4.1 Research Finding

In the research finding, I got some result that consists of the result of pre-test and post-test. Besides that, I also give the description and explain of normality analysis of pre-test, hypothesis verification, and discussion.

a. The Description of pre-test data

The description of pre-test data can be seen in following table below:

Table 1

The interval relative frequency of students’ vocabulary in pre-test

<table>
<thead>
<tr>
<th>The score of pre-test</th>
<th>F Absolute</th>
<th>F Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 14</td>
<td>4</td>
<td>13,3 %</td>
</tr>
<tr>
<td>15 – 16</td>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td>17 – 18</td>
<td>4</td>
<td>13,3 %</td>
</tr>
<tr>
<td>19 – 20</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>21 – 22</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>23 – 24</td>
<td>7</td>
<td>23,3%</td>
</tr>
<tr>
<td><strong>SUM</strong></td>
<td><strong>30</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
Before I applied the treatment, I gave the pre-test for the students. The descriptions of analyzing the data of pre-test, the students’ mastery of English vocabulary show that the students’ highest score is 24, the students’ lowest score is 13, the mean score is 19,4, the standard deviation score is 3,06, the range of class interval (R) is 11, the amount of interval class is 5,88, and the wide of interval class is 1,87. The description of these data can be seen completely in appendix 11.

To make it clear the description of pre-test data above is presented in polygon graphic below:

Figure 1

The polygon Graphic of Pre-test Data

From the table 1 above, it can be concluded that the students score in the pre-test can be distributed in to six interval classes, namely score 13-14 are 4 or 13,%, score 15-16 are 3 or 10%, score 17-18 are 4 or 13,3%, score 19-20 are 6 or 20%, score 21-22 are 6 or 20%, and 23-24 are 7 or 23,3%.

Based on the interval, it can conclude that least of students’ score in pre-test data is 15-16, with the frequency 3 students or 10 %. It is clear that the students, mastery of vocabulary is still low.

b. The Description of Post-test Data
The post-test is given after giving the treatment. The description of post-test data presents in table of interval relative frequency as follow:

<table>
<thead>
<tr>
<th>The score of Post-Test</th>
<th>F absolute</th>
<th>F relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 19</td>
<td>4</td>
<td>13 %</td>
</tr>
<tr>
<td>20 – 21</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>22 – 23</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>24 – 25</td>
<td>4</td>
<td>13 %</td>
</tr>
<tr>
<td>26 – 27</td>
<td>8</td>
<td>27 %</td>
</tr>
<tr>
<td>28 – 29</td>
<td>2</td>
<td>7 %</td>
</tr>
</tbody>
</table>

**SUM**                  **16**

100.

After giving the treatment, I gave the post-test for the students. The descriptions of analyzing the data of post-test show that the students’ highest score is 29, the lowest score is 18, the mean score is 23.3, the students’ standard deviation score is 3.13, the range of class interval (R) is 11, the amount of class interval (K) is 5.88, and the wide of class interval (P) is 1.87. The description of these data can be seen completely in appendix 15.

If that score above are applied into polygon graphic, it can be shown as in the figure 2 below:
Based on the post-test data above, it can concluded that the students’ score in the post-test could be distributed into four classes of interval, namely score between 18-19, 20-21, 22-23, 24-25, 26-27 and 28-29. The number of students who got the score 18-19 is four students or 13 % from 30 students. The number of students who got the score 20-21 is six students or 20 %. The number of students who got score 22-23 is six students or 20 %. The number of students who got score 24-25 is four students or 13 %. The number of students who got score 26-27 is eight students or 27 %. The last, there are two students who got the score in the interval of 28-29 or 7 % from the total of the samples 30 students.

By looking at the polygon graphic of the students’ mastery on vocabulary in post-test, the interval score 26-27 is indicated on the highest frequency with the frequency absolute is 8 or 27 %.

