin
   d. Silbing

7. "My grandgather left me". What is the meaning of left in the text…
   a. Membiarkan
   b. Memutuskan
   c. Mengabaikan
   d. Meninggalkan

8. Which word means <u>warisan</u> below…
   a. Matters
   b. Constuctions
   c. Inheritance
   d. Country

9. What is the meaning of *suddenly*…
   a. Tiba-tiba
   b. Sebenarnya
   c. Sungguh-sungguh
   d. Tanpa pikir panjang

10. What is the synonym of went…
    a. Stay
    b. Ressetle
    c. Leave
    d. Quie

11. What is the meaning of "amazing"
    a. Sungguh-sungguh
    b. Luar biasa
    c. Hebat
    d. Sangat hebat

12. What is the synonym of "hungry"
    a. Greedy
    b. Tired
    c. Street
    d. Full

13. Mia   : Catherine…be like that, I will explain later.
    Catherine   : ohh, okay that's fine
    a. Is
    b. Do
    c. Can
    d. Was

14. If it scares you, I could go alone !
    What does it mean by "alone"

    a. Sindi
    b. Sendirian
    c. Bersama
    d. Bersama-sama

15. Which word means "ketakukan" below…
    a. Scare
    b. Scared
    c. Scares
    d. Scar

16. Wat is the meaning of "what the time and time meaning"
    a. Apa arti waktu dan uang
    b. Apakah waktu itu harus di jaga baik-baik
    c. Waktu adalah waktu dan itulah yang dimaksud
    d. Apa arti waktu dan waktu

17. What is the meaning of "you are overreacting"
    a. Acting
    b. Bereaksi berlebihan
    c. Berlebihan
    d. Terlalu berlebihan

18. "Maybe you saw a rat" wha is the meaning of left in the text…
    a. Mungkin kamu menghayal
    b. Mungkin kamu mengigau
    c. Mungkin kamu melihat tikus
    d. Mungkin kamu mendegar sesuatu

19. Why did the girl go to the bathroom
    a. Because there are monsters
    b. Because there are ghost
    c. Because there are mouse
    d. Because there are spider

20. Which word means "menatap" below
    a. Star
    b. Stares
    c. Stared
    d. Semua benar

Post-Test

1. Lina….the match in Olympic Games. She is so sad
   a. Won
   b. Lost
   c. Jumped

2. I went to dentist yesterday because my….were in pain
   a. Hand
   b. Foot
   c. Teeth

3. A : Can you help me ?
   B : Yes, of course. What can I do for you?
   C : Please,….this bag to my room.
   a. Bring
   b. Brought
   c. Take

4. This exercise was too….for me. I got score 100.
   a. Difficult
   b. Easy
   c. Expensive

5. Diana's Barbie is broken. Diana is very….now.
   a. Confuse
   b. Sad
   c. Happy

6. The teacher's duty is to….the students in the school
   a. Teach
   b. Play
   c. Make

7. Luna is celebrating her birthday.
   Now luna feels…
   a. Angry
   b. Happy
   c. Easy

8. Mia : Adi, your shoes are so fit in your…you look georgeus.
   Adi : Thank you.

    a. Finger
    b. Lip
    c. Feet

9. The clown is so….he makes all kids laugh and happy.
    a. Funny
    b. Quiet
    c. Noisy

10. I am so hungry. So, I….a meal.
    a. Prepare
    b. Walk
    c. Wear

11. Long and short art…
    a. Synonym
    b. Antonym
    c. Have the same meaning

12. Tall and high are…
    a. Synonym
    b. Antonym
    c. Have different meaning

13. What is Indonesian national anthem?
    a. It's garuda pancasila
    b. It's Jakarta
    c. It's Indonesia raya

14. My mom wear a…in her neck
    a. Necklace
    b. Ring
    c. Earring

15. When is the independent day of Indonesia?
    a. It's in august 17th
    b. It's on desember 25th
    c. It's on 1st

16. Mr. beni is a farmer, he works in the…
    a. School
    b. Rice field
    c. Forest

17. If you want to go to lampung by ship, you must go to…
    a. Airport
    b. Bus station
    c. Harbor

18. What is the synonym of smart?
    a. Clever
    b. Stupid
    c. Tall

19. Ratna gets headache, she must go to the…
    a. School
    b. Library
    c. Hospital

20. Where should you go if you want to save your money?
    a. Just at home
    b. The bank
    c. The mall

6. **Answer Key**

a. Pre- test	b. Post- test
1. A	1. B
2. B	2. C
3. B	3. A
4. C	4. B
5. B	5. B
6. B	6. A
7. D	7. B
8. C	8. C
9. A	9. A
10. C	10. A
11. B	11. B
12. A	12. A
13. C	13. C
14. A	14. A
15. B	15. A
16. D	16. B
17. B	17. C
18. C	18. A
19. A	19. C
20. B	20. B

