



**THE EFFECT OF USING COMIC STRIPS ON THE EIGHTH GRADE
STUDENTS' VOCABULARY ACHIEVEMENT**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



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Compose to Fulfill One of the Requirements to Obtain the Degree of S1 at the
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The Faculty of Teacher Training and Education,
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MOTTO

“Vocabulary enables us to interpret and to express. If you have limited vocabulary, you will also have a limited vision and a limited future”

(Jim Rohn)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Misbahul Fatah and Tutik. Thank you for reminding me to stay strong when life knocks me down.
2. My sister, W. N. Candra Ningtyas. Thank you for your support and attention.
3. The members of PARANADA. Thank you to let me to be a part of your group.

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The writer

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CONSULTANTS' APPROVAL

**THE EFFECT OF USING NURSERY RHYMES ON STUDENTS'
VOCABULARY ACHIEVEMENT**

THESIS

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2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Study Program;
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5. The Examination Committee.
6. The Principal of SMP Muhammadiyah 1 Probolinggo and the English teacher who gave me permission and helped me during the research.
7. The people around me who always motivated me and gave their support.

I do understand that this thesis might have some weaknesses. Therefore, I appreciate any criticism and valuable suggestion from the readers for the improvement of this thesis.

Jember, 1 December 2018

Dwi Cahyo Nugroho

TABLE OF CONTENT

COVER PAGE	i
MOTTO	ii
DEDICATION	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
THE LIST OF APPENDICES	x
THE LIST OF TABLE	xi
SUMMARY	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	2
1.3 Objective of the Research	3
1.4 Significance of the Research	3
1.5 The Scope of the Research	4
CHAPTER 2. LITERATURE REVIEW	5
2.1 The Theories on the Importance of Media in ELT	4
2.2 The Basic Concept of Comic Strips	4
2.3 The Procedures in Creating Comic Strips	5
2.4 The Advantages and Disadvantages of Using Comic Strips in Vocabulary Learning	6
2.5 The Concept of Vocabulary	7
2.6 Previous Studies on the Use of Comic Strips in Teaching Vocabulary	10
2.7 Hypothesis of the Research	11
CHAPTER 3. RESEARCH METHOD	12
3.1 Research Design.....	12
3.2 Research Context	13

3.3 Research Population and Participants	13
3.3.1 Population	13
3.3.2 Participants	13
3.4 Intervention Design	14
3.4.1 Teaching Vocabulary Using Comic Strips in the Experimental Class	14
3.4.2 Teaching Vocabulary in the Control Class	15
3.5 Data Collection Methods	16
3.5.1 Vocabulary Test	16
3.5.2 Interview	19
3.5.3 Documentation	19
3.6 Data Analysis Method	19
CHAPTER 4. RESULT AND DISCUSSION	21
4.1 Teaching Learning Process in the Experimental and the Control Groups .	21
4.2 The Analysis of Post-test Result	21
4.3 The Hypothesis Verification	23
4.4 Discussion	23
CHAPTER 5. CONCLUSION AND SUGGESTIONS	25
5.1 Conclusion	25
5.2 Suggestions	25
5.2.1 The English Teacher	25
5.2.3 The Future Researchers	25
REFERENCES	26
APPENDICES	28

THE LIST OF APPENDICES

Appendix 1 Research Matrix	28
Appendix 2 The Schedule of the Research and The Result Interview Guide	29
Appendix 3 The Output of Homogeneity Analysis	30
Appendix 4 Lesson Plan	31
Appendix 5 Homogeneity Test	45
Appendix 6 The Split Half Analysis of Odd Numbers (X)	47
Appendix 7 The Split Half Analysis of Even Numbers (Y)	48
Appendix 8 The Division of Odd (X) and Even (Y) Numbers	49
Appendix 9 The Difficulty on Index Each Item of Vocabulary Test	50
Appendix 10 Post-Test.....	51
Appendix 11 Post-Test Scores	53
Appendix 12 Permission Letter of Conducting Research	54
Appendix 13 Statement Letter for Accomplishing the Research.....	55

THE LIST OF TABLE

Table 4.1 Group Statistic22

Table 4.2 Independent Sample Test22



SUMMARY

The Effect of Using Comic Strips on the Eighth Grade Students' Vocabulary Achievement; Dwi Cahyo Nugroho, 140210401076; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

According to Alqahtani (2015), adequate vocabulary is essential for language use. It is because vocabulary is one of the basic components in a language. Having adequate vocabulary helps us to have a comprehensible communication although without seeing the structure and the functions. In contrast, lack of vocabulary gives hard experience in delivering and receiving information as vocabulary is important in a language.

Since vocabulary is important, teaching vocabulary should not be done the same way as teaching language skills. Alqahtani (2015) suggests that the teacher needs to employ media in presenting the vocabulary items. This statement is also in line with vocabulary teaching principle stated by Thornbury (2002) who states that in increasing students' motivation we used use interesting media. One of the media that can be used in teaching vocabulary is comic strips. According to Carry (2004), comic strips should be included used in the classroom. That is because comic strips is interesting and flexible for any level and easily obtained.

In this research, comic strips where chosen as teaching media in vocabulary learning. The design of this research was quasi experimental design. The area of this was SMP Muhammadiyah 1 Probolinggo in the 2018/2019 academic year. The population of this research was all of the eighth grade students of SMP Muhammadiyah 1 Probolinggo in the 2018/2019 academic year. The participants of this research were determined by cluster random sampling through a lottery. VIII B was chosen as the experimental group and taught using comic strips. Whereas, VIII A was chosen as the control group and taught using printed texts.

The data of this research were collected from the students' score of vocabulary achievement test, interview and documentation. The result of

vocabulary achievement test was collected and analyzed using independent sample t-test formula by using SPSS. Based on the calculation, the mean scores of experimental group (75.89) was higher than that of the control group (70.58). The result also showed that the significant value of t-test was 0.027 that was lower than 0.05. It indicates there is a significant effect of using comic strips on the students' vocabulary achievement.

The findings of the present study also have the pedagogical and empirical implications. Pedagogically, English teachers could consider comic strips as media that give positive impact during the learning process. Empirically, this finding will be useful for future researchers as a reference and information in conducting further research with similar topic such as improving the students' vocabulary achievement using comic strips.

CHAPTER 1. INTRODUCTION

This chapter covers some aspects which relate to research background consisting of five aspects. Those are research background, problem of the research, objective of the research, significance of the research, and the scope of the research.

1.1 Research Background

Vocabulary has an important role in mastering language skills during language learning. Without sufficient vocabulary, students will face difficulty in receiving and delivering information in English. This is because vocabulary is one of the basic components in using a language. Alqahtani (2015) stated that adequate vocabulary is essential for language use because we still have comprehensible communication although unable to see the structures and functions. In addition, the students will unable to learn and use language when they are lack of vocabulary.

As vocabulary is important in language learning, teaching vocabulary is a crucial part to support other language skills. The way of teaching vocabulary should be different from teaching other language components. Teaching vocabulary should include media and appropriate techniques to catch students' interest and motivation. Alqahtani (2015) suggested that teachers need to employ media in teaching techniques in presenting vocabulary items. That means the teacher needs to be creative in using teaching media to create effective vocabulary learning. On the other hand, several teachers do not employ any media in presenting vocabulary items. This makes the students have low motivation and interest in remembering them. Further, teaching vocabulary should involve long term memory to make the students not to forget the vocabulary which they have learned. In involving long term memory, Thornbury (2002:24) stated several principles which need to be included in vocabulary teaching, such as repeating words, imagining the use and the context, increasing students' motivation by using interesting media. Therefore, interesting teaching media and techniques should be provided to create effective and fun teaching learning activity.

One of teaching media that can be used in the vocabulary learning is Comic Strips. Wright & Sheerman (1994) stated that comic strips are series of pictures that have a story. They also added that comic strips are potential media to be used in the language classroom. Further, as stated by Cary (2004), the teacher should include comic strips in the classroom for three reasons. First, it obtains the students' interest. Comic strip illustration increases the students' motivation to look at it and try to figure out the story of it. Second, comic strips are flexible to be used for any level. It means the teachers can easily adjust the level of the content. Third, comic strips are inexpensive because comic can be obtained easily from internet or our own creation.

Previous researches about the similar topic were done by Darsalina (2016) showing that there was a significant effect of using comic strips on the eighth-grade students' vocabulary achievement at SMPN 8 Banda Aceh. The research revealed that students' motivation increased when comic strip was applied. Another research was done by Gorjian (2016) reporting that there was a significant effect of using comic strips to teach vocabulary during intensive reading course for English learners at Islamic Abadan University Iran. The result of the research showed that the students' interest increased when comic strip was applied. The research done by Arast (2016) found that comic strips also increased students' vocabulary achievement through listening among Iranian EFL learners.

Considering the positive result of the research in using comic strips on the students' vocabulary achievement and to verify the effectiveness of comic strips in Indonesian context, the experimental research entitled "The Effect of Using Comic Strips on Students' Vocabulary Achievement" was conducted.

1.2 Problem of the Research

Based on the research background above, the research problem is formulated as follows: "Is there any significant effect of using comic strips on the eighth grade students' vocabulary achievement?"

1.3 Objective of the Research

Based on the research problem above, the objective of the research is to know whether or not there was a significant effect of using comic strips on the eighth grade students' vocabulary achievement.

1.4 Significance of the Research

The result of this research is expected to give practical and empirical contribution.

1.4.1 Practical Contribution

Hopefully the result of this research is useful for the English teacher as a reference to use Comic Strips as media in teaching vocabulary to create interesting learning situation which helps students to achieve the vocabulary learning goals.

1.4.2 Empirical Contribution

The Result of this research will be useful for future researchers as a reference and information in conducting further research with similar topic. By viewing the result of this research, the future researchers are motivated in conducting a research which carries a similar topic in different research design for instance a classroom action research to improve the students' vocabulary achievement by using comic strips as this research could not explore on those area.

1.5 The Scope of the Research

To prevent the broad problem, the researcher limited the area of the research. The researcher concentrated on the effect on using comic strips as media in teaching vocabulary for the eighth-grade students. The researcher conducted the research at SMP Muhammadiyah 1 Probolinggo in the 2018/2019 academic year. The focus of the material was limited to large vocabulary on recount text covering nouns, verbs, adjectives and adverbs.

CHAPTER 2. LITERATURE REVIEW

2.1 The Theories on the Importance of Media in ELT

In English teaching and learning process, one of the important factors that can facilitate language learners develop their English skills is the presence of ELT media. ELT media are the things that are used to help the teacher to present the language material easily and comprehensibly. According to Johnson (1997), employing various media may help the students to utilize the memory and motivate them during language learning process.