When I compare the data of pre-test and post-test, it shows different result in which the students’ ability in post-test is better than pretest. It can be assumed that by giving the treatment the students’ ability in mastering vocabulary is improved. It means that, the application of comics strip is influence to the students’ mastering on English vocabulary.

b. **Normality Analysis of Pre-test**

In analyzing the normality of the data, I used Liliefors method by real standard α = 0,05. To analyze the $H_0$, I used the following procedures:

a. Observation $X_1$, $X_2$, $X_3$….., $X_n$ is become deviation $Z_1$, $Z_2$, $Z_3$, …., $Z_n$ by using the formula as follow:
\[ Z_i = X_i - \bar{X} \]

Note:

\[ Z_i \]: Standard of value  
\[ X \]: The average of total score  
\[ S \]: Total of score deviation  

b. For each deviation uses distribution of normal and then counted the deviation by using the formula as follow:

\[ F(Z_i) = P(Z \leq Z_i) \]

c. The next procedure is counting proportion \( Z_1, Z_2, Z_3 \ldots Z_n \) which is small or similar with \( Z_i \). If this proportion is \( S(Z_i) \)

\[ S(Z_i) = \text{amount } Z_1, Z_2, Z_3 \ldots Z_n \leq Z_{in} \]

d. Count the deviation of \( F(Z_i) - S(Z_i) \) and then set the absolute value.

e. Take the big value among the absolute value deviation, which is called as \( L_o \)

f. The criterion of analysis, the data is normal distribution \( H_0 \) if \( L_o < L_{list} \)

After analyzing the data by using that formula, it is found the following result.
a. **The Normality Analysis of Pre-test Data**

The following results are found after the normality analysis of pre-test data:

a. \( n = 30 \)

b. \( \Sigma fixi = 581 \)

c. \( X = 19,4 \)

d. \( S = 3,06 \)

e. \( L_o = 0,0652 \)

Based on the result above, it was found that \( L_o = 0,069 \). This value was obtained by taking the high value among the scores in \( F (Zi) - S (Zi) \). The critical value for Liliefors testing in the level of significance \( \alpha = 0,05 \) with the sample \( (n) = 30 \) was 0,161. Thus, the criteria analysis receive if \( L_o \leq L_{list} \) (0,0652 \( \leq \) 0,161).

Therefore, it can be concluded that the pre-test data is distribute normally.

c. **The Normality Analysis of Post-test Data**

The following result was found after the normality analysis of post-test data:

a. \( n = 30 \)

b. \( \Sigma fixi = 699 \)

c. \( X = 23,3 \)

d. \( S = 3,13 \)
Based on the result above, it was found that \( L_o = 0,0691 \). This value was obtained by high value among the scores in \( F (Z_i) - S (Z) \) (see appendix 16). The critical value for Liliefors testing in the level of significance \( \alpha = 0,05 \) with the sample \( (n) = 30 \) was 0,161. Thus, the criteria analysis receive if \( L_o \leq L_{list} (0,0691 \leq 0,161) \). Therefore, it could be concluded that the pre-test data is distribute normally.

\[ e. \text{The Hypothesis Verification of Research} \]

After analyzing the validity, reliability and described the pre-test and post-test data, it was verified that hypothesis of this research that was “Comics Strip Could Influence Towards the Students’ Mastery on English Vocabulary”

The statistical hypothesis is:

a. The hypothesis \( (H_1) \) will receive if \( t_{count} \leq t_{list} \). It means that the application of comics strip could influence towards the students’ mastery on English vocabulary.

b. The hypothesis \( (H_1) \) will be rejecting if \( t_{count} \geq t_{list} \). It means that the application of comics strip could not influence towards the students’ mastery on English vocabulary.