7. Documentation

Figure 1. Giving Pre-Test Questions

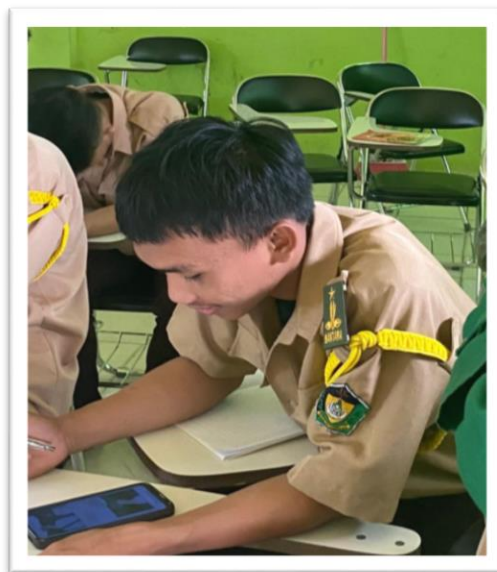Figure 2. Giving Treatment

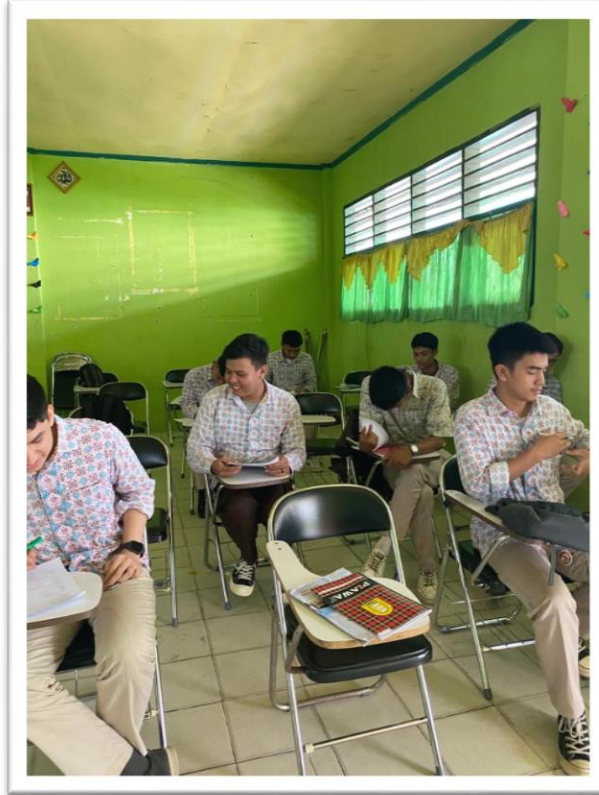Figure 3. Giving Treatment

Figure 4. Giving Post-test Questions

Figure 5. Photos With Students And Teachers Of English Subjects

CURRICULUM VITAE

A. Researcher Identity

Name	: Ariska Rahmatinnisa
Place and Date of Birth	: Palu, 09th November 1998
Gender	: Female
Religion	: Islam
Major	: English Tadris Department
Faculty	: Teacher Training and Tarbiyah Faculty
Number of Student	: 18.1.16.0084
Address	: BTN Kelapa gading blok AS, No 28

B. Parent Identity

1. Father

Name	: Jufri
Religion	: Islam
Profession	: -
Address	: -

2. Mother

Name	: Annisa
Religion	: Islam
Profession	: Entrepreneurship
Address	: Jl.Karanjalembah

C. Educational Details

1. SD Negeri 1 Melak Finished in 2010

2. Mts Negeri Sendawar Finished in 2013

3. SMK Negeri 1 Sendawar Finished in 2016

4. Continue The Studies At The State Islamic University, Majoring EnglishTadris Department, Teacher Training and Tarbiyah Faculty in 2018