AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/2022 M

THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

Written by:

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APPROVAL PAGE

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MAY SARAH

Kepada Yth,

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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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NOTIFICATION LETTER

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Appendix   :

Matter   : **In order to hold the Munaqosyah**

            of MAY SARAH

                    To: The Honorable the

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Assalamualaikum Wr. Wb.

       We have given guidance and enough improvement to research thesis script which is written by:

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Judul Skripsi   : THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO

It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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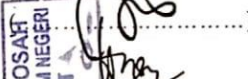**INSTITUT AGAMA ISLAM NEGERI METRO**
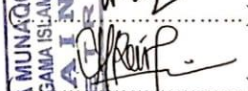**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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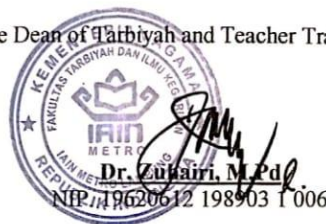## RATIFICATION PAGE
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An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO. Written by: May Sarah Student Number 1701070119, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 15th, 2022 at 09.00 – 11:00 a.m

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THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO

ABSTRACT
By:
MAY SARAH

The primary goal of this research was to find out whether there was a positive and significant effect of using webtoon on the vocabulary mastery of the second year students of English Education Department of the IAIN Metro. The researcher found based on pre-survey, that students need suitable media to learning vocabulary.

In this research, the researcher followed a quantitative research. This research used quasi-experimental design with using experimental class and control class. The population of this research was the second year students of English Education Department academic year 2021/2022. The sample of this research was class A, which consisted of 23 students as experimental class and class B which consisted of 23 students as control class. The sampling technique that used in this research was cluster random sampling. To collect the data, the researcher used test and documentation. Then, to analyze the data, the researcher used t-test.

The finding of this research show that independent sample t-test was obtained sig. (2-tailed) was 0.024, it was lower than α= 0.05. It interpreted that null hypotheses (Ho) stating there is no positive and significant effect of using webtoon students' vocabulary mastery of the second year students of English education departent of the IAIN Metro was rejected and the alternative hypotheses (Ha) stating there is a positive and significant effect of using webtoon on the students' vocabulary mastery of the second year of English education department of the IAIN Metro was accepted. It concluded, there is a positive and significant effect of using webtoon on students' vocabulary mastery of the second year students of English Education of the IAIN Metro.

Keywords: *Webtoon, Vocabulary Mastery, Media*

**KEEFEKTIFAN PENGGUNAAN WEBTOON TERHADAP
PENGUASAAN KOSAKATA SISWA TAHUN KEDUA JURUSAN
PENDIDIKAN BAHASA INGGRIS DI IAIN METRO**

ABSTRAK
OLEH:
MAY SARAH

Tujuan utama penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dalam penggunaan webtoon terhadap penguasaan kosakata mahasiswa tahun kedua jurusan Pendidikan Bahasa Inggris di IAIN Metro. Hal ini berdasarkan pra-survey bahwa mahasiswa butuh media yang cocok untuk belajar kosakata.

Pada penelitian ini, peneliti menggunakan penelitian kuantitatif. Penelitian ini menggunakan metode kuasi eksperimen dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi pada penelitian ini adalah mahasiswa tahun kedua jurusan Pendidikan Bahasa Inggris tahun ajaran 2021/2022. Sampel penelitian ini adalah kelas A, yang terdiri dari 23 siswa sebagai kelas eksperimen dan kelas B yang terdiri dari 23 siswa sebagai kelas kontrol. Pengambilan sampel yang digunakan pada penelitian ini adalah cluster random sampling. Untuk mengumpulkan data, peneliti menggunakan tes dan dokumentasi. Kemudian untuk menganalisis data, peneliti menggunakan t-test.

Hasil penelitian ini menunjukkan bahwa uji t-sampel independen diperoleh Sig. (2-tailed) adalah 0.024 yang mana lebih rendah dari $\alpha=0.05$. Ini dapat di interpretasikan bahwa null hipotesis (Ho) menyatakan bahwa tidak ada pengaruh positif dan signifikan dalam penggunaan webtoon terhadap penguasaan kosakata siswa tahun pertama jurusan Bahasa Inggris di IAIN Metro ditolak dan alternative hipotesis (Ha) menyatakan bahwa ada pengaruh positif dan signifikan dalam penggunaan webtoon terhadap penguasaan kosakata siswa tahun pertama jurusan Pendidikan Bahasa Inggris di IAIN Metro diterima. Itu dapat disimpulkan bahwa, ada pengaruh positif dan signifikan dalam penggunaan webtoon terhadap penguasaan kosakata mahasiswa tahun kedua jurusan Bahasa Inggris di IAIN Metro.