In testing hypothesis, I used t-test formula as follows

\[ t = \frac{X_1 - X_2}{s_1 \sqrt{n_1} + 1n2} \]
\[ S^2 = (n - 1)S_1^2 + (n_2 - 1)S_2^2 \]
\[ \frac{n_1 + n_2 - 2}{n_1 + n_2 - 2} \]

The result of analyzing the data by using t-test formula above can be seen as follows:

\[ x_1 = 19.4 \]
\[ x_2 = 23 \]
\[ S_1 = 3.06 \]
\[ S_2 = 3.13 \]
\[ n_1 = 30 \]
\[ n_2 = 30 \]
\[ s = 3.09 \]
\[ t = \frac{x_1 - x_2}{s} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}} \]
\[ = 19.4 - 23 \sqrt{\frac{1}{30} + \frac{1}{30}} \]
\[ = -3.63,090,0666 \]
\[ = -3.60,797 \]
\[ = -4.51 \]

Thus, \( t_{\text{count}} = -4.51 \)
The result of t-testing would be presented in the table below:

Table 3

The Result of T-testing Calculation

<table>
<thead>
<tr>
<th>n</th>
<th>Df</th>
<th>t_count</th>
<th>t_list</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>58</td>
<td>-4,51</td>
<td>0,171</td>
</tr>
</tbody>
</table>

Where:

- \( n \) = the number of sample
- \( df \) = the degree of freedom \( (n_1 + n_2 - 2) = 58 \)
- \( t_{\text{count}} \) = the value obtained from computation result of t-testing analysis
- \( t_{\text{list}} \) = the value obtained by taking at the table of t-distribution at the level of significance \( \alpha = 0,05 \)

By looking at the table 3 above, I obtained that \( t_{\text{count}} \) is -4,51 with the degree of freedom \( (n_1 + n_2 - 2) \) is 58 and the level of significance \( \alpha \) is 0,05. I also found the value of \( t_{\text{list}} \) is 0,171. The criteria of the hypothesis verification is \( H_0 \) will be receive if \( t_{\text{count}} \) is smaller than \( t_{\text{list}} \) \( (t_{\text{count}} < t_{\text{list}}) \) it can be concluded that the hypothesis is tenable because based on the criteria that \( t_{\text{count}} \) is smaller than \( t_{\text{list}} \) or \( t_{\text{list}} \) bigger than \( t_{\text{count}} \), that is 0,171 > - 4,51. It means that, comics strip can influence to the students’ mastery on English vocabulary.
4.2 Discussion

Vocabulary is one of important language components that must be mastery. It is because vocabulary has important role in learning English that is to support four skills in mastering English, they are listening, speaking, reading, and writing.

Based on the statement before in chapter I, the aim of this research is whether comic strip can influence the students’ mastery of English vocabulary. The students here are the eighth grade of students SMP Negeri 8 Gorontalo as samples.

In teaching English vocabulary, the teachers have to use some media, methods, strategies, or techniques to improve the students’ vocabulary. So, the students have motivation or desire in learning vocabulary.

In this research, I used one media that can be improving students’ vocabulary. It is media comic strip. Using this media, the students can be easy to remember the vocabulary. Therefore, they can use it in daily life besides in written and oral form.

Previously I give them comic strip, the first I measured their vocabulary by giving them pre-test. The students result in pre-test is still low. Most of students could not answer the question given in the multiple choices.

After giving the pre-test, I gave the student six meetings in treatment. I got some data in identifying students’ skill and knowledge about vocabulary. I taught
the students about the material that is based on lesson plan; I gave the comic strip to combine the topic. I took the comic strip as the media in learning vocabulary, in order to make students’ understand the vocabulary easily, especially some difficult words in noun, adjective and verb. I limited my research in those vocabularies. I was gave this treatment in the six meetings. I would like to explain my treatment while six meetings in following as:

a. In the first meeting, I came to the class and ask the students to open their book. Then, I gave one topic in this meeting. Before I gave the comic strip, I explained them about noun, adjective and verb. Then, I gave some example about it. after that, I gave them comic strip based on their topic; this topic is about descriptive text (Animals Capability). When the student have to identify the words and understand what they read, I ask them to write the difficult word and looking for the meaning of words (noun, adjective, and verb). So, the students had known the meaning of text in comic strip.