Employing media in learning process can create an effective learning situation with purposeful and real-life experience. According to Dale (1969) in his cone of experience diagram, model simulation of real life experience is memorable rather than reading and listening to the teachers' lecture or explanation. Furthermore, He revealed that a learning that involves the students' experience using their sensory has a better chance to be remembered and understood. This kind of learning can be achieved by employing media in teaching learning process. Therefore, involving media is important to involve the students to the effective teaching learning process.

2.2 The Basic Concept of Comic Strips

According to Fairrington (2009), comic strips are short stories of panels that communicate a brief story and usually ended with punch line. Further, Smith (2006) states comic as a term that covers following more specific term includes comic strips. Furthermore, comic strips belong to the comic family. Comic strips that contain short stories are usually compiled in the form of a comic book. Thus, It can be concluded that comic strips are chronological series of pictures and text that are formed to be a short story which can be a part of a comic.

In comic strips, every character is drawn inside the panel. According to Fairrington (2009), most of comic strips have prominent characters and some

features underlying story line that continue from one strip to the others. The prominent characters of comic strips need to be utilized by word balloon and narrative detail to show the story progression. In comic strips, word balloons are used as tools to show the characters' voice and speech. However, some of comic strips do not use it to make the reader guess the story or perhaps the story is clear without it.

2.3 The Procedures in Creating Comic Strips

Farrington (2009) states there are several steps in creating comic strips: (a) thinking of the story, (b) designing the characters, (c) putting everything, and (d) finishing.

Thinking the story of comic strips can be done by deciding the aim and the story. Most of people want to read an interesting story and it is the nature of comic strips to have simple humorous artwork. In order to gain the idea of the story, it is needed to be receptive and keep looking around. It is because the idea of the story can be gained from magazines, newspapers and funny conversations. After an idea is coming up, it is better to start to expand the story and divide it into each of comic strip panels. The next step is designing the characters. Designing a character can be started by imagining and sketching our minds. The important thing of designing character is matching with their image in the story. At first, the character can be drawn roughly and shape it through the time. Putting everything is the next step. The first thing before moving to this step is to make sure everything is prepared from the story to the image of every character. Drawing entire comic strips is a long process. Thus, it is important to start it chronologically from the first panel up to the end. The last step is finishing serving as to make sure everything is right before publishing or using it.

2.4 The Advantages and Disadvantages of Using Comic Strips in Vocabulary Learning

According to Cary (2004), there are three main advantages why teachers use comic strips in language classroom. Those are interesting, flexible and inexpensive. The detailed information is explained below.

As it is frequently mentioned, comic strips are interesting educational media with its ability to motivate the students to read the entire story. Comic strips are able to catch the students' interest using visualized text. This visualization boosts and sparks the students' in the text. According to a research conducted by Mallia (2007), the visualized story in the comic was an interesting medium for instructional tool. It helped the students to be motivated in remembering more than just having a described picture that did not tell a story. Further, the interesting visualization could improve the students' participation during the learning activities.

Comic strips are easy to use material which can be adjusted to match any level of the students. According to Cary (2004), when comic strips are used correctly, it can fit with any curriculum and appropriate for any level. The teachers can employ simple comic for younger students and raise its level when they are grading up. Moreover, comic strips can be used in many varieties of activities. Consequently, comic strips are flexible for any grades and activities.

Comic strips can be found anywhere and some of them are free. Cary (2004) states that comic strips can be taken from magazines, newspapers, internets or even advertisements that use comics. Moreover, the teacher can make them by himself if he has spare time. Comic strips are also durable and can be used over and over again. Therefore, the teachers can stock comic strips as the teaching media or/and material easily without spending a lot of money.

The disadvantages of using comic strips in vocabulary learning are described as follows. Every medium always has strengths and weaknesses as comic strips do. According to Cary (2004), comic strips contain informal language that cover slangs, idioms or even inappropriate words. It also visualizes with the sexual, sexist and violent image in some comics which are something should not

be used in language learning. To handle this, the teachers need to use discretion in choosing the material. They need to pick the appropriate materials based on the students' age, level and maturity.

In this research, the researcher used his own creation of comic strips as a solution of the disadvantages. The comic strips were created base on the recount text that was picked from English material. By doing this, the researcher prevents to show images and languages which were unappropriated for the students at that level. Therefore, the disadvantages of using comic strips were able to be avoided in this research.

2.5 The Concept of Vocabulary

Vocabulary can be defined as words in language. According to Thornbury (2002), vocabulary refers to words or terms that have meaning in it. It is used to communicate and understand an idea. Without knowing the word meaning, the speakers cannot understand any information given. This is the reason that vocabulary is important in language. Further, Richards & Willy (2002) point out that vocabulary is the core of language proficiency and the basic thing to learn in a language. As the basic of a language, the teacher needs to pay attention to the vocabulary together with language skills to give a better learning development. Therefore, it can be concluded that vocabulary refers to words that are used to express the speakers' meaning in delivering their idea.

Thornbury (2002:4) classifies vocabulary based on its meaning into two groups: grammatical words and content words. Grammatical words are words that mainly contribute to the grammatical structure, such are prepositions, conjunctions, determiners and pronouns. On the other hand, content words are words that carry a high information load such are nouns, verbs, adjectives and adverbs. Meanwhile, Hatch & Brown (1995:218) use different terms in classifying vocabulary. They refer to grammatical words as small vocabulary and content words as large vocabulary.

This research focused on large vocabulary which covered nouns, verbs, adjectives and adverbs. It covered major function in having communication. Further, the detail of large vocabulary is explained below.

According to Hatch & Brown (1995:219), a noun refers to a person, place or thing. Further, Harmer (2004) adds that a noun is a word that can be used as subject or object of a verb. In conclusion, a noun represents a person, a place or a thing which has a function as the subject as well as the object in a sentence.

According to Thomson & Martinet (1986), nouns are divided into four kinds as follows: common nouns, proper nouns, abstract nouns, collective nouns. Common nouns are general name of somethings. They are not spelled with initial capital letter unless in the beginning of a sentence or a part of a title. For examples: dog, man, table, beach and sun. Proper nouns are the names of specific things. They require initial capitalization. For examples: Jember, Mrs. Brent, Indomart, etc. Abstract nouns are the types of nouns that refer to something that cannot be physically touched. For examples: courage, fear, joy and idea. Collective nouns are nouns that represent a group of people or things as a unit. For examples: crowd, flock and swarm. This focused on common nouns which was related with the material based on 2013 Curriculum for the eighth-grade students.

A verb is a word used to show an action of the sentence. This is in line with what Hatch & Brown (1995) state that a verb is a word showing an action or activity of the subject. In addition, without a verb, a sentence is only a group of words with an incomplete thought. Further, Thomson & Martinet (1986) classify verbs into two classes, namely auxiliary verbs and ordinary verbs. An auxiliary verb refers to a kind of verbs that is used to help us form a sentence or an expression in various tense. The examples of auxiliary verb are: be, do and have. Ordinary verbs are verbs that do not belong to auxiliary verbs. They are classified into regular verbs and irregular verbs. Regular verbs are verbs that can form simple past and past participle by adding “d” or “ed” to the infinitive form. On the other hand, irregular verbs are verbs that do not have fixed rule to form simple past and past participle. These are the examples of regular and irregular verbs:

a) Regular verbs

<u>Simple present</u>	<u>Simple past</u>	<u>Past participles</u>
use	used	used
repair	repaired	repaired
type	typed	typed
call	called	called
		etc.

b) Irregular verbs

<u>Simple present</u>	<u>Simple past</u>	<u>Past participles</u>
sing	sang	sung
see	saw	seen
fall	fell	fallen
give	gave	given
go	went	gone
		etc.

In this research, the researcher focused on ordinary verbs as they are stated in the material stated in 2013 curriculum for the eight-grade students.

Adjectives are noun modifiers which give additional detail information. Hatch & Brown (1995:228) state that adjectives are used to highlight qualities or attributes and to describe particular nouns. Further, Thomson & Martinet (1989) classify adjectives into six categories. They are demonstrative adjectives (e.g. this, that, these and those), distributive adjectives (e.g. each and every), quantitative adjectives (e.g. some, any, many and much), interrogative adjectives (e.g. which, what and whose), possessive adjectives (e.g. my, your and his/her) and quality adjectives (e.g. good, thin and heavy). In this research, the focus covered all kinds of adjectives.

Adverbs work similar to adjectives although they work in giving attributes to verbs, to clauses or even to entire sentences rather than to noun (Hatch & Brown, 1995). It means an adverbs is a part of speech that is used to modify verbs, adjectives, or another adverb. In addition, Thomson & Martinet (1989) mention

six kinds of adverb. Those are adverbs of manner (e.g. fast, quickly and happily), adverbs of place (e.g. near, down and by), adverbs of time (e.g. today, now and later), adverbs of frequency (e.g. usually, never and twice), sentence (e.g. certainly, surely and definitely), and degree (e.g. rather, quite and enough). This research will focus only on the adverbs of manner, place and time which are mostly taught for the eight-grade students of junior high school.

Heaton (1991) states that vocabulary achievement means the result of the students' understanding about the vocabulary that is obtained after the learning process. It is measured by test that is given after the learning. In Indonesia, according to the 2013 curriculum, vocabulary learning is integrated with four language skills. As the component, it acts as the supporter to help the students to master the language skill properly. Therefore, it is important to maximize the vocabulary achievement during the language learning.

In this research, vocabulary achievement was related to the result of the students' vocabulary after learning by using comic strips as media. Since the vocabulary was not taught individually, it was integrated with the reading activities. Then, a vocabulary test was used to measure the result of the vocabulary learning as the indicator of the vocabulary achievement.

2.6 Previous Studies on the Use of Comic Strips in Teaching Vocabulary

There were two previous researches which could be reported in relation to this research. The first research was conducted by Darsalina (2016) entitled "The Application of Comic Strips in Teaching Vocabulary". This research was conducted to know the students' vocabulary achievement before and after the application of Comic Strips. The samples were 21 eighth-grade students at SMPN 8 Banda Aceh. They were chosen through purposive sampling technique based on the students' intelligence. The instrument used was pre-test and post-test in the form of fill in the blank. The researcher gave treatments to the experiment group for four times. After the data were collected, the researcher analyzed the data by using statistical formulas to obtain interval score and mean score. The result of the

research showed there was a significant effect of using comic strips on the students' vocabulary achievement.

