

**THE EFFECT OF USING A COMIC BOOK ON STUDENTS'
VOCABULARY MASTERY STUDY AT SECOND YEAR STUDENTS'**

SKRIPSI

*Submitted in Partial Fulfillment of The Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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**FACULTY TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



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 N.P.M : 1202050411
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using Comic Book on the Students' Vocabulary
 Mastery Study at Second Years Students'

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
12 Januari 2018	Review of literature, scope of the study, scope of the research, Review of literature, Method of Research, Data and data analysis, References		
22-3-2018	Abstract, Acknowledgments, Prologue, Content, Chapter I, II, III, IV, V, References, Prologue		
26-3-2018	Abstract, Acknowledgments, Chapter I, Prologue all. delimitation		
27-3-2018	Ace untuk di upload		

Medan, Oktober 2017

Diketahui oleh:
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Mandra Saragih, S.Pd., M.Hum.

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N.P.M : 1202050411
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using a Comic Book on Student's Vocabulary Mastery Study at Second Year Students

No	Masukan dan Saran
Judul	✓
Bab I	Revise! Background of the Study
Bab II	Conceptual Framework Hypothesis
Bab III	Research Design
Lainnya	References
Kesimpulan	[] Ditolak [] Disetujui [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


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(Dra. Diani Syahputri, M.Hum)

Panitia Pelaksana

Ketua

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Sekretaris

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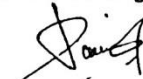
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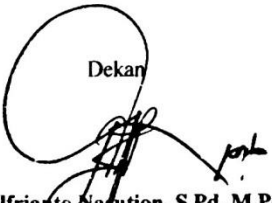
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Medan, Maret 2018

Disetujui oleh:
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Dra. Diani Syahputri, M.Pd

Diketahui oleh:

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Dimas Dwi Herlambang

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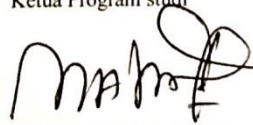
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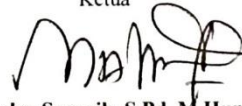
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Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 20 bulan September, tahun 2017.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, September 2017

Ketua



Mandra Saragih, S.Pd, M.Hum



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Persetujuan Ket/Sekret. Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
26/08/2017 	The Effect Of using a Comic Book on Student's Vocabulary Mastery study at second year students	30/08/17
	The Analysis Hobby a Writer Travelling Blogger in Social Media	
	Analysis Pro and Cons of Audience in 127 Hours Movie	

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The Effect of Using Boo on the Students' Vocabulary Mastery (Study at Second Year Students)

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Program Studi : **Fend. Bahasa Inggris**
Judul Penelitian : **THE EFFECT OF USING BOO ON THE
STUDENTS' VOCABULARY MASTERY (STUDY
AT SCOND YEAR STUDENTS)**

Pembimbing : **Dra. Diani Syahputri.,M.Hum**

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2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
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 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan :
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ABSTRACT

Herlambang, Dimas Dwi. 1202050411. The Effect of using a Comic Book on Students' Vocabulary Mastery study at second year students'. Skripsi. English Education Program of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. 2018.

This study deals with the study of The Effect of using a Comic Book on Students' Vocabulary Mastery study at second year students'. The objectives of this study were to investigate the significant effect of applying Comic Book on the students' Vocabulary Mastery based on Comic Book and to describe the students' difficulties in Vocabulary Mastery. Quantitative method was used in this research. Instrument of the data were used pre-test, treatment and post-test. The data were analyzed in some steps, read the students' answer sheet, correct the students' sentences sheet, scoring the students' answer sheet, tabulating the students' score in pre-test and post-test.

The mean score of the students on the experimental group test in pre-test was 46, 00. It is the students' score before the researcher used Comic Book and the score of post-test was 77, 00 in using a Comic Book in experimental group. The mean score of the students on the writing short stories test in pre-test was 29, 00 it was 46, 00 in using standart vocabulary book in control group also used lecturing method. From this resarch using Comic Book gave significant effect on Students' Vocabulary Mastery based on Comic Book and effective to students for Vocabulary Mastery.

Keyword : Comic Book, Students' Vocabulary Mastery .

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum warahmatullahi wabarakatuh

In the name of Allah the most almighty, the most beneficent, the most merciful praise to be Allah the most almighty. Firstly, the researcher would like to thank to Allah who has given chances in finishing her research. Shalawat and Salam to our honest Prophet Muhammad SAW who has brought human beings from the darkness to the brightness.