Kata Kunci: *Webtoon, Vocabulary Mastery, Media*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : May Sarah

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State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 23 Mei 2022

The Researcher,

MAY SARAH
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PERNYATAAN ORISINALITAS PENELITIAN

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Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 23 Mei 2022

Peneliti,

MAY SARAH
NPM.170107019

MOTTO

Remember that wherever your heart is, there you will find your treasure.
– Paulo Coelho

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My wonderful parents, Mr. Suripto and Mrs. Wiji Suharti who made an infinite

effort in my education. Thank you for your sacrifice and endless love.

My sponsor Dr. Dedi Irwansyah, M.Hum, thank you for all the kindness and time

for guiding me

My sisters Nur Azizah and Anisah, thank you always loving and supporting me.

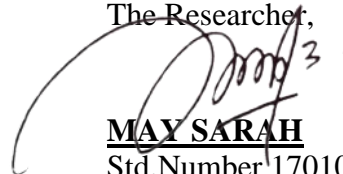*My beloved almamater at IAIN Metro.*

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In the name of Allah SWT, The Most Gracious, The most merciful, praise to Allah SWT, the Lord whom without his mercy and blessing none of these come be true. The researcher was realizes that this undergraduate thesis would not be able accomplished without any help and supports from many help individuals. In this lovely chance, the researcher would like to sincerely acknowledgement his gratitude.

The researcher would like to express her deepest gratitude goes to her parents for financial and spiritual support, and for all the infinity effort in her education. The researcher also would like to express her gratefulness to Dr. Dedi Irwansyah, M.Hum as her sponsor, may Allah SWT give them His better reward for guide during the writing process. Furthermore, the researcher's gratitude will be addressed to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA. Head of English Education Study Program, Andianto, M.Pd.

The researcher realizes that this undergraduate thesis is far from perfect. But the researcher hopes that this undergraduate thesis will be useful for the readers and other interested parties.

Metro, 20 April 2022
The Researcher,

MAY SARAH
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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is one of the most important components in foreign language learning. It also a fundamental part of language ability and base how learners can speak, read, listen, and write.[1] Another important of vocabulary also supported by David Wilkins's statement as quoted by Smith who says, very little that can be expressed without grammar ability, but there is nothing can be expressed without vocabulary.[2] From that statement, it can conclude if learners have not enough adequate in vocabulary mastery they found difficulties in many aspects. Learners cannot develop their speaking, reading, listening and writing in many opportunities without an extensive vocabulary. Lack on vocabulary it means, learners cannot express their idea, feeling or emotion.

One of the challenges of teaching English vocabulary is lack on variety of the text that impact to how learners construct a sentence.[3] Regarding the importance of vocabulary and the challenge, teacher should find suitable media. The existence of suitable media very needed in vocabulary teaching and learning because it increase on students' interest and make new atmosphere. According to Edmenger the existence of media used for

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[1] Jack C. Richards and Willy A. Renandya, *"Methodology in Language Teaching"* (England: Cambridge Univerity Press, 2000), 255.

[2] Michael Lessard and Clouston, *"Teaching Vocabulary" (English Language Teacher Development Series)* (Alexandria: TESOL International Association, 2013), 2

[3] Dedi Irwansyah, "Tantangan dan Peluang Pembelajaran Kosakata" *TAPIS Vol. XII,* 2012,

supporting, supplementing or replacing the teacher[4]. From this statement, the researcher know that choose learning media to support vocabulary learning process is necessary.

There are many media that can used teaching vocabulary, one of them are Webtoon. Webtoon is mobile app that published cartoon or comic in digital format. It is composite from word web and cartoon. Long-strip format and presenting sequence of Webtoon's display made viewers to more easy and quickly to understand the storyline and help readers to flow story, also stimulating curiosity.[5] Storyline that provide in English language and used interactive illustration can attract learners to read and find new vocabulary. From that strength of Webtoon, Webtoon can be an option media for teacher to teaching vocabulary. This is also reinforced by citation in Krashen's book about comics that can use as a media to increasing student's vocabulary achievement. With the experience about comic books, Haugaard wrote *"As the mother of the three boys, who one after on the other, were notoriously unmotivated to read and had to be urged, coaxed, threatened and thank comic book for being a conduit, if not a contribution, to culture. The first thing which my oldest boy read because he wanted to was a comic book."[6]* That statement supported that comic can use as a learning media to motivate students.