The second research was "Using Comic Strips Stories to teach vocabulary in Intensive Reading Comprehension Courses" done by Gorjian (2016). This research investigated whether there was a significant effect of using comic strips on the students' vocabulary achievement in intensive reading course at Islamic Abadan University. The samples were 66 EFL learners which were selected by non-random judgement sampling in two intact classes with 33 learners each. One class was assigned as the experimental group and the other one as the control group. The experimental group was taught intensive reading by using comic strips while the control group was taught using reading passages taken from the students' text book. This treatment was conducted for 15 sessions with 90 minutes each. After gaining the data from the pre and post-test, the data of research was analyzed through Independent and Paired Sample t-test to find the differences between two groups before and after the treatments. After comparing the mean score of post-tests of both groups, it could be concluded that there was a significant difference between the two groups during intensive reading course when facilitated with comic strips.

2.7 Hypothesis of the Research

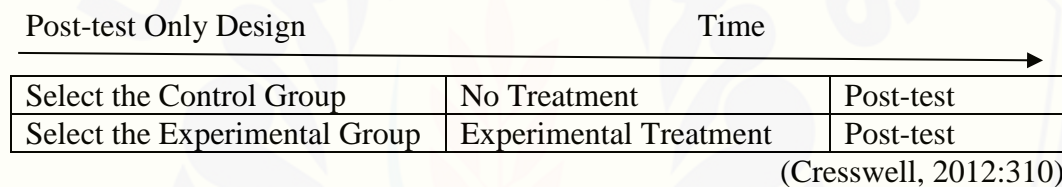
Based on the research problem and the related theories above, the hypothesis of this research was formulated as follows: there is a significant effect of using comic strips on the eighth-grade students vocabulary achievement at SMP Muhammadiyah 1 Probolinggo.in the 2018/2019 Academic Year.

CHAPTER 3. RESEARCH METHODS

This chapter presents the research methods applied in this research. It covers research design, research context, research population and participants, Intervention design, data collection methods and data analysis method.

3.1 Research Design

An experimental research is a research to know a possible cause and effect between dependent and independent variables (Cresswell, 2011:295). In this research, the researcher used quasi experimental research with post-test only design aiming at knowing whether or not there was a significant effect of using comic strips on the eighth grade students' vocabulary achievement. The design of this research is illustrated as follows:



As a quasi-experimental research with post-test only design, the steps of this research were done as follows. The experimental and the control groups were selected based on the result of the homogeneity test. The result showed that the population of this research was homogeneous. Furthermore, picking the samples and deciding the groups were done using lottery (see part 3.3.2). For the experimental group, the students were taught using comic strips during the teaching learning process. Meanwhile, the control group was taught using printed text. This teaching learning process was done in two meetings. Then, the vocabulary post-test was administered for both of groups to know the significant difference of the vocabulary achievement between them. The next step was analyzing the result of the post test by using independent t-test formula to compare the mean scores from the groups by using SPSS. Lastly, a conclusion was drawn based on the result of the analysis.

3.2 Research Context

An area where the research is conducted is determined using the purposive method, the one that is used intentionally to select individuals or sites to learn or study (Cresswell, 2012). In this research, a junior high school in Probolinggo (SMP Muhammadiyah 1 Probolinggo) was chosen using a purposive method based on some considerations. First of all, the principal had given permission to the researcher to conduct this experimental research. In addition, based on the results of interview with the English teacher as the preliminary study (see the interview guide in Appendix B), the school has implemented Curriculum 2013, using English textbooks published by the Ministry of Education; while in teaching vocabulary, the teacher used printed materials (texts). Lastly, there was no research at the school conducted by using comic strips in teaching vocabulary.

3.3 Research Population and Participants

3.3.1 Population

The population of this research were all the eighth grade students of SMP Muhammadiyah 1 Probolinggo in the 2018/2019 Academic Year. There were five classes of the eighth-grade which had different number of students. Classes VIII A had 26 students and class B had 28 students. Meanwhile, classes VIII C, D and E had 27 students for each. Therefore, the total population of the eighth-grade of SMP Muhammadiyah 1 Probolinggo in the 2018/2019 Academic Year was 135 students (School Document, 2018).

3.3.2 Participants

The research participants of this research were taken by using cluster random sampling. Cluster random sampling is a method to select the participants in the forms of class/group from which every class/group chosen has an equal chance to be selected (Creswell, 2012). The groups of the samples were determined using homogeneity test in the form of vocabulary achievement test. The test was conducted on 6th August up to 11th August 2018. Further, the scores of the test were analyzed and described as below.

Based on the result of Levene test (see Appendix 3), the value of homogeneity variances was not significant that is 0,379 or higher than 0,05. Since the population was homogenous, sampling was done randomly. As the result of lottery, VIII B was selected as the experimental group and VIII A was selected as the control group.

3.4 Intervention Design

3.4.1 Teaching Vocabulary Using Comic Strips in the Experimental Class

According to Edmund (2014), there are three processes in teaching reading using comic strips as media. Those are before reading, during reading and after reading.

i. Before reading

Before reading is used to build the students' knowledge about the topic with their current knowledge. The activities in this process are as follows.

1. Project the blank comic strips in front of the class or distribute it to each student.
2. Ask the student to mention what it is in the picture and predict the story of the picture
3. Introduce every character in the comic strips and ask them to describe them.
4. Make sure everything is clear before continuing to the next process.

ii. During reading

1. Project the real comic strips or distribute it to each student.
2. Let them scan the unknown words and write them in their word bank or notebook.
3. Ask them to predict the unknown words and share them with others.
4. Let the students read the entire comic strips.

iii. After reading

1. Make sure the students understand the flow of the story.
2. Give them a worksheet or assessment to measure their achievement
3. The teacher may ask the students to present their work if it is needed.

The researcher adapted the teaching procedures above with several adjustments. The researcher adjusted the procedures based on the 2013 curriculum by implementing a scientific approach. The procedures were done as follows:

- a. Observing
Asking the students to observe by reading the comic strips.
- b. Questioning
Guiding the students to ask some questions related to the comic strips.
- c. Collecting Information
 - 1) Asking the students to find the unfamiliar words found in the comic strips.
 - 2) Guiding the students to guess the meanings of the unfamiliar words based on the comic strips.
- d. Associating
 - 1) Letting the students read the entire comic strips with their recent known word meaning.
 - 2) Asking the students to do the tasks in the exercise or worksheet individually.
- e. Communicating
 - 1) Discussing the students' work with the whole class.

3.4.2 Teaching Vocabulary in the Control Class

In the control class, the scientific approach was also applied as commonly used by the English teacher. This method used for two meetings before administering the post-test. The procedures are listed as below.

- a. Observing
Asking the students to observe and to read the text.
- b. Questioning
Guiding the students to ask some questions related to the text.
- c. Collecting Information
 - 3) Asking the students to find the unfamiliar words found in the text.
 - 4) Guiding the students to guess the meanings of the unfamiliar words based on the text.

- d. Associating
 - 3) Letting the students read the entire text with their recent known word meaning.
 - 4) Asking the students to do the tasks in the exercise or worksheet.
- e. Communicating
 - (1) Discussing the students' work with the whole class.

3.5 Data Collection Methods

There were two kinds of data used in this research. Those were the primary data and secondary data. The primary data was taken from vocabulary test, while the secondary data was taken by using interview and documentation.

3.5.1 Vocabulary Test

Vocabulary test was administered to measure the students' vocabulary achievement. According to Hughes (2003), achievement test is designed to establish how successful individual or group of students have been in achieving objectives. The achievement test was administered after the treatment to know the students' vocabulary achievement.

In this research, vocabulary focused on large vocabulary items covering nouns, verbs, adjectives, and adverbs in the forms of multiple choice. Multiple choice is the most popular method of testing a vocabulary knowledge for its practicality (Brown, 2003). The test was tried out before administered to analyze the validity, reliability and index difficulty of each item in order to create a good vocabulary test.

a. The Validity of the Test

According to Hughes (2003), a test is valid if it measures what is claimed to measure. Considering the validity of the test, the researcher established content validity based on the 2013 curriculum for the eighth grade students to construct the test. According to the curriculum, the students are intended to be able to identify and analyze the kinds of words integrated with language skill based on

the basic competence. Based on this reason, the test fulfilled the requirement of content validity as the researcher used recount texts in which learning vocabulary integrated with reading.

b. The Test Reliability

A test should be reliable to be considered as a good test. According to Brown (2003), A reliable test is consistent and dependable. That means if the test is given to the same students or matched students on different occasions, the test should produce similar results. Furthermore, the test needs to be tried out before administered to the sample groups.

The try out test was conducted on August 28th, 2018 to one class of the eighth grade which was not the experimental and the control groups. Excluding the research participant, there were three class left. The researcher took class VIII E, which consisted of 27 students for the try out test as it has a closer mean score of class VIII A and VIII B. The detailed information about the mean scores of each class can be seen on Appendix 3.

To analyze the reliability, the researcher applied Split-half technique in estimating the value of reliability coefficient. According to Hughes (2003), this method aims at gaining two sets of scores only in one administration of one test. In this research, the researcher marked the odd number as x and the even number as y (see Appendixes 6 & 7). In order to obtain correlation between x and y , the test result was put into Spear-Brown Formula and calculated as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{27(2059) - (228)(241)}{\sqrt{\{27(1964) - (228)^2\}\{27(2193) - (241)^2\}}}$$

$$r_{xy} = \frac{645}{\sqrt{\{1044\}\{1130\}}}$$

$$r_{xy} = \frac{645}{1086.15}$$

$$r_{xy} = 0.59$$

Notes:

- r_{xy} : Reliability coefficient
 Σ_{xy} : The total number of odd and even items
 Σ_x : The total number of odd items
 Σ_y : The total number of even items
 N : The number of the participants

(Bachman,2004)

From the calculation above, the reliability coefficient was 0,59. To gain the reliability of the test, the value of r_{xy} was put into Spearman-Brown Formula which was calculated as follows:

$$\text{Reliability of the whole test} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$\text{Reliability of the whole test} = \frac{2 \times 0.59}{1 + 0.59}$$

$$\text{Reliability of the whole test} = 0.74$$

Notes:

- r_{xy} : Reliability coefficient

(Hughes, 2003)

The result calculation was 0.74. According to Fraenkerl and Wallen (2006), the result needs to be at least 0.70 to be considered as reliable. Therefore, the test could be said a good test since it was considered as a reliable test.

c. The Difficulty Index of Test Items

The difficulty index item was found by counting using the formula as follows:

$$FV = \frac{R}{N}$$

Notes:

- FV : the index of difficulty
 R : the number of correct answers
 N : the number of students taking a test

The level of difficulty index is as follows:

0.00-0.30	: Difficult
0.31-0.70	: Average
0.71-1.00	: Easy

(Heaton, 1995)

After analyzing the difficulty index, it was found 7 items were easy and 19 items were average (see Appendix 9). According to Djiwandono (1996), a good test items should not be too difficult nor too easy. Since the total items needed for post test was only 20, the researcher eliminated 6 items which was categorized as easy items.