In completing this research entitled “The Effect of using a Comic Book on the Students’ Vocabulary Mastery Study” the researcher faced a lot of difficulties and problems but those have not stopped the efforts to make a better one and it was seem impossible to be done without much help from the following people.

Therefore the researcher would like to thanks to my beloved parents, Darman and Henny S, who always give her more support where sometimes they are a bit nagging due to my graduation delay. This which they were supposed to be proud of a year ago and thank you so much for their praying during academic year in completing her study at UMSU.

The researcher also thank to Dr. Agussani, M. AP as Rector of University of Muhammadiyah Sumatera Utara and Dean of Faculty of Teacher Training and Education; Elfrianto, S.Pd, M.Pd. who as give recommendation to carry out this research. The researcher would like to thank to Mandra Saragih, S. Pd, M. Hum as the head of English Department for always motivate his students including the researcher to finish the study as soon as possible. And also Pirman Ginting, S. Pd, M.

Hum, as the Secretary of English Education Program for his suggestion and administrative help in the process of completing the necessary requirements.

The researcher acknowledges her debt of thanks to Dra. Diani Syahputri, M.Pd for the guidance, suggestion, encourage enduring the years of the study. And also Erlindawati, M.Pd as her reviewer, thanks for all guidance, knowledge, support, and suggestion. The researcher also express my sincerest gratitude to all my lecturers for their valuable knowledge, guidance, and advice during my study.

Thanks to my beloved lover wherever you are, and thanks for all the good and bad debates we had during my difficult time in completing my thesis. Warlina Putri, Juwita Sari Gultom, Yossa dhienda, Indri Kumala Sari, Rizal Purba, S.Pd, As'ari Nugraha, S.Pd and all part of Team Hore Hore also Team Peduli Teman where our consciousness has just emerged a few months ago to complete our thesis and free ourselves from the status of eternal students, researchers hope we all remember all the silliness we've done over the last five years, and I keep encouraging Athan Yaya Desky also Hendro Wiguna and Intan Zuhri to keep trying to finish his thesis. And also thanks to my big family of Widarto especially my bro, Roy megatara putra and his wife Nanda, who were pray for all my thesis. Finally, as the researcher I would like to admit my thesis was maybe far from perfect.

Medan, Maret 2018

The Researcher

Dimas Dwi Herlambang
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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary more important than grammar. In addition to know English words and their meanings, one must know also how the words work together in English sentences. It concludes that in teaching vocabulary is not only to give the meaning of the word but teach how the word works in sentence, because there are many words that have multiple meanings. In this case the grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning English language.

McCarthy (1990:8) “no matter how well the student learns grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way.” in other words the first that to be master for language learner in learning language especially English is vocabulary.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For example, the

students always forgot the meaning of the word which had been taught or practiced before. Usually vocabulary was taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality, based on the researcher observation at SMK Tritech Informatika Medan commonly, the teacher used unattracted method. The technique in teaching vocabulary was monotonous; the students just memorized the changes of verbs, the word related to nouns, adjectives and adverbs. Actually, there are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teachers can use media such as comic book

As the researcher done some research on SMK TRITECH MEDAN ACADEMIC YEAR 2016/2017, the researcher found that from 35 students only 15 % of students understand about vocabulary and 85% still limited vocabulary.

As the researcher found the problem when teaching on SMK TRITECH MEDAN, the researcher knew that the students less understanding vocabulary because the teacher not used media such as comic book. His teacher only used their book to teach the students and it made the students understood vocabulary

only 15% students . but when the researcher used comic book, the researcher found that the students' interested with comic and also increasing their vocabulary score.

The researcher also found that the teacher used classroom management but the reseacher found the lack that if the students didn't ask when the teacher teaching, the students didn't understand the lesson.

At this English phenomenon, the researcher wanted to investigated *The Effect of using a Comic Book on Students' Vocabulary Mastery study at second year students.*

B. Identification of the problems

Based on the background above, There are problems that shown up:

1. Students limited of vocabulary
2. The Teacher used monotonous method
3. The Teacher did not used any media in teaching vocabulary

C. Scope of the Limitations

The scope of study in the research includes the following points:

The subject of this research is limited to the second year students of SMK TI TRITECH MEDAN. In this study, the researcher only focuses on the vocabulary teaching trough comic book as media. It means , the researcher wants to find the effect of using comic as media to the students achievement on vicabulary. This research conducted at SMK Tritech which limited to the second years students.

D. The Formulation of Problems

1. Is there any significant effect of using a comic book on the students' vocabulary mastery?
2. What are the students' difficulties in learning vocabulary ?

E. The Objectives of the Study

Based on the formulation of the problem above, this study is aimed to find on the effect of using comic book on the students vocabulary mastery.

F. Significance of the study

It is expected that this research contributes some significant progress in teaching vocabulary for several sides, they are :

1. Teachers

It is expected that the teacher get more information about another way to teaching vocabulary. So the teacher hoped to create an interesting teaching-learning process by using comic book. Hopefully the data of the research could also useful for the teacher.

2. Students

It is expected that the result increase students' motivation to be better in vocabulary. Through comic book, students are expected to have good enrichment in vocabulary and also the changes of behavior during the teaching-learning process.

3. School

It is expected that the information of the result is useful for getting success in the teaching-learning process, so the quality of the teaching-learning process could be increased. The result of the research is also hoped to improve students' vocabulary mastery in English lesson standard.

4. Researcher

It is expected that this study can be used as an experience on how to conduct research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

As we know that process of research is star by review, some related literature. It is aimed is to provide a related information to the problem of research which can be as a toll a find a solution of the problem.

The researcher would like to present a learning discussion; it is a reasonable to do the fact that subs adscription be discussed on learning theories that can be investigate. The discussion in this part is indirectly to see how English has been though and what learning is use in teaching to increase students' vocabulary.

1. Effect

The effect is as any ability improvement after learning something. As stated by Stevenson (2002:220), the term effect can be generally meant by a change that something causes in something else a result. It is usually in experimental method in which it is an approach to educational research in which able idea or hypothesis is tasted or verified by setting up situation in which the relationship between subject and variables can be determine. Effect of teaching in language is related to change of change of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. The ability is the result of learning process which involves teachers with students which reflected from the knowledge the students have.

Based on the definition previously, it is concluded that can effect positive regard after doing something and it also applied to method, system or technique administrated to the students which is sure to give result. In other word, effect is influence or impression that can change a condition from bad into good or from good into bad.

2. Comic Book

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. According to McCloud in his book *Understanding Comics* (1993), comics are juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons.

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “manga” when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. “Comics” in the UK are most likely to be a reference to comic books – the term “comic book” only became popular in the UK as a reference to import US comic books.

A. S. Hornby (1995: 168) states that comic is books or magazines containing stories etc. in the form of drawing.

Sudjana (2002: 64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing 13 and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

M. Nashir (2000: 22) says that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny.

From the various definitions above, the researcher made a concludes that comics is an art work which has sequence of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

3. Vocabulary

Several definitions of vocabulary are listed below.

Fauziati (2005:155) argues that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form.

Hornby (1995:1331) states that vocabulary is the total numbers of words which (with rules of combining them) make up a language. Vocabulary

mastery is a great skill of knowledge about a set of words known by a person as a part of specific language.

Harmer (2001:4) states that vocabulary is one of the most obvious components of language and one of first things applied linguistics turned their attention. On the other hand, Vocabulary is the stock of words used by people or particular uses or person, or a list of collection of the word of a language, book, author and branch of science or the like, in alphabetical order and defined. According to Fauziati (2005: 157), vocabulary is one of the aspects of language besides grammar and pronunciation. Vocabulary mastery is crucial to language acquisition. An adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions which we may have learned for comprehensible communication.

Scrivener (1997:73) argues that vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words. A good knowledge of grammar, on the other hand is not such a powerful tool.

Student is identified as that of superior mental ability if she/he has good vocabulary. It means that she/he has done wide reading since reading is the principal way of developing a good vocabulary. It enables students to find new words and their meanings in different context. By reading much, their vocabulary will develop greatly

4. Types of Vocabulary

In addition, Nation (2001: 24) also divides vocabulary into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning. Then productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.

In addition, Nation (2000) identified four types of vocabulary –listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is all the words people can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Speaking vocabulary is all the words people can use in speech . Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures. Reading vocabulary is a list of words or vocabularies that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their

ideas in written form. In another word, vocabularies which are developed in each skill functions in different usage.

5. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, adictionary –tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students

should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added.

In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

6. Teaching English Vocabulary

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a

teacher is required to have knowledge about what words to be taught. The teacher may refer to the levels of vocabulary when deciding which words to teach.

1) Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of contexts, virtually all students learn them. Level I words are sometimes referred to as ‘conversational speech’.

2) Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as ‘academic vocabulary’, and as ‘instructional vocabulary’.

3) Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field.

4) Level IV Words

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

In line Nation (2008:13 - 14) states that there are some principles for teachers in the teaching of vocabulary.

1) High frequency words should be taught to the students because they are

important enough to deserve time in class.

- 2) Academic words should be taught to the learners with academic purpose.
- 3) Technical words are only learnt while the students are studying the content

matter of the certain subjects.

- 4) Low frequency words may be taught after the students have a good control of

the high frequency, academic and technical words. The teacher should not spend much time to teach low frequency words because it is wasting - time. But the teacher may give the students strategy to learn it.

- a) Guessing meaning from context
- b) Learning from word cards
- c) Using word parts
- d) Using dictionary

Thornbury (2002: 30) suggests some implications in teaching vocabulary.

They are :

- 1) By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
- 2) The learning of new words involves a period of 'initial fuzziness' and the teacher needs to accept it.
- 3) Learners need to wean themselves off a reliance on direct translation from their mother tongue.

- 4) Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
- 5) Teaching should direct attention to the sound of new words, particularly the stress.
- 6) Learners should aim to build vocabulary range as quickly as possible.
- 7) The learning of words should involve the learners.
- 8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- 9) Multiple decisions about words should be made by the learners.
- 10) If new words are used to express personally relevant meaning, they may be reinforced.

Often a teacher needs to give attention to a word without too much interruption to an activity that is going on. Nation (2008: 98) suggests several ways of quickly giving attention to a word.

- 1) Use an L1 translation.
- 2) Use a known L2 synonym or a simple definition in the L2.
- 3) Show an object or picture.
- 4) Give a quick demonstration.
- 5) Draw a simple picture or diagram.
- 6) Break the word into parts and give the meaning of the parts and the whole word (the word part strategy).

7) Give several example sentences with the word in context to show the meaning.

8) Comment on the underlying meaning of the word and other referents.

Life is short but vocabulary is long, and acquiring it takes time, even in one's own language (Wakely: 2003). This means that vocabulary of any language is huge and its acquisition takes time, even for native speaker. So there should be efforts to improve students' vocabulary.

7. Comic Book in Teaching Vocabulary

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create varitype and attractive methods for the class.

What should a teacher do if their students get bored? Using varitype alternative solution can be handled this problem. Coomic book as a matter of fact, can help and encourage many students to sustain their interest and work. There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. *This is a misconception.* It is possible to learn a language as well as enjoy oneself at the same time. One of the best way of using Comic Book.

A comic book portrays a story through a series of sequential illustrations that incorporate short bits of text containing dialogue, sounds, or narratives. The story may be humorous, or it may present a world of adventure, mystery, or fantasy. Most comic books are printed on a regular basis and have one or more central characters whose appear in each issue. A particular story may be told in a single issue, or it may continue from one issue to the next over a period of time. The artistic style of a comic book is often attributed to a single artist, although most comics are produced by a team of artists and writers working together.

During the preparation of a comic book, a variety of art materials may be used to create the original hand-drawn page masters and color guides. These materials include various sizes, weights, and finishes of paper, as well as several different drawing mediums including pencils, inks, markers, and paints. After the color guides as a reference to generate four pieces of plastic film that are used in the printing process.

8. Advantages of using Comic

There are some advantages of comics over other media :

1. Comics are fun. “They are supposed to be not just easy to read, but, above all, fun to read, no matter what the content.” Jungst (2010: 53)
2. They combine the power of written language with the power of pictures.
3. Easier to remember a visual graphic containing key information.

9. Disadvantages of using Comic

There are some disadvantages of using comic :

1. Comic can be manipulative. The personalizing quality of comics can be misused to manipulate the reader.
2. They are childish. The primary connotation of the book is that it is a medium for children.
3. Comics and serious topics do not fit together. The idea of fun and entertainment is no inducement for a widespread acceptance of comics with serious and sad topics.

B. Relevant Studies

The research about comic book has done by Aziza Tri Harviati that was “ *The Effectiveness of using comic to increase Student’s Vocabulary Mastery of Content words for the Seventh-Grade Students of SMP N 33 Purworejo in the Academic Year 2011/2012.* This research explain about the application of comic book in teaching vocabulary. She used comic book to teach vocabulary in order to improve the student’s vocabulary mastery, because by using this media is more effective than just memorizing the words. In fact, the result of the data shows that the result score of students” test that had improvement in each cycle. The average score of student’s test in cycle I was 78, the next cycle was 80 and the last cycle was 85. It showed that the students were interested in teaching and learning English in using comic book. By using comic book, the

researcher hopes that students will be interested in learning vocabulary and it is easier for the researcher to transfer his knowledge to the students.

C. Conceptual Framework

Listening is one of skill in language learning. In listening we need comprehension to interpret the message of spoken language. The listener decides to hear something because they have special purpose that is to get a piece of information. To understand a foreign language, it is more than just perception of sounds. It also requires comprehension of meaning in message. In listening process, successful listeners are good predictors. They predict what they listen by using the knowledge they already have. Teacher as a guider in the class should prepare appropriate materials for the students, because the materials is very needed in listening to know what will be discussed.

On the other hand we will find out some aspects which influence on mastering listening comprehension, they are hearing the sound and video, understanding intonation and stress, coping with redundancy and noise, predicting understanding colloquial vocabulary, fatigue, understanding different accent using audio visual and environment clues. These aspects can be a problem for listener if they do not master English well but the most important of them, the listener should master the listening and pronunciation in English, because without mastering them, the listener can not interpret the message of the spoken language.

D. Hypothesis

The hypothesis of this research as follows:

1. H_a : There is a significant effect of using Comic Book in the students' vocabulary mastery.
2. H_o : There is not significant effect of using comic book in the students' vocabulary mastery.

CHAPTER III METHOD OF RESEARCH

A. Location

This research was conducted at SMK TI TRITECH MEDAN, Jl.Bhayangkara Medan, Sumatera Utara in academic years 2017/2018. The reason for choosing this school because the researcher has interviewed and observed in this school that students' still got difficulties in Vocabulary.

B. Population of the Research

The population on SMK Trittech Informatika is in the following table.

Table 3.1
The Population of The research

Class	Population
X	180
XI	200
XII	180
Total	560

In this study, the purpose of the researcher choose XI TKJ 2 and XI TKJ 3 SMK TI TRITECH in academic year 2017/2018 students because the reseacher found that they had limited on vocabulary .

C. Sample of the research

Sample is very important step in conducting a research study. According to Arikunto (2006:109), a sample is part of population of representative of it. According to Sugiyono (2010:61), purposive sampling is a tehcnique to decide

a sample base on particular consideration. The researcher was took class XI TKJ 2 and XI TKJ 3 because they have lowest mastery in vocabulary especially in using a comic book. According the explanation above the sample of this research XI TKJ 2 and XI TKJ 3 class that consist of 20 students at SMK TO TRITECH MEDAN in academic 2017/2018.

Table 3.2
The Sample of the Research

Class	Group	Sample
TKJ 2	Experimental group	20
TKJ 3	Control group	20
	Total	40

D. Research design

An experimental research design has applied in this research. The design was applied in order to investigate the effect of using a comic book on the student's vocabulary mastery (study at second year student's)

Table 3.3

Research Design for Experimental Group and Control Group

Group	Pre-test	Treatment	Post-test

Experimental	✓	X	✓
Control	✓	Y	✓

Where :

X : the experimental group where the students were taught by using Comic Book as Media

Y : the control group where students were taught by using vocabulary book.

1. Pre test

The pre-test was given to the students before the treatment. The pre-test had given to both groups with same test. The pre-test was useful to know the mean score of experimental and control group.

2. Teaching Presenting (Treatment)

The experimental and control group were taught by different media. The experimental group was taught by using comic book, while in the control group was taught not using comic book.

Table 3.3
Treatments in experimental and control group

No	Experimental group	Control group
1	Teacher greeted the students to open the class.	Teacher greeted the students to open the class.

2	The teacher motivated the students by explaining that using comic book is a key to understand vocabulary	The teacher motivated the students by explaining vocabulary
3	The teacher gave a brainstorming (Who am I game)	The teacher gave a brainstorming (Who am I game)
4	The teacher selected comic part to the material	The teacher spread the vocabulary material
5	The teacher spread the sheet as a test	The teacher teaching vocabulary for 3- 4 times
6	The teachers explain the material before giving comic part	The teacher spread the sheet as a test
7	The teacher give the comic part and gave instruction to the students to understanding every words	The teacher spread the material to different students
8	Teacher ask the students to answer the test by using comic	The teacher and the students corrected the works together by learning vocabulary again
9	The teacher collected the answer sheet and correct them	The teacher asked the students to submit the corrected work

E. The Instrument of Research

The instrument for collecting the data is multiple choice test. The students was asked to answer 10 numbers of test that given to them. The scoring system used this formula :

$$\text{Score} = \text{Total of True Answer} \times 2$$

F. Technique for Collecting Data

To collect the data of the research, the researcher used some steps:

- a. Giving pre-test to both of the groups.

- b. Giving treatment:
 - 1. Experimental group (TKJ 2) : Using Comic Book.
 - 2. Control group (TKJ 3) : Using Vocabulary Book.
- c. Giving pos-test with the similar test to both of the groups.
- d. Collecting the students' answer sheet.

G. Technique of Analyzing the Data

In this research, Descriptive Quantitative technique was applied to analyze the data, and the steps were :

- 1. Correcting the students' answer
- 2. Scoring the students answer
- 3. Listing the score into tables, first for the experimental group score and the second for the control group scores.
- 4. Calculating the total score
 - a. Koefisien of correlation:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2013:183})$$

- b. Test of significant:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2013: 184})$$

- c. Test of linear

$$Y = a + bX$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (\text{Sugiyono, 2013: 261-262})$$

d. Test of the effect

$$D = (r_{xy})^2 \times 100\%$$

e. Test of sample related

$$t = t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiyono, 2013: 197})$$

Notes:

t = t-test

\bar{X}_1 = Average of variabel 1 (experimental group)

\bar{X}_2 = Average of variabel 2 (control group)

S_1^2 = Standard deviation square (variants) of sample 1 (experimental group) and sample 2 (control group)

n = Total of Sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

l = Number consonant

r = Correlation of product moment between X_1 and X_2

H. Statistical Hypothesis

The hypothesis of this research was the usage of comic book on students' vocabulary mastery was more significant than those using lecturing method on the students' vocabulary mastery.

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were students' answer which was collected by giving the students a test consisting of Ten items. There were 40 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following table:

Table 4.1
The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score		
		Pre-test (T_1)	Post-Test (T_2)	Gained
1	AW	40	80	40
2	AK	60	80	20
3	AS	60	80	20
4	BHP	20	60	40
5	DP	60	80	20
6	DA	40	80	40
7	FN	60	80	20
8	FRZ	60	80	20
9	HS	20	60	40
10	KM	60	80	20
11	MRL	60	80	20
12	MFA	20	60	40
13	MHL	60	80	20
14	MKH	40	80	40
15	MRN	60	80	20
16	MI	40	80	40
17	RSAP	40	100	60
18	RD	60	80	20

19	SS	20	60	40
20	SNH	40	80	40
Σ		920	1540	620
Mean		46,00	77,00	31,00

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score		
		Pre-test (T1)	Post-Test (T2)	Gained
1	ASL	20	60	40
2	AFS	40	60	20
3	AAD	20	60	40
4	DF	20	60	40
5	FG	40	40	0
6	GF	20	60	40
7	IRK	40	40	0
8	K	20	40	20
9	MIH	40	40	0
10	MMS	40	40	0
11	MFI	20	40	20
12	MFA	20	20	0
13	MN	20	60	40
14	MAP	40	60	20
15	MS	40	40	0
16	MZA	20	40	20
17	NR	20	40	20
18	NAS	40	40	0
19	RABR	40	40	0
20	RS	20	40	20
Σ		580	920	340
Mean		29.00	46.00	17.00

Based on the data in the table above, the initial students (sample) and the students' score in the pre-test and post test of two groups could be seen in the table 4.1 and 4.2. In pre-test the highest score of pre-test in

experimental group was 60 and the lowest was 20 with the total score of pre-test was 920. While the highest score of post-test was 100 and the lowest was 60 with the total score of post-test was 1540.

For the control group the highest score of pre-test was 40 and the lowest was 20 with the total score of pre-test was 580. While the highest score of post-test was 60 and the lowest was 40 with the total score of post-test was 920.

From all the data of the pre-test and post-test of the experimental group and control group obtained, Then the researcher analyzed the data into statistic calculation to find out the differences of samples' score between pre-test and post-test in the experimental group. Based on the table above, the following tables 4-3 showed the calculation to find out the mean, the standard deviation, and the standard error between both experimental and control groups.

B. Data Analysis

From all the data of the pre-test and post-test of the experimental group and the control group obtained, then the researcher analyzed the data to find out the differences of the samples' score between pre-test and post-test in the experimental group.

Based on the table above, the following tables 4.3 and 4.4 shown the difference scores between pre-test and post-test of both the experimental group and the control group.