b. Second meeting, I still gave them descriptive with the same title. I gave them comic strip, where students have to identify and understand what they read, then find the difficult word and looking for the meaning of words (noun, adjective and verb) in the dictionary. I ask them to match the paragraph with the picture of comic strip. So, the students had known the meaning of words and picture of comic strip
c. Third meeting, I gave same topic and gave them comic strip, where students mentions the vocabulary it concern of comic strip. Then, the students write some sentences on comic strip with heard the complete sentences from me. They have to write suitable with sentence that I read.

d. Fourth meeting, I gave them comic strip but, in the different text. It was about transactional and interpersonal text. In this meeting, I read the dialogues in the comic strip and the student listened carefully. Then they write and identify the meanings of sentences.

e. Fifth meeting, I gave them same topic and I gave them comic strip. Where students have to read the comic strip, then they found the difficult words and looking for the meaning of words. Students have to memorize the words and dialogue. So, they can demonstrate in the front of class with their friend.

f. Six meeting, I gave them same topic and I gave them comic strip, where students can imagine what happened of picture in comic strip. Then students have to complete the sentences based on the complete sentence that the teacher read. Students gave the meanings of sentences and to identify the words (noun, adjective, and verb).

After giving treatment to them, I gave them post-test. The test is similarly to the test of the pre-test. After calculating the students’ scores, it can be found
that the students’ ability vocabulary is higher than before. It was different with the result of pre-test. Based on these score, I found that mean score of the students in the post test is 23.3. It means that the students’ ability in vocabulary mastery improves.

Based on the explanation above, I can conclude that the influence of comic strip can improve the students’ English vocabulary. It is because the result of pre-test was different with the result of post-test.

In verifying the hypothesis, I used statistical analysis namely \( t\)-test. The criteri is receive \( H_0 \) if \( t_{\text{count}} \) after calculating the data I found that value of \( t_{\text{count}} \) is –2.17 with the degree freedom \((n_1 + n_2 - 2)\) is 30 and the level significance \( \alpha \) is 0.05. I also found the value of \( t_{\text{list}} \) is 2.04. As result, \( t_{\text{count}} \) is smaller than \( t_{\text{list}} \) (\(-2.17 < 2.04\)). It means the hypothesis is received and other words comic strip influence to students’ vocabulary.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

In the research finding, I got some result that consists of the result of pre-test and post-test. Besides that, I also give the description and explain of normality analysis of pre-test, hypothesis verification, and discussion.

c. The Description of pre-test data

The description of pre-test data can be seen in following table below:

Table 1

The interval relative frequency of students’ vocabulary in pre-test

<table>
<thead>
<tr>
<th>The score of pre-test</th>
<th>F Absolute</th>
<th>F Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 14</td>
<td>4</td>
<td>13,3 %</td>
</tr>
<tr>
<td>15 – 16</td>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td>17 – 18</td>
<td>4</td>
<td>13,3 %</td>
</tr>
</tbody>
</table>
Before I applied the treatment, I gave the pre-test for the students. The descriptions of analyzing the data of pre-test, the students’ mastery of English vocabulary show that the students’ highest score is 24, the students’ lowest score is 13, the mean score is 19.4, the standard deviation score is 3.06, the range of class interval (R) is 11, the amount of interval class is 5.88, and the wide of interval class is 1.87. The description of these data can be seen completely in appendix 11.

To make it clear the description of pre-test data above is presented in polygon graphic below:

**Figure 1**

The polygon Graphic of Pre-test Data

From the table 1 above, it can be concluded that the students score in the pre-test can be distributed in to six interval classes, namely score 13-14 are 4 or 13%, score 15-16 are 3 or 10%, score 17-18 are 4 or 13.3%, score 19-20 are 6 or 20%, score 21-22 are 6 or 20%, and 23-24 are 7 or 23.3%.
Based on the interval, it can conclude that least of students’ score in pre-test data is 15-16, with the frequency 3 students or 10 %. It is clear that the students, mastery of vocabulary is still low.

d. **The Description of Post-test Data**

The post-test is given after giving the treatment. The description of post-test data presents in table of interval relative frequency as follow:

<table>
<thead>
<tr>
<th>The score of Post-Test</th>
<th>F absolute</th>
<th>F relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 19</td>
<td>4</td>
<td>13 %</td>
</tr>
<tr>
<td>20 – 21</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>22 – 23</td>
<td>6</td>
<td>20 %</td>
</tr>
<tr>
<td>24 – 25</td>
<td>4</td>
<td>13 %</td>
</tr>
<tr>
<td>26 – 27</td>
<td>8</td>
<td>27 %</td>
</tr>
<tr>
<td>28 – 29</td>
<td>2</td>
<td>7 %</td>
</tr>
</tbody>
</table>

**SUM** 16

After giving the treatment, I gave the post-test for the students. The descriptions of analyzing the data of post-test show that the students’ highest score is 29, the lowest score is 18, the mean score is 23.3, the students’ standard deviation score is 3.13, the range of class interval (R) is 11, the amount of class interval (K) is 5.88, and the wide of class interval (P) is 1.87. The description of these data can be seen completely in appendix 15.
If that score above are applied into polygon graphic, it can be shown as in the figure 2 below:

Based on the post-test data above, it can concluded that the students’ score in the post-test could be distributed into four classes of interval, namely score between 18-19, 20-21, 22-23, 24-25, 26-27 and 28-29. The number of students who got the score 18-19 is four students or 13 % from 30 students. The number of students who got the score 20-21 is six students or 20 %. The number of students who got score 22-23 is six students or 20 %. The number of students who got score 24-25 is four students or 13 %. The number of students who got score 26-27 is eight students or 27 %. The last, there are two students who got the score in the interval of 28-29 or 7 % from the total of the samples 30 students.

By looking at the polygon graphic of the students’ mastery on vocabulary in post-test, the interval score 26-27 is indicated on the highest frequency with the frequency absolute is 8 or 27 %.

When I compare the data of pre-test and post-test, it shows different result in which the students’ ability in post-test is better than pretest. It can be assumed that by giving the treatment the students’ ability in mastering vocabulary is improved. It means that, the application of comics strip is influence to the students’ mastering on English vocabulary.

d. Normality Analysis of Pre-test
In analyzing the normality of the data, I used Liliefors method by real standard \( \alpha = 0.05 \). To analyze the \( H_0 \), I used the following procedures:

g. Observation \( X_1, X_2, X_3 \ldots, X_n \) is become deviation \( Z_1, Z_2, Z_3, \ldots, Z_n \) by using the formula as follow:

\[
Z_i = \frac{X_i - X_S}{S}
\]

Note:

- \( Z_i \): Standard of value
- \( X \): The average of total score
- \( S \): Total of score deviation

h. For each deviation uses distribution of normal and then counted the deviation by using the formula as follow:

\[
F(Z_i) = P(Z \leq Z_i)
\]

i. The next procedure is counting proportion \( Z_1, Z_2, Z_3 \ldots Z_n \) which is small or similar with \( Z_i \). If this proportion is \( S(Z_i) \)

\[
S(Z_i) = \text{amount } Z_i, Z_2, Z_3 \ldots Z_n \leq Z_i
\]

j. Count the deviation of \( F(Z_i) - S(Z_i) \) and then set the absolute value.

k. Take the big value among the absolute value deviation, which is called as \( L_0 \).
The criterion of analysis, the data is normal distribution $H_0$ if $L_0 < L_{list}$

After analyzing the data by using that formula, it is found the following result.

a. **The Normality Analysis of Pre-test Data**

The following results are found after the normality analysis of pre-test data:

f. $n = 30$

g. $\sum fixi = 581$

h. $X = 19.4$

i. $S = 3.06$

j. $L_0 = 0.0652$

Based on the result above, it was found that $L_0 = 0.069$. This value was obtained by taking the high value among the scores in $F(Z_i) - S(Z_i)$. The critical value for Liliefors testing in the level of significance $\alpha = 0.05$ with the sample ($n$) = 30 was 0.161. Thus, the criteria analysis receive if $L_0 \leq L_{list} (0.0652 \leq 0.161)$. Therefore, it can be concluded that the pre-test data is distribute normally.

e. **The Normality Analysis of Post-test Data**

The following result was found after the normality analysis of post-test data:

f. $n = 30$

g. $\sum fixi = 699$
Based on the result above, it was found that $L_o = 0.0691$. This value was obtained by high value among the scores in $F(Z_i) - S(Z)$ (see appendix 16). The critical value for Liliefors testing in the level of significance $\alpha = 0.05$ with the sample $(n) = 30$ was 0.161. Thus, the criteria analysis receive if $L_o \leq L_{\text{list}} (0.0691 \leq 0.161)$. Therefore, it could be concluded that the pre-test data is distribute normally.

**e. The Hypothesis Verification of Research**

After analyzing the validity, reliability and described the pre-test and post-test data, it was verified that hypothesis of this research that was “Comics Strip Could Influence Towards the Students’ Mastery on English Vocabulary”

The statistical hypothesis is:

**c.** The hypothesis $(H_1)$ will receive if $t_{\text{count}} \leq t_{\text{list}}$. It means that the application of comics strip could influence towards the students’ mastery on English vocabulary.

**d.** The hypothesis $(H_1)$ will be rejecting if $t_{\text{count}} \geq t_{\text{list}}$. It means that the application of comics strip could not influence towards the students’ mastery on English vocabulary.
In testing hypothesis, I used t-test formula as follows

\[ t = \frac{X_1 - X_2}{s_1 \sqrt{n_1} + s_2 \sqrt{n_2}} \]

\[ S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \]

The result of analyzing the data by using t-test formula above can be seen as follows:

\[ x_1 = 19.4 \]
\[ x_2 = 23 \]
\[ S_1 = 3.06 \]
\[ S_2 = 3.13 \]
\[ n_1 = 30 \]
\[ n_2 = 30 \]
\[ s = 3.09 \]

\[ t = \frac{19.4 - 23}{3.09} \]

\[ = 19.4 - 23 + 30 \]
\[ = -3.63,090,0666 \]
\[ = -3.63,09 (0.258) \]
Thus, \( t_{\text{count}} = -4.51 \)

The result of t-testing would be presented in the table below:

Table 3

<table>
<thead>
<tr>
<th>n</th>
<th>Df</th>
<th>( t_{\text{count}} )</th>
<th>( t_{\text{list}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>58</td>
<td>-4.51</td>
<td>0.171</td>
</tr>
</tbody>
</table>

Where:

\( n \) = the number of sample

\( df \) = the degree of freedom \((n_1 + n_2 - 2) = 58\)

\( t_{\text{count}} \) = the value obtained from computation result of t-testing analysis

\( t_{\text{list}} \) = the value obtained by taking at the table of t-distribution at the level of significance \( \alpha = 0.05 \)

By looking at the table 3 above, I obtained that \( t_{\text{count}} \) is -4.51 with the degree of freedom \((n_1 + n_2 - 2)\) is 58 and the level of significance \( \alpha \) is 0.05. I also found the value of \( t_{\text{list}} \) is 0.171. The criteria of the hypothesis verification is \( H_a \) will be receive if \( t_{\text{count}} \) is smaller than \( t_{\text{list}} \) \((t_{\text{count}} < t_{\text{list}})\) it can be concluded that the
hypothesis is tenable because based on the criteria that \( t_{\text{count}} \) is smaller than \( t_{\text{list}} \) or \( t_{\text{list}} \) bigger than \( t_{\text{count}} \), that is 0,171 > -4,51. It means that, comics strip can influence to the students’ mastery on English vocabulary.

4.2 Discussion

Vocabulary is one of important language components that must be mastery. It is because vocabulary has important role in learning English that is to support four skills in mastering English, they are listening, speaking, reading, and writing.

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Previously I give them comic strip, the first I measured their vocabulary by giving them pre-test. The students result in pre-test is still low. Most of students could not answer the question given in the multiple choices.

After giving the pre-test, I gave the student six meetings in treatment. I got some data in identifying students’ skill and knowledge about vocabulary. I taught the students about the material that is based on lesson plan; I gave the comic strip to combine the topic. I took the comic strip as the media in learning vocabulary, in order to make students’ understand the vocabulary easily, especially some difficult words in noun, adjective and verb. I limited my research in those vocabularies. I was gave this treatment in the six meetings. I would like to explain my treatment while six meetings in following as:

a. In the first meeting, I came to the class and ask the students to open their book. Then, I gave one topic in this meeting. Before I gave the comic strip, I explained them about noun, adjective and verb. Then, I gave some example about it. After that, I gave them comic strip based on their topic; this topic is about descriptive text (Animals Capability). When the student have to identify the words and understand what they read, I ask them to write the difficult word and looking for the meaning of words (noun, adjective, and verb). So, the students had known the meaning of text in comic strip.
b. Second meeting, I still gave them descriptive with the same title. I gave them comic strip, where students have to identify and understand what they read, then find the difficult word and looking for the meaning of words (noun, adjective and verb) in the dictionary. I ask them to match the paragraph with the picture of comic strip. So, the students had known the meaning of words and picture of comic strip.

c. Third meeting, I gave same topic and gave them comic strip, where students mentions the vocabulary it concern of comic strip. Then, the students write some sentences on comic strip with heard the complete sentences from me. They have to write suitable with sentence that I read.

d. Fourth meeting, I gave them comic strip but, in the different text. It was about transactional and interpersonal text. In this meeting, I read the dialogues in the comic strip and the student listened carefully. Then they write and identify the meanings of sentences.

e. Fifth meeting, I gave them same topic and I gave them comic strip. Where students have to read the comic strip, then they found the difficult words and looking for the meaning of words. Students have to memorize the words and dialogue. So, they can demonstrate in the front of class with their friend.
f. Six meeting, I gave them same topic and I gave them comic strip, where students can imagine what happened of picture in comic strip. Then students have to complete the sentences based on the complete sentence that the teacher read. Students gave the meanings of sentences and to identify the words (noun, adjective, and verb).

After giving treatment to them, I gave them post-test. The test is similarly to the test of the pre-test. After calculating the students’ scores, it can be found that the students’ ability vocabulary is higher than before. It was different with the result of pre-test. Based on these score, I found that mean score of the students in the post test is 23,3. It means that the students’ ability in vocabulary mastery improves.

Based on the explanation above, I can conclude that the influence of comic strip can improve the students’ English vocabulary. It is because the result of pre-test was different with the result of post-test.

In verifying the hypothesis, I used statistical analysis namely t-test. The criteri is receive H₀ if $t_{count}$ after calculating the data I found that value of $t_{count}$ is $-2, 17$ with the degree freedom $(n_1 + n_2 - 2)$ is 30 and the level significance $\alpha$ is 0,05. I also found the value of $t_{list}$ is 2, 04. As result, $t_{count}$ is smaller than $t_{list}$ ($-2, 17 < 2, 04$). It means the hypothesis is received and other words comic strip influence to students’ vocabulary.