3.5.2 Interview

According to Creswell (2012), interviews are forms on which the researcher records the answers or responses supplied by the participants in the study. In this research, interview was needed to gain the information from the English teacher. It was intended to know the books, the techniques and the media commonly used by the teacher in teaching English, especially in teaching vocabulary.

3.5.3 Documentation

To support the data in this research, the researcher also used documentation. According to Creswell (2012), documentation consists of public and private records that can be obtained from a site or participants in a study. The data of documentation needed in this research refer to the names of the students (initials) of the eighth-grade of SMP Muhammadiyah 1 Probolinggo in 2018/2019 Academic Year

3.6 Data Analysis Method

After collecting the data, the results of the post-test were analyzed using independent simple t-test in SPSS Computing System with 5% significance level. T-test is a kind of parametric tests which assume a certain data distribution, an

interval level of measurement, and homogeneity variances among the compared samples (Pallant, 2005). In this research, t-test was used to compare the mean scores between the control and the experimental groups to know whether the treatment given in the experimental group has significant effect or not.



CHAPTER 5. CONCLUSION AND SUGGESSTIONS

This chapter presents conclusion and suggestion. Each point is presented in the following sections.

5.1 Conclusion

Regarding the result of hypothesis verification and the discussion, it can be concluded that there was a significant effect of using comic strips on the eighth grade students' vocabulary achievement.

5.2 Suggestions

Based on the result of this research, the researcher would like to give the following suggestions.

5.2.1 The English Teacher

The researcher suggests the English teacher to use comic strips as media since the result of the research showed it brings motivation and effectiveness in learning. Employing comic strips also needs to use appropriate technique to raise the students' enthusiasm during teaching learning process. Further, comic strips should be prepared properly to avoid unwanted problems that may be encountered by the teacher.

5.2.2 The Future Researchers

The researcher suggests to the future researchers to conduct a longer period of time especially in giving the treatment to gain a better result since this research only took 2 meetings. Furthermore, the researcher hopes that this research can be used as a consideration and reference for future researchers who want to investigate and to carry similar topic in their research either in a different research area or design. for instance, a classroom action research to improve the students' vocabulary achievement by using comic strips.

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Appendix 1. Research Matrix

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Comic Strips on Students' Vocabulary Achievement	Is there any significant effect of using comic strips on the eighth grade students' vocabulary achievement?	<p>1. Independent Variable: Teaching vocabulary by using comic strips</p> <p>2. Dependent Variable: The students' vocabulary achievement</p>	<p>Characteristics of comic strips:</p> <ol style="list-style-type: none"> 1. Containing sequential panels of chronological events 2. Containing continuing characters 3. Using word balloons (Gordon, 1998) <p>The students' scores on vocabulary test covering:</p> <ul style="list-style-type: none"> • Noun • Verbs • Adjectives • Adverbs 	<p>1. Respondents: The eighth grade students of SMP Muhammadiyah 1 Probolinggo</p> <p>2. Informant: The English teacher of SMP Muhammadiyah 1 Probolinggo</p> <p>3. Documents: The initial names and students' number of the respondents</p>	<p>1. Research Design: A quasi-experimental research with the posttest only design</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondents Determination Method: Cluster Random Sampling</p> <p>4. Data Collection Method:</p> <ol style="list-style-type: none"> a. Primary data: Vocabulary Test b. Secondary data <ul style="list-style-type: none"> • Interview • Documentation <p>5. Data Analysis The data will be analyzed using t-test formula using SPSS</p>	There is significant effect of using comic strips on the eighth grade students' vocabulary achievement

Appendix 2. The Schedule of the Research and The Result Interview Guide

No	Date	Activities
1	August 6 th – 11 th , 2018	Administering the homogeneity test
2	August 28 th , 2018	Administering the try out test
3	29 August, 2018 30 August, 2018	The first meeting in the control group (VIII A) The second meeting in the control group (VIII A)
4	29 August, 2018 31 August, 2018	The first meeting in the experimental group (VIII B) The second meeting in the experimental group (VIII B)
5	5 October 2018	Administering the Post Test

No	Questions	Answer
1	In this school, what curriculum is applied in teaching English?	For the seventh and the eighth grades, 2013 curriculum is applied. For the ninth grade, Institutional Based Curriculum is applied
2	Usually, how do you teach English in the classroom?	I teach my students by using scientific method. Sometimes, I do improvisation to keep the students enjoy my class.
3	How do you improve the students' vocabulary?	I improve the students' vocabulary during reading section. For additional vocabulary, I ask the student to write chosen vocabulary to be memorized at home and I will check it on the next meeting.
4	What techniques and media do you apply during reading section?	If it is possible, I use Jigsaw but I usually let them read and ask them whether they understand or not. At the end, I ask the students to do the exercise.
5	What resources do you use to teach English?	I use textbook that has been provided by ministry of education, <i>When English Rings the Bells</i> . I also ask the students to bring their dictionary.
6	Have you ever used comic strips to teach reading to improve the students' vocabulary?	No, I have not. But, I use pictures that are usually provided in the reading text.

Appendix 3. The Output of Homogeneity Analysis**Descriptives**

Nilai

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
VIII A	26	66.731	10.3868	2.0370	45.0	85.0
VIII B	28	66.607	7.5833	1.4331	50.0	80.0
VIII C	27	66.296	7.2844	1.4019	50.0	80.0
VIII D	27	66.111	6.6986	1.2892	55.0	80.0
VIII E	27	66.481	8.2991	1.5972	55.0	85.0
Total	135	66.444	8.0081	.6892	45.0	85.0

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
1.061	4	130	.379

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.502	4	1.626	.025	.999
Within Groups	8586.831	130	66.053		
Total	8593.333	134			

Appendix 4. Lesson Plan**LESSON PLAN 1**

School : SMP Muhammadiyah 1 Probolinggo
Subject : English
Class/Semester : VIII/2
Language Skill : Reading
Genre : Recount Text
Theme : My Past Experience
Time Allocation : 2 x 40 minutes

A. Core Competence

- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competences

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau

C. Indicators

1. Finding unfamiliar words in the texts and giving the meaning.
2. Answering the comprehension question in the forms of multiple choice and matching individually.

D. Learning Objectives

Students are expected to be able to:

1. Find and give the meaning of unfamiliar words of a text entitled "My Bad Day on Sunday".
2. Answer the comprehension question in the forms of multiple choice, completing and matching individually.

E. Teaching and Learning Materials

Learning materials are enclosed

F. Teaching Approach/Model

Technique: Scientific approach (experimental and control groups)

G. Media, Tools, and Teaching Sources

Media : Comic strips (experimental group)
 : Printed Material in the form of a text (control group)
 Tools : Board marker and whiteboard

H. Teaching and Learning Activities

The Experimental Group	Time	The Control Group	Time
Introduction	10'	Introduction	10'
1. Greeting and checking students' attendance.	2'	1. Greeting and checking students' attendance.	2'
2. Guiding the students to the learning topics through leading question	5'	2. Guiding the students to the learning topics through leading question	5'
3. Stating the topic and the learning objective	3'	3. Stating the topic and the learning objective	3'
Main Activities	60'	Main Activities	60'
<i>Observing</i>	5'	<i>Observing</i>	5'
1. Asking the students to read the comic strips distributed to them silently (individually).	5'	1. Asking the students to read the text distributed to them silently (individually).	5'
<i>Questioning</i>	5'	<i>Questioning</i>	10'
2. Guiding the students to ask some questions related to the comic strips.	5'	2. Guiding the students to ask some questions related to the text.	5'
<i>Collecting Information</i>	15'	<i>Collecting Information</i>	15'
3. Asking the students to find the unfamiliar words found in the comic strips	5'	3. Asking the students to find the unfamiliar words found in the text	5'
4. Guiding the students to guess the meanings of the unfamiliar words.	10'	4. Guiding the students to predict the meanings of the unfamiliar words.	10'
<i>Associating</i>	20'	<i>Associating</i>	20'
5. Asking the students to do tasks A, B and C (matching, completing and multiple choice) provided in the exercise individually.	20'	5. Asking the students to do tasks A, B and C (matching, completing and multiple choice) provided in the exercise individually.	20'
<i>Communicating</i>	10'	<i>Communicating</i>	10'
6. Discussing the task that the students have done with the whole class.	10'	6. Discussing the task that the students have done with the whole class.	10'

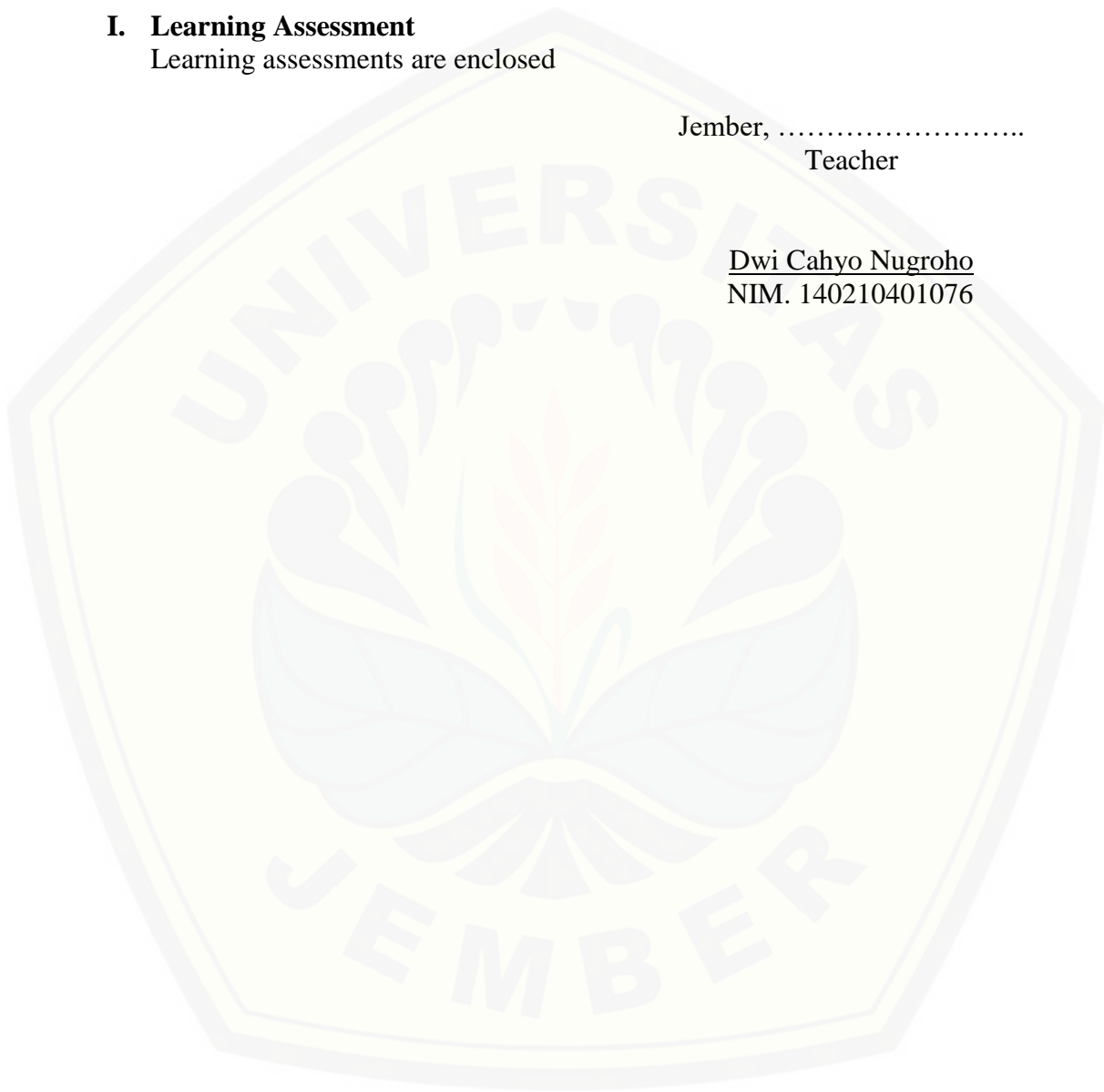
CLOSING	10'	CLOSING	10'
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'	1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting	2'	2. Parting	2'

I. Learning Assessment

Learning assessments are enclosed

Jember,
Teacher

Dwi Cahyo Nugroho
NIM. 140210401076



Enclosure**Leading Questions**

1. What is the name of the first day of the week?
2. Have you ever gone to school on Sunday?
3. If you go to school on Sunday while no one comes, is it a good day or a bad day?
4. What are we going to study?

Learning Material**Review of Recount Text****1. The Definition of a Recount Text**

Recount text is a text which retells events or experiences in the past to inform or to entertain the audience.

2. The Generic Structures of a Recount Text

- a. Orientation
Introducing the story of the text
- b. Events
Describing series of event that happened in the past
- c. Reorientation
Stating the writer's opinion about the story

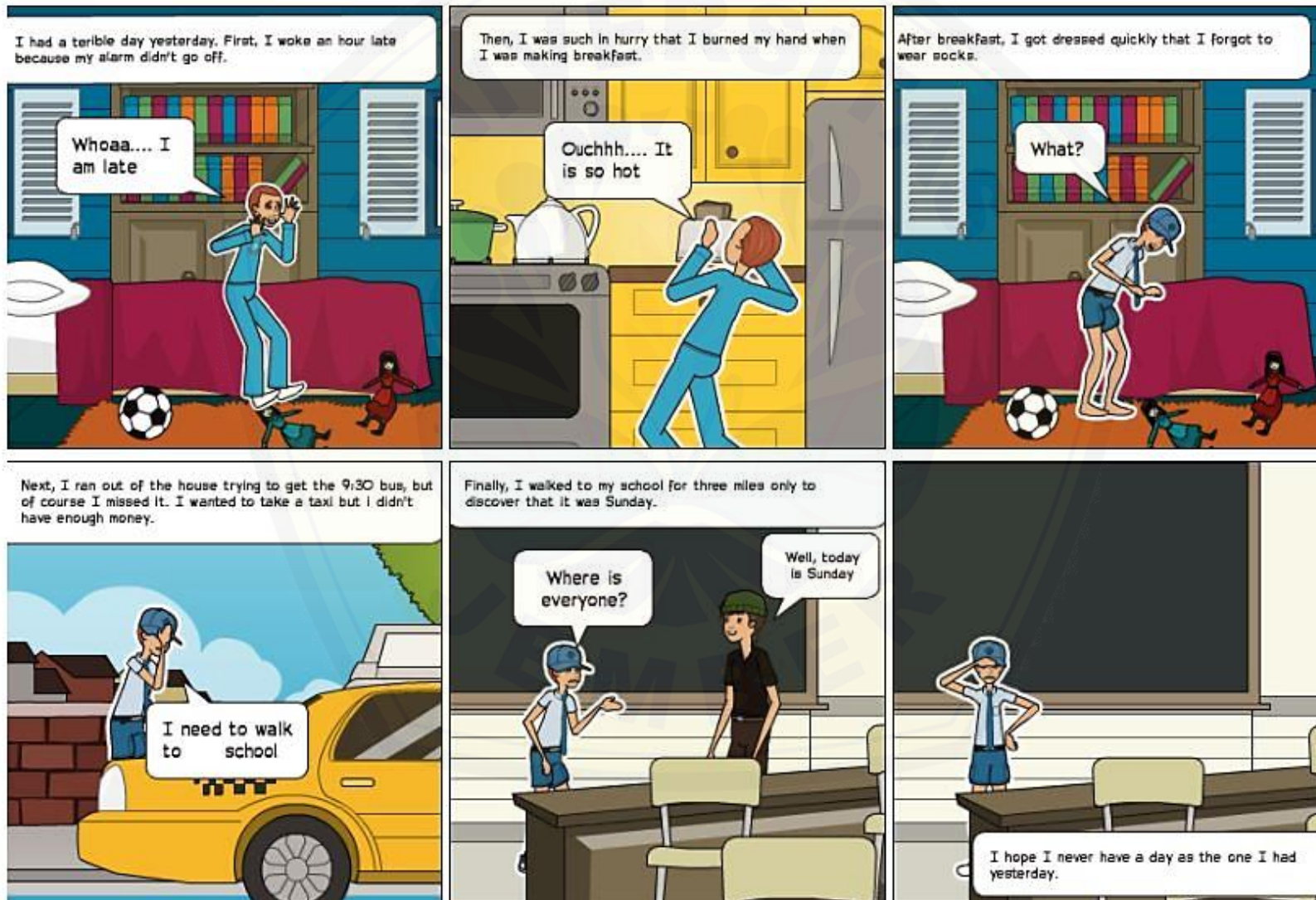
Recount text (for the control group)**My Bad Day on Sunday**

I had a terrible day yesterday. First, I woke an hour late because my alarm didn't go off. Then, I was such in a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed quickly that I forgot to wear socks. Next, I ran out from the house trying to get the 9.30 bus, but of course I missed it. I wanted to take a taxi but I didn't have enough money. Finally, I walked to my school for three miles only to discover that it was Sunday. I hope I never have a day as the one I had yesterday.

(Taken from Developing English Competencies 1)

Comic strips (for the experimental group)

My Bad Day on Sunday



WORKSHEET

Name : _____

Class : _____

Student's Number: _____

A. Based on the story above, match the following verbs on the left boxes with the appropriate meanings on the right box!

- | | |
|-------------|---|
| 1. wake | ● |
| 2. burn | ● |
| 3. forget | ● |
| 4. miss | ● |
| 5. discover | ● |

- | |
|---------------------------------|
| a. to fail to use |
| b. to gather something |
| c. to stop sleeping |
| d. to raise the temperature |
| e. hitting something hot |
| f. finding out something |
| g. unable to remember something |

B. Complete the following sentences with the appropriate words from the box!

- | | | | |
|----------|-------------|---------|--------|
| ● alarm | ● breakfast | ● socks | ● taxi |
| ● school | ● gloves | ● lunch | |

- He didn't come to _____ yesterday because of a holiday.
- Sarah keeps using her _____ to make her feet warm.
- Mr. Father will set up my _____ because I need to get up early tomorrow.
- I am hungry. I didn't eat anything for _____ this morning.
- She went to the airport by _____ to make sure she will arrive on time.

C. Choose A, B, C or D for the correct answer on the answer sheet by giving a cross (X)

- When did the writer have a terrible day?
 - Last night
 - yesterday
 - two days ago
 - in the morning
- When did the writer get dressed?
 - after breakfast
 - before waking up
 - right after waking up
 - before breakfast

3. How did the writer go to school?
a. by bus b. by bicycle c. by taxi d. on foot
4. How far is it from the writer's house to the school?
a. two miles b. three miles c. two meters d. three meters
5. What day was it when the writer had a terrible day?
a. on Monday b. on Saturday c. on Sunday d. on Wednesday
6. I had a terrible day. The antonym of *terrible* is
a. wonderful b. horrible c. shocking d. terrifying
7. I wake up an hour late. The antonym of *late* is
a. behind b. delayed c. early d. backward
8. I was such in a hurry. The word *hurry* means
a. slowly b. patiently c. normally d. fast
9. I got dressed quickly. The antonym of *quickly* is
a. fast b. slowly c. suddenly d. immediately
10. I didn't have enough money. The word *enough* means
a. abundant b. full c. small d. sufficient

ANSWER KEY

A	1	C	C	1	B
	2	E		2	A
	3	G		3	D
	4	A		4	B
	5	F		5	C
B	1	school		6	A
	2	socks		7	C
	3	alarm		8	D
	4	breakfast		9	B
	5	taxi		10	D

Distribution of the test items		
Classification	Number	Total
Nouns	B (1,2,3,4,5)	5
Verbs	A (1,2,3,4,5)	5
Adjectives	C (6,7,8,9,10)	5
Adverbs	C (1,2,3,4,5)	5
Total		20

SCORING

Student's total score = The correct answers x 5

LESSON PLAN 2

School : SMP Muhammadiyah 1 Probolinggo
Subject : English
Class/Semester : VIII/2
Language Skill : Reading
Genre : Recount Text
Theme : My Past Experience
Time Allocation : 2 x 40 minutes

A. Core Competence

- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competences

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau

C. Indicators

1. Finding unfamiliar words in the texts and giving the meaning.
2. Answering the comprehension question in the forms of multiple choice and matching individually.

D. Learning Objectives

The students are expected to be able to:

1. find and give the meaning of unfamiliar words of a text entitled "Going Camping".
2. answer the comprehension question in the forms of multiple choice, completing and matching individually.

E. Teaching and Learning Materials

Learning materials are enclosed

F. Teaching Approach/Model

Technique: Scientific approach (experimental and control groups)

G. Media, Tools, and Teaching Sources

Media : Comic strips (experimental group)
 : Printed Material in the form of a text (control group)

Tools : Board marker and whiteboard

H. Teaching and Learning Activities

The Experimental Group	Time	The Control Group	Time
Introduction	10'	Introduction	10'
1. Greeting and checking students' attendance.	2'	1. Greeting and checking students' attendance.	2'
2. Guiding the students to the learning topics through leading question and a picture of scouts going camping	5'	2. Guiding the students to the learning topics through leading question	5'
3. Stating the topic and the learning objective	3'	3. Stating the topic and the learning objective	3'
Main Activities	60'	Main Activities	60'
<i>Observing</i>	5'	<i>Observing</i>	5'
1. Asking the students to read the comic strips distributed to them silently (individually).	5'	1. Asking the students to read the text distributed to them silently (individually).	5'
<i>Questioning</i>	5'	<i>Questioning</i>	10'
2. Guiding the students to ask some questions related to the comic strips.	5'	2. Guiding the students to ask some questions related to the text.	5'
<i>Collecting Information</i>	15'	<i>Collecting Information</i>	15'
3. Asking the students to find the unfamiliar words found in the comic strips	5'	3. Asking the students to find the unfamiliar words found in the text	5'
4. Guiding the students to guess the meaning of the unfamiliar words.	10'	4. Guiding the students to predict the meaning of the unfamiliar words.	10'
<i>Associating</i>	20'	<i>Associating</i>	20'
5. Asking the students to do the tasks A, B and C (matching and multiple choice) provided in the exercise individually.	20'	5. Asking the students to do the tasks A, B and C (matching and multiple choice) provided in the exercise individually.	20'
<i>Communicating</i>	10'	<i>Communicating</i>	10'
6. Discussing the task that the students have done with the whole class.	10'	6. Discussing the task that the students have done with the whole class.	10'

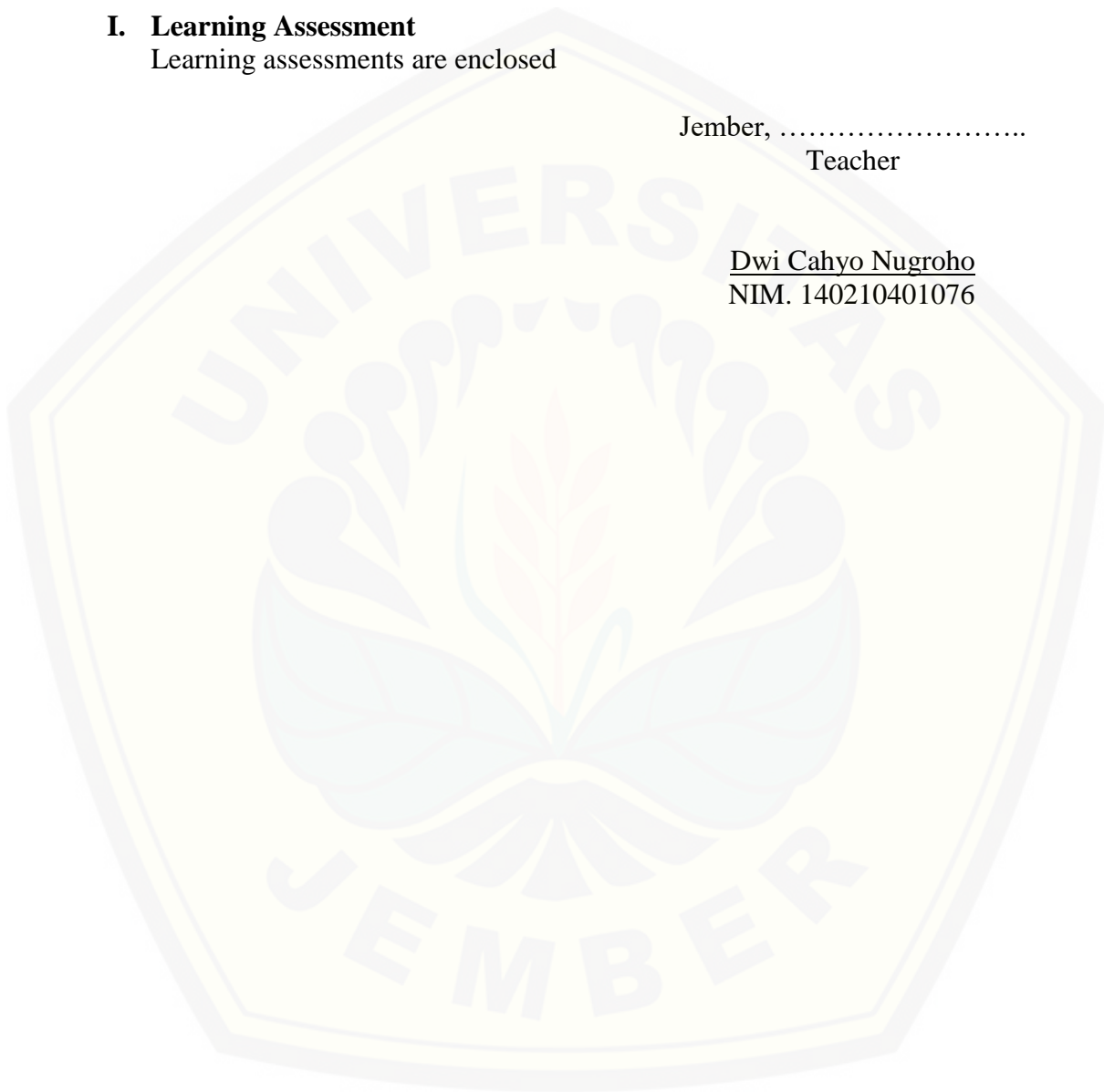
CLOSING	10'	CLOSING	10'
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'	1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting	2'	2. Parting	2'

I. Learning Assessment

Learning assessments are enclosed

Jember,
Teacher

Dwi Cahyo Nugroho
NIM. 140210401076



Enclosure

Leading Question

1. What do scouts usually do in the forest? Fishing or camping?
2. What are scouts doing in the picture?



3. So, what's pergi berkemah in English?

Learning Material

Review of Recount Text In the Form of Question

1. The Definition of a Recount Text

Recount text is a text which retells events or experiences in the past to inform or to entertain the audience.

2. The Generics Structures of a Recount Text

d. Orientation

Introducing the story of the text

e. Events

Describing series of event that happened in the past

f. Reorientation

Stating the writer's opinion about the story

Recount text (for the control group)

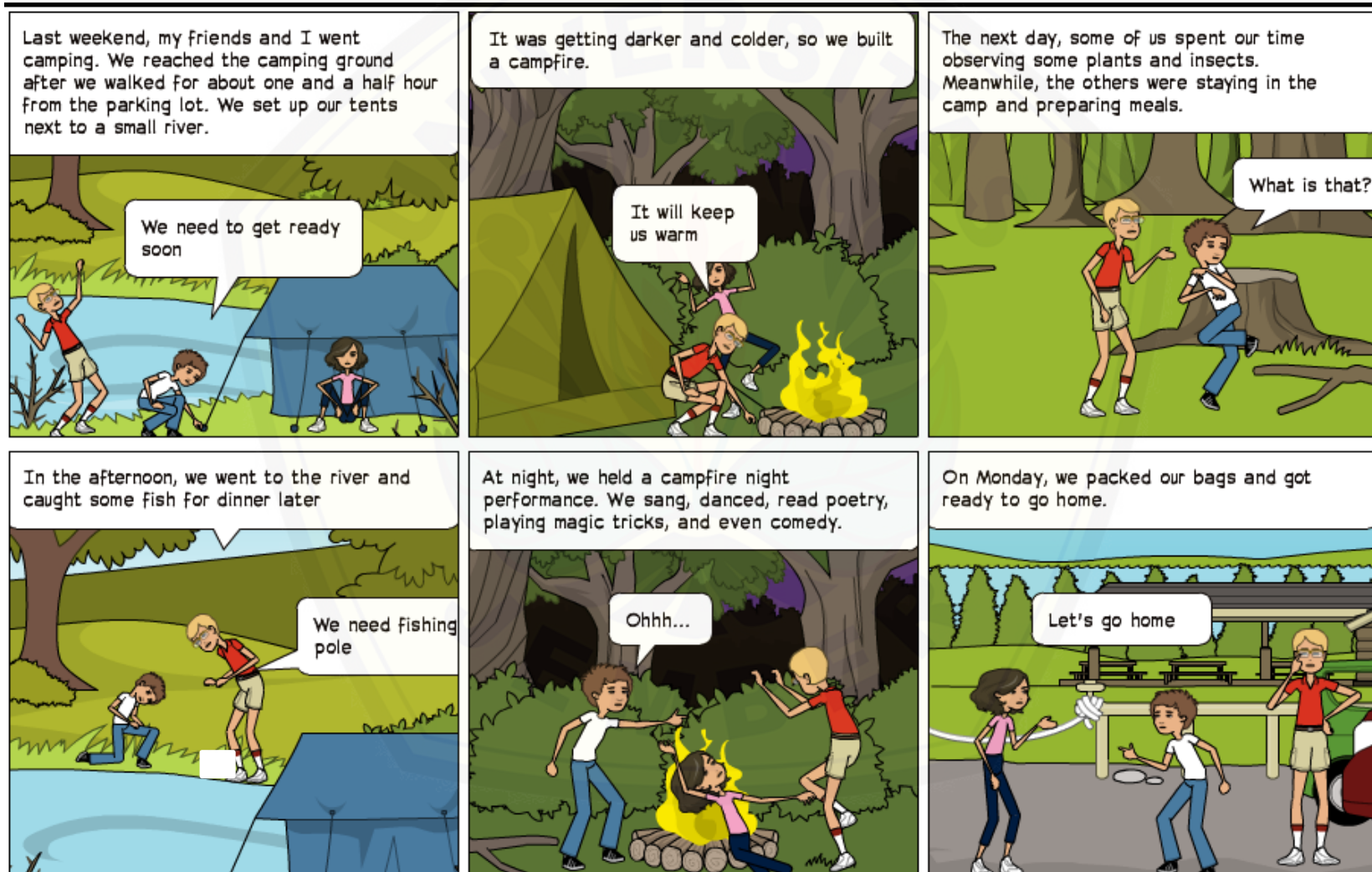
Going Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We set up our tents next to a small river. It was getting darker and colder, so we built a campfire. The next day, some of us spent our time observing some plants and insects. Meanwhile, the others were staying in the camp and preparing meals. In the afternoon, we went to the river and caught some fish for dinner later. At night, we held a campfire night performance. We sang, danced, read poetry, playing magic tricks, and even comedy. On Monday, we packed our bags and got ready to go home.

(Taken from Strategi UN SMP/MTS 2017)

Comic strips (for experimental group)

Going Camping



Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We set up our tents next to a small river.



We need to get ready soon

It was getting darker and colder, so we built a campfire.



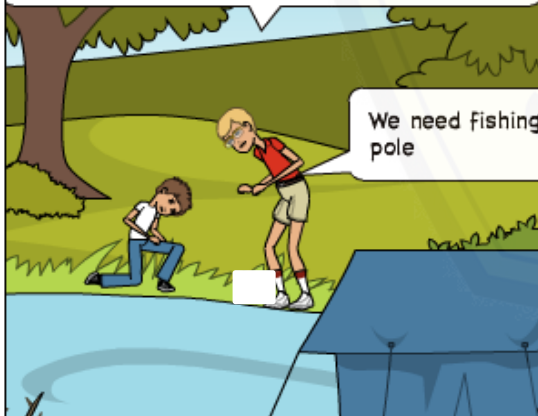
It will keep us warm

The next day, some of us spent our time observing some plants and insects. Meanwhile, the others were staying in the camp and preparing meals.



What is that?

In the afternoon, we went to the river and caught some fish for dinner later



We need fishing pole

At night, we held a campfire night performance. We sang, danced, read poetry, playing magic tricks, and even comedy.



Ohhh...

On Monday, we packed our bags and got ready to go home.



Let's go home

WORKSHEET

Name : _____

Class : _____

Student's Number: _____

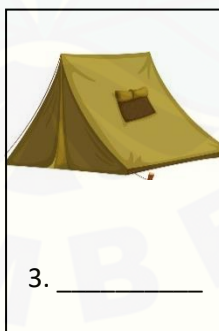
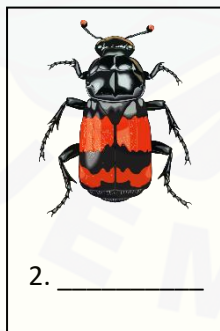
A. Complete the following sentences with the appropriate words from the box!

- | | | | |
|------------|----------------|-----------|---------|
| ● happily | ● beautifully | ● early | ● badly |
| ● brightly | ● accidentally | ● quickly | |

1. In the afternoon, the sun shone _____
2. We _____ built the tent because It was getting dark
3. During the night camp performance, he sang _____
4. To avoid late, I woke up _____
5. When trying to pack the tent, I _____ cut my finger.

B. Match the pictures with the words from the box correctly!

- | | | | |
|--------|------------|----------|---------|
| ● tent | ● lake | ● insect | ● river |
| ● meal | ● campfire | ● bed | |



C. Choose A, B, C or D for the correct answer on the answer sheet by giving a cross (X)

1. They need to _____ for one hour and a half to reach the camping ground.
 - a. walk
 - b. sit
 - c. sing
 - d. dance
2. It's getting dark. It is better to _____ our tents now.
 - a. pack up
 - b. hold up
 - c. set up
 - d. toss up
3. I will _____ fishes for our meal later.
 - a. spot
 - b. catch
 - c. pick
 - d. throw

4. We need to _____ our bag before leaving the camp site for going home.
a. raise b. pack c. throw d. leave
5. We observe some plants and insects in the forest.
The meaning of the word *observe* is _____
a. to see or to watch something carefully
b. to find something to catch
c. to listen something thoroughly
d. to make comments from other performance
6. The sky is so _____. I am unable to see a thing without a light.
a. clear b. bright c. shiny d. dark
7. The night is getting cold. The opposite word of the word *cold* is _____
a. chill b. frosty c. icy d. hot
8. We need to be careful in the forest. The word *careful* means _____
a. unsafe b. reckless c. cautious d. unwary
9. The performance makes me happy. The opposite word of *happy* is _____
a. sad b. cheerful c. worried d. lucky
10. We are getting ready. The word *ready* means _____
a. prepared b. trained c. qualified d. fitted

ANSWER KEY

A	1	Brightly	C	1	A
	2	Quickly		2	C
	3	Beautifully		3	B
	4	Early		4	B
	5	Accidentally		5	A
B	6	Campfire		6	D
	7	Insect		7	D
	8	Tent		8	C
	9	Meal		9	A
	10	River		10	C

Distribution of the test items		
Classification	Number	Total
Nouns	B (1,2,3,4,5)	5
Verbs	C (1,2,3,4,5)	5
Adjectives	C (6,7,8,9,10)	5
Adverbs	A (1,2,3,4,5)	5
Total		20

SCORING

Student's total score = The correct answers x 5

Appendix 5. Homogeneity Test

Name: _____

Class: VIII ____

Choose the correct answer by giving a cross (x) on a, b, c or d on the answer sheet

1. Mark cannot _____ your voice. You need to say it louder.
a. see b. has c. hear d. lift
2. Based on the prescription, I need to take my _____ twice a day.
a. holiday b. medicine c. shoes d. lunch
3. Tiara went to school _____ after she knew she was late.
a. quickly b. neatly c. softly d. happily
4. An Elephant uses its _____ trunk to reach the leaves.
a. small b. thin c. loud d. long
5. I have _____ this morning. It keeps me full until noon.
a. dinner b. lunch c. breakfast d. exercise
6. My father is _____. He catches robbers and puts them in jail.
a. an engineer b. a fireman c. a teacher d. a policeman
7. Her performance was beautiful. I _____ on her TV last night.
a. watched b. sang c. ran d. called
8. Every morning, I _____ my bed neatly.
a. take b. make c. turn d. wake
9. My parents were _____ of me when I won the debate contest.
a. proud b. sad c. funny d. easy
10. Mother usually sweeps the floor with _____.
a. a sweater b. a broom c. a duster d. a mop
11. The last test was very _____. Only some students passed it.
a. easy b. dark c. hard d. happy
12. My mother keeps her money _____. It is a safe place to keep your money.
a. On the street b. In the ground c. In the bank d. On the pot
13. Diana's garden is very beautiful. She _____ it every day.
a. wears b. waters c. puts d. takes
14. Cheetahs are carnivores. They hunt other _____ to be eaten.
a. insects b. leaves c. fishes d. animals
15. You need to be quiet. The baby is trying to _____.
a. study b. sleep c. wink d. lean
16. The weather is so cold. I need to wear a _____ before leaving.
a. jacket b. shell c. necklace d. belt
17. This building is very _____. It has 20 floors.
a. small b. flat c. thin d. tall
18. Aziz is very _____. He gets "A" on every subject.
a. smart b. angry c. lazy d. tiny
19. My brother puts his motorcycle _____.
a. In the hall b. in the garage c. on the roof d. in the attic

20. Every morning, I take a bath _____.
- in the kitchen
 - in the living room
 - in the bathroom
 - in the bedroom

ANSWER KEY

1	C	6	D	11	C	16	A
2	B	7	A	12	C	17	D
3	A	8	B	13	B	18	A
4	D	9	A	14	D	19	B
5	C	10	B	15	B	20	C

Distribution of the test items		
Classification	Number	Total
Nouns	2, 5, 6, 10, 14, 16	5
Verbs	1, 7, 8, 13, 15	5
Adjectives	4, 9, 11, 17, 18	5
Adverbs	3, 12, 19, 20	5
Total		20

SCORING

Student's total score = The correct answers x 5

Appendix 6. The Split Half Analysis of Odd Numbers (X)

No	Name	Odd Numbers													Total
		1	3	5	7	9	11	13	15	17	19	21	23	25	
1	ATL	1	0	0	1	0	0	1	0	1	1	1	0	1	7
2	AHB	1	0	1	1	1	1	1	1	1	0	0	1	1	10
3	CC	0	1	1	1	0	1	1	0	1	0	1	0	1	8
4	DFR	1	1	0	1	0	1	0	1	0	1	1	1	1	9
5	DRJJ	1	1	1	0	1	1	0	1	0	1	1	0	0	8
6	EPNC	0	1	0	1	1	0	1	1	0	1	1	0	1	8
7	EFP	0	1	0	1	1	0	1	1	1	0	1	0	0	7
8	IMI	1	1	0	1	0	1	1	0	1	0	0	0	1	7
9	JSL	1	1	1	0	1	1	1	1	0	1	0	1	1	10
10	LN	1	1	1	1	1	0	0	1	1	1	1	0	1	10
11	MRAP	1	0	1	0	1	0	1	0	1	0	1	1	1	8
12	MDFH	1	0	0	1	0	1	1	1	1	0	1	1	0	8
13	MMW	0	1	0	1	1	1	0	1	1	1	1	1	1	10
14	MRB	1	1	1	1	0	0	1	1	1	1	1	0	1	10
15	MM	1	1	1	0	0	0	1	1	0	1	1	0	0	7
16	MRA	1	0	1	1	0	1	1	0	0	1	1	0	0	7
17	NS	1	1	0	0	1	1	0	1	1	1	1	1	1	10
18	NAR	0	1	1	0	1	0	1	1	1	1	1	1	1	10
19	NA	1	1	0	1	0	0	1	1	1	1	0	0	1	8
20	RAC	1	1	0	0	0	1	0	1	1	0	0	1	1	7
21	RAF	0	1	0	1	1	1	1	0	0	1	1	1	1	9
22	RVR	0	1	1	1	1	0	1	1	0	1	0	1	1	9
23	RTF	0	1	0	0	1	0	0	1	0	1	1	1	1	7
24	TA	1	0	0	1	0	1	1	1	1	1	1	0	1	9
25	TS	1	1	1	1	1	1	1	0	1	1	0	0	1	10
26	TDA	1	0	0	1	0	1	0	1	1	1	1	0	1	8
27	YA	0	0	0	1	1	1	0	1	0	1	0	1	1	7
Total		18	19	12	19	15	16	18	20	17	20	19	13	22	228

Appendix 7. The Split Half Analysis of Even Numbers (Y)

No	Name	Odd Numbers													Total
		2	4	6	8	10	12	14	16	18	20	22	24	26	
1	ATL	1	1	0	1	1	0	0	1	0	1	1	1	0	8
2	AHB	1	1	1	1	1	1	1	1	0	1	1	1	1	12
3	CC	1	0	1	1	0	1	1	1	0	1	1	0	1	9
4	DFR	1	0	1	1	1	1	1	1	1	0	1	1	0	10
5	DRJJ	1	1	1	0	1	0	0	1	1	1	1	0	0	8
6	EPNC	1	1	1	0	1	0	1	1	1	0	0	1	1	9
7	EFP	1	0	1	0	0	1	1	0	0	1	1	1	1	8
8	IMI	1	1	0	1	1	1	1	0	0	1	0	1	0	8
9	JSL	1	1	1	0	1	1	1	1	1	0	0	1	1	10
10	LN	1	1	1	0	1	1	1	1	1	0	1	1	1	11
11	MRAP	0	0	1	0	0	1	1	0	0	1	1	1	0	6
12	MDFH	1	1	1	0	1	0	1	0	1	1	0	1	1	9
13	MMW	1	1	1	0	1	1	1	0	1	1	1	1	0	10
14	MRB	1	1	1	0	0	1	1	1	1	0	1	0	1	9
15	MM	1	1	1	0	1	1	1	1	1	0	1	0	1	10
16	MRA	1	1	1	0	1	0	0	1	1	0	0	1	1	8
17	NS	1	1	1	1	0	1	0	1	1	1	0	1	0	9
18	NAR	1	0	1	0	0	1	1	1	1	1	0	1	1	9
19	NA	1	1	1	1	0	1	0	0	1	1	0	1	1	9
20	RAC	0	1	0	1	1	1	1	0	0	1	0	0	1	7
21	RAF	1	1	1	0	1	1	0	1	1	0	1	1	1	10
22	RVR	1	0	1	0	1	1	1	1	1	1	0	0	1	9
23	RTF	1	1	1	0	0	1	1	1	1	0	1	1	0	9
24	TA	1	1	1	1	0	0	1	1	1	1	1	0	1	10
25	TS	1	1	1	1	0	0	0	1	1	1	1	0	1	9
26	TDA	0	1	1	1	0	1	0	1	0	1	1	0	0	7
27	YA	1	1	1	0	1	0	1	1	0	0	1	1	0	8
Total		24	21	24	11	16	19	19	20	18	17	17	18	17	224

Appendix 8. The Division of Odd (X) and Even (Y) Numbers

No	X	Y	X ²	Y ²	XY
1	7	8	49	64	56
2	10	12	100	144	120
3	8	9	64	81	72
4	9	10	81	100	90
5	8	8	64	64	64
6	8	9	64	81	72
7	7	8	49	64	56
8	7	8	49	64	56
9	10	10	100	100	100
10	10	11	100	121	110
11	8	6	64	36	48
12	8	9	64	81	72
13	10	10	100	100	100
14	10	9	100	81	90
15	7	10	49	100	70
16	7	8	49	64	56
17	10	9	100	81	90
18	10	9	100	81	90
19	8	9	64	81	72
20	7	7	49	49	49
21	9	10	81	100	90
22	9	9	81	81	81
23	7	9	49	81	63
24	9	10	81	100	90
25	10	9	100	81	90
26	8	7	64	49	56
27	7	8	49	64	56
Total	228	241	1964	2193	2059

Appendix 9. The Difficulty on Index Each Item of Vocabulary Test

No	R	N	FV	Criteria
1	18	26	0.67	Average
2	24	26	0.89	Easy
3	19	26	0.7	Average
4	21	26	0.78	Easy
5	12	26	0.44	Average
6	24	26	0.89	Easy
7	19	26	0.7	Average
8	11	26	0.4	Average
9	15	26	0.56	Average
10	16	26	0.5	Average
11	16	26	0.59	Average
12	19	26	0.7	Average
13	18	26	0.7	Average
14	19	26	0.7	Average
15	20	26	0.74	Easy
16	20	26	0.7	Easy
17	17	26	0.63	Average
18	18	26	0.67	Average
19	20	26	0.74	Easy
20	17	26	0.63	Average
21	19	26	0.7	Average
22	17	26	0.63	Average
23	13	26	0.4	Average
24	18	26	0.67	Average
25	22	26	0.8	Easy
26	17	26	0.63	Average

Appendix 10. Post-Test

Subject : English

Time: 60 minutes

Name: _____

Class: VIII__

Choose the correct answer by giving a cross (x) on A, B, C or D on the answer sheet provided!

Text 1 for questions 1 - 4

I had a wonderful day yesterday. My father gave me a treasure map and asked me to find it. With my brother, we tried to find the treasure around the house. After several hours, we found the treasure below the tree in my backyard. We discovered that the treasure was full of new toys.

1. What is the antonym of the word *wonderful*?
a. bright b. terrible c. funny d. good
2. When did they find the treasure?
a. after several hours c. in a second
b. in a minute d. next day
3. What is the similar meaning of the word *discovered*?
a. searched b. saw c. hunted d. found
4. We ran quickly to the treasure mark. The meaning of the word *quickly* is
a. late b. patiently c. fast d. slowly
5. He observed animals in the forest. The meaning of the word *observed* is
a. to find something to eat
b. to see or to watch something carefully
c. to listen to something thoroughly
d. to make comments from other performance
6. Last evening, we need to build a campfire because the sky is getting
a. dark b. clear c. blue d. bright
7. The singer sang in her last performance. I enjoyed it very much.
a. badly b. quickly c. beautifully d. roughly
8. Before we went home, we our tents.
a. held up b. packed up c. set up d. tossed up
9. I didn't have money to buy a new motorcycle last year.
a. full b. enough c. small d. heavy
10. Your tea is getting cold. The antonym of cold is
a. hot b. hard c. light d. warm

Text 2 for questions 11 - 13

My family went to the zoo last week. We found plenty of animals there. I saw eagles, seagulls and peacocks in the (11)_____ area. In the insect area, I saw plenty of bugs like dragonflies, butterflies and spiders. From all of the animals, my favorite is an elephant. An elephant is (12)_____ animal. Elephants use their trunk to (13)_____ leaves to be eaten. Finally, we went home in the evening. It was a memorable experience.

11. a. insect b. bird c. water d. wild
12. a. small b. big c. light d. short
13. a. toss b. raise c. bend d. grab

Text 3 for questions 14 - 17

Last Friday was a bad day for me. First, I missed my favorite TV show in the morning. Then, I forgot to have a soccer practice in the afternoon. Although it was late, I tried to come to the area. However, the coach said that the practice ended early. When I arrived home, I found that my house was locked because my family went to the theater without me.

14. What is the meaning of the word *bad*?
 a. terrible b. wonderful c. bright d. unfortunate
15. When did the writer need to practice soccer?
 a. in the afternoon c. in the evening
 b. in the morning d. at noon
16. What is the antonym of the word *early*?
 a. firstly b. late c. advance d. likely
17. Where did the writer's family members go?
 a. store b. soccer practice c. dinner d. cinema

Text 4 for questions 18 - 20

When I was thirteen years old, I had a newborn brother. I was happy when I saw his face for the first time. In the hospital, he slept in a crib in a room with a lot of babies. Three days later, we went home together with my new brother.

18. What is the antonym of the word *happy*?
 a. Cheerful b. Sorrowful c. Thankful d. Joy
19. What is a place for babies to sleep?
 a. a crib b. a pillow c. a casket d. a blanket
20. When did the baby come home?
 a. three weeks ago c. three days later
 b. at the moment d. last week

ANSWER KEY

1	B	6	A	11	B	16	B
2	A	7	C	12	B	17	D
3	D	8	B	13	D	18	B
4	C	9	B	14	A	19	A
5	B	10	A	15	A	20	C

SCORING

Student's Score = Right Answer X 5

Appendix 11. Post-Test Scores

No	Control Group		Experimental Group	
	Initial Names	Score	Initial Names	Score
1	AI	70	AMS	85
2	ADW	80	AFN	60
3	AMF	70	APR	85
4	ABM	70	AR	75
5	BM	80	AT	90
6	DK	65	ANP	85
7	DF	60	BM	70
8	DAIM	70	BFH	80
9	EN	60	BAKP	75
10	EA	70	DOAL	70
11	FRY	85	DZA	80
12	FD	70	DAM	70
13	IRS	60	ECP	75
14	IAS	70	FAS	60
15	JNW	80	FAR	85
16	KNF	80	IH	65
17	LC	60	IES	70
18	MNM	85	MFNR	70
19	MF	80	MSK	80
20	NH	60	RAMT	75
21	RDC	65	RMF	75
22	RDS	60	SAA	70
23	SPP	75	SF	90
24	TMZ	65	SK	65
25	VN	60	SA	80
26	ZLZ	85	SR	85
27			WNA	75
28			YM	80

Appendix 14 Permission Letter of Conducting Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

08 MAR 2018

Nomor : 2060 / UN25.15 / LT / 2018
Lampiran :
Perihal : Permohonan Izin Penelitian

Yth. Ketua Majelis Pendidikan Dasar dan Menengah
Pimpinan Daerah Muhammadiyah
Probolinggo

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini

Nama : Dwi Cahyo Nugroho
NIM : 140210401076
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud melaksanakan penelitian tentang "The Effect of Using Comic Strips on Student's Vocabulary Achievement", di SMP Muhammadiyah 1 Probolinggo

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1003

Tembusan:
Kepala SMP Muhammadiyah 1 Kota Probolinggo

Appendix 15 Statement Letter for Accomplishing the Research



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PROBOLINGGO
SMP MUHAMMADIYAH 1 PROBOLINGGO
Alamat: Jl. Mayjend Panjaitan 73 Kota Probolinggo Telp/fax: ☎ 0335 422307
Email: smp_muh.prob@yahoo.co.id Website: smpmuhiprofing.sch.id

SURAT KETERANGAN

Nomor : 162/III.4/AU/KET/X/2018

Yang bertanda tangan di bawah ini :

Nama : **SUHARTINI, S.Pd, M.Si**
NBM : 934 124
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah 1 Probolinggo

Menerangkan dengan sebenarnya bahwa :


Nama : **DWI CAHYO NUGROHO**
Tempat/Tgl. Lahir : Probolinggo, 22 April 1997
NIM : 140210401076
Mahasiswa : FKIP Universitas Jember
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "The Effect of Using Comic Strips on Student's Vocabulary Achievement".

Yang bersangkutan telah melakukan penelitian di Sekolah Menengah Pertama (SMP) Muhammadiyah 1 Kota Probolinggo pada siswa kelas VIII A dan VIII B mulai tanggal 29 s.d. 31 Agustus 2018

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan sebagai bukti penelitian dalam kelengkapan skripsi.

Probolinggo, 22 Oktober 2018

Kepala Sekolah,


SUHARTINI, S.Pd, M.Si
NBM. 934 124