Table 4.3
The Result Calculation of Gain Score
Both Experimental and Control Groups

No	X	Y	X	y	x^2	y^2
1	20	15	3.75	4.25	14.06	18.06
2	15	10	-1.25	-0.75	1.56	0.56
3	15	10	-1.25	-0.75	1.56	0.56
4	15	5	-1.25	-5.75	1.56	33.06
5	15	20	-1.25	9.25	1.56	85.56
6	20	10	3.75	-0.75	14.06	0.56
7	25	15	8.75	4.25	76.56	18.06
8	25	0	8.75	-10.75	76.56	115.56
9	15	5	-1.25	-5.75	1.56	33.06
10	25	15	8.75	4.25	76.56	18.06
11	0	15	-16.25	4.25	264.06	18.06
12	10	5	-6.25	-5.75	39.06	33.06
13	20	10	3.75	-0.75	14.06	0.56
14	25	15	8.75	4.25	76.56	18.06
15	0	10	-16.25	-0.75	264.06	0.56
16	15	0	-1.25	-10.75	1.56	115.56
17	15	25	-1.25	14.25	1.56	203.06
18	20	15	3.75	4.25	14.06	18.06
19	5	10	-11.25	-0.75	126.56	0.56
20	25	5	8.75	-5.75	76.56	33.06
	325	215	0	0	1143.75	763.75
Mean	16.25	10.75				
N1=20	N2=20					

Note : $x = X - M_X$

$y = Y - M_Y$

N1 = students of experiment class

N2 = students of control class

Based on the table above, then the researcher calculated the data to find out the mean, standard deviation, variant, and standard error of both of groups.

The formulation as followed :

1. The statistic calculation of the data of variable X :

a. Mean of variable X (M_X)

$$M_1 = \frac{\sum X}{N_1} = \frac{325}{20} = 16.25$$

b. Standard of deviation of variable X, (SD_X)

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{1143.75}{20}} = \sqrt{57.19} = 7.56$$

c. Variant of variable X, S^2

$$S^2 = 7,56^2 = 57.19$$

d. Standard Error of M_x

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{7.56}{\sqrt{20-1}} = \frac{7.56}{4.36} = 1.42$$

2. The statistic calculation of the data of variable Y :

a. Mean of variable Y (M_Y)

$$M_2 = \frac{\sum Y}{N_2} = \frac{215}{20} = 10.75$$

b. Standard of deviation of variable Y (SD_Y)

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} = \sqrt{\frac{763.75}{40}} = \sqrt{38.19} = 6.18$$

c. Variant of Variable Y, or S^2

$$S^2 = 6.18^2 = 38.19$$

d. Standard Error of M_y

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{6.18}{\sqrt{20-1}} = \frac{6.18}{4.36} = 1.42$$

3. After getting, the SE_{M_1} and SE_{M_2} , the next step is calculate the $SE_{M_1-M_2}$.

$$\begin{aligned}
 SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
 &= \sqrt{1.73^2 + 1.42^2} \\
 &= \sqrt{2.99 + 2.02} \\
 &= \sqrt{5.01} \\
 &= 2.23
 \end{aligned}$$

A. Data Analysis

1. Normality Test

Normality test was done by using Liliefors test. To accept or reject the hypothesis, we compared L_o (L observation) with L_t (L table) from Lilifors table α 0.05.

- If $L_o < L_t$ = Data has normal distribution (accepted)
- If $L_o > L_t$ = Data does not have normal distribution (rejected)

Here was some steps done in the calculation of Normality test :

- Made a frequency table. Fill column X with the data, column F with the amount of frequency, column Fc with the cumulative frequency.
- Column Zi was filled by

$$Z_i = \frac{X - M}{SD}$$

Example for x_1 from experiment class :

$$Z_i = \frac{10 - 27.38}{10.36} = -1.678$$

3. F (Z_i) table was filled by looking the coefficient in table of curve normality (appendix). Example -1.678 = 0.0475
4. $S(Z_i) = \frac{F_{cum}}{N} = \frac{10}{40} = 0.025$
5. $|F(Z_i) - S(Z_i)| = 0.0475 - 0.025 = 0.0225$ (Coefficient in column $|F(Z_i) - S(Z_i)|$ be positive)
6. The highest coefficient in $|F(Z_i) - S(Z_i)|$ column was as L_o (L observation)

The next table was the worktable of normality test of experiment and control class.

Table 4.4
Worktable of Normality Test of Experiment Group

X	F	FC	Z _i	F(Z _i)	S(Z _i)	F(Z _i)- S(Z _i)
0	2	2	- 2.149	0.0162	0.1	0.0838
5	1	3	- 1.488	0.0694	0.15	0.0806
10	1	4	- 0.827	0.2061	0.2	0.0061
15	7	11	- 0.165	0.4364	0.55	0.1136
20	4	15	0.496	0.6879	0.75	0.0621
25	5	20	1.157	0.8749	1	0.1251

Based on the table above, it was found the L observation was 0.1251 and the L table on the Lilifirs table α 0.05 N = 20 was 0.190. It meant that $L_o < L_t$ and the data in experiment group had normal distribution.

Table 4.5
Worktable of Normality Test of Control Group

Y	F	FC	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
0	2	2	- 1.579	0.0582	0.1	0.0418
5	4	6	- 0.844	0.2005	0.3	0.0995
10	6	12	- 0.110	0.4562	0.6	0.1438
15	6	18	0.624	0.7324	0.9	0.1676
20	1	19	1.358	0.9115	0.95	0.0385
25	1	20	2.093	0.9817	1	0.0183

Based on the table above, it was found the L observation was 0.1676 and the L table on the Lilifirs table α 0.05 N >30 is 0.190. It meant that $L_o < L_t$ and the data in control group had normal distribution.

2. Homogeneity Test

Homogeneity test was done by doing Fisher test. It was aimed to know whether the samples that used in the research were homogenous or not. The formula was as follows :

$$F = \frac{s_1^2}{s_2^2}$$

Note :

s_1^2 = The biggest variant of both variable

s_2^2 = The smallest variant of both variable

Then, the homogeneity of the samples could be decided based on this following hypothesis:

- a. If $F_o < F_t$ = data is homogeny
- b. If $F_o > F_t$ = data is not homogeny

From the analysis data of experiment and control class gained the variant of experiment class was 57.19 and the variant of control group was 38.19.

$$F_0 = \frac{57.19}{38.19} = 1.49$$

The coefficient of F_t from the table of F distribution $\alpha = 0.05$ with numerator degree of freedoms = 20 (N-1=20-1), and denominator degree of freedom = 20 (N-1= 20-1) was 2,15. It meant $F_0 < F_t$. It could be concluded that the samples used in this research were homogeny.

B. Hypothesis Test

The hypothesis was aimed to find out whether the hypothesis was accepted or rejected. The basic theory that the research used :

- a. The hypothesis was accepted if $t_0 > t_{table}$
- b. The hypothesis was rejected if $t_0 < t_{table}$

The prevesious calculation showed that the data of this research had completed the requirements to be hypothesized. Then the researcher calculated the t_o as follow:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$t_o = \frac{16.25-10.75}{2.23} = 2.47$$

Based on the calculation of t-test, it was found that t-test was 2,47 and based on the t-table level of significant of 0.05 degree of freedom 38 (N_x+N_y-2) t-table was 2.024.

Based on the calculation of t-test, where t_0 (2.47) was higher than t_{table} at the level significant of 0.05 (2.024), therefore, the hypothesis was accepted because $t_0 > t_{table}$ or $2.47 > 2.024$. It was concluded that using Comic book had significantly increase the students' vocabulary mastery at 11th grade students of SMK TI Tritech Medan Academic Year 2017/2018.

C. Findings

The result of this research showed that there was a significant effect of using Comic book to students' vocabulary mastery. It was proven by the result of t_{test} that $t_o > t_t = 2.47 > 2.024$ ($\alpha = 0.05$, $df = 38$).

It showed from the value side, using Comic book on students' vocabulary mastery could increase the students' achievement. Which the mean of experimental group was higher than the mean of control group. Eventhough they were given by the same material and test.

Thereby , it could be concluded that giving the different treatment to both of samples caused a significant difference on the students' vocabulary mastery. The higher score of experiment class was caused by the treatment that applied in this class, that was using Comic book influenced the students to be more active in

the learning process. While the control class that taught by using discussion method were not given chance to the students to be more participative.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research t-test, the research gives some conclusion as follows:

1. From all chapter the conclude is the experimental class is better than control group. From the score and students' interest, the experimental class had a significant and increasing score. In the other, Control class just had a small students' interest and almost never had significant and higher score. So, the researcher concluded the alternative was accepted that there is any significant effect of using comic book on the students' vocabulary mastery.
2. The students difficulties of using comic book on the students' vocabulary mastery based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it means that, the using Comic book on the students' ability was succeeded.

B. Suggestion

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. The English teacher can use Comic Book to increase the students' vocabulary mastery because based on the research finding, it has effect to the students' vocabulary mastery
2. As in input for the students' to increase their ability when the teacher used Comic Book effectively in teaching learning process in the class.
3. The readers of UMSU library should make this thesis as a reference to make a similar research.
4. Headmaster of the school should support teachers in using Comic Book because the method can increase the students' vocabulary.
5. As an input for other researchers to make education policy in teaching about the same theory or the same issue and also this research can be developed by the next researcher in different skill and participant.

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