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[4] Putri Asilestari, "The Effect of Teaching Media and Language Attitudes on Students' Listening Skill at State Junior High School in Bekasi West Java," *Jurnal Pendidikan Tambusai 2,* no 1, (2018):125

[5] Wonho Jang and Jung Eun Song, "Webtoon as a New Korean Wave in the Process of Glocalization," *Kritika Kultura* 2017, no. 29 (2017): 168–87, https://doi.org/10.13185/KK2017.02908.

[6] Risya Fatimah Zahra, "The Effect of English Comics on the Students' Vocabulary Achievement At Second Year Students of Smp Negeri 10 Kendari," *Journal of Teaching English* 4, no. 1 (2019): 25, https://doi.org/10.36709.

The research about the use of webtoon has been conducted by many scholars. First, reported that mostly student believed if their writing proficiency very helpful by Webtoon mainly in narrative text. The sequence of picture can enhance their enthusiast and motivation to learning narrative text.[7] Second, the investigated about implementation of Know – Want – Learn (KWL) strategy and webtoon as media can enhance students' reading fluency. Webtoon as media could make students interest to learn reading material, it is indicated from how students can pronounce better.[8]

According to research findings above, it is clear that there has been no research about the use of webtoon in IAIN Metro and based on pra survey that conducted in IAIN Metro, learners need new media to learn vocabulary. Therefore, this research intends to investigate the use of Webtoon to teach vocabulary in IAIN Metro.

B. Problem Identification

Based on pre-survey, there are several problems can identify:

1. The students have not adequate vocabulary to read newspaper or scientific writing.

2. The teacher needs new media to attract students learn vocabulary.

3. The students need find suitable media to learning vocabulary

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[7] Nova Ratnasari and Linda Mayasari, "The effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Grader in SMK PGRI 13 Surabaya", no. 2 (2018): 96.
[8] Ayu Apriliyani Putri, "The Use of Webtoon and KWL (Know-Want-Learn) Strategy to Improve Students Reading Fluency" 2018.

C. Problem Limitation

Based on problem identification, the researcher focuses and limits the problem on the effectiveness of using webtoon on the vocabulary mastery on the second year students of English Education Department of the IAIN Metro.

D. Problem Formulation

From the problem limitation, this problem formulation as follows: Is there an effective of using webtoon on the students' vocabulary mastery of the second year students of English Department of the IAIN Metro?

E. Objective of the Study

The objective of the research is to find out the effectiveness of webtoon on the students' vocabulary mastery of the second year studexnts of English Department of the IAIN Metro.

F. Benefit of Study

1. For students

   This research give an optional media that can use by students to learning vocabulary more enjoyable, can use in everywhere and every time. The students also can improve their ability about vocabulary by using Webtoon with their teacher in the class. So the students feel excited and interest to learn English than before.

2. For English teachers

   The teacher can use webtoon as a variation tool that can used to motivate students to learning vocabulary. Several of genres story and good illustrate can more motivate students to reading, memorizing vocabulary

and found many word that before never their find. So, English teachers can use this media to mastering vocabulary their students.

3. For readers

    The use of webtoon can help readers identify how to teach vocabulary well and it also gave reader point of view that in world of education to teaching and learning vocabulary it is so many ways. This research also gives information to push creativity in learning vocabulary process.

G. Prior Research

The researcher has found several previous studies related to this research and can analyze:

The research was conducted by Putri at SMK Muhammadiyah Rembang in academic year 2017/2018. In this research, researcher used Classroom Action Research (CAR). In this research webtoon as media improve students' interest and confidents in reading fluency.[9] Another research investigated by Ratnasari in SMK PGRI 13 Surabaya, and in this research used experimental design. The finding of the research mentioned that webtoon give a significant effect. The significant effect means that webtoon effective to develop students writing skill in narrative text.[10]

Following by prior research above, the researcher motivated to investigate the effectiveness of using webtoon on the vocabulary mastery. The

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[9] Ayu Apriliyani Putri, "The Use of Webtoon and KWL (Know-Want-Learn) Strategy to Improve Students Reading Fluency" 2018.

[10] Nova Ratnasari and Linda Mayasari, "The effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text of Tenth Glrader in SMK PGRI 13 Surabaya", no. 2 (2018): 96.

novelty of this research used webtoon as the media to influence students' vocabulary mastery of second year students of the IAIN Metro. This study used experimental design to know whether webtoon is effective on the students' vocabulary mastery. Therefore, the researcher conducts research entitled "The effectiveness of using webtoon on the vocabulary mastery of the second year students of English education department of the IAIN Metro".

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is the most important component in foreign language proficiency. The most significant effect of vocabulary happened on speaking, listening, reading and writing ability of the students. Adequate in vocabulary can encourage people to express their opinions, ideas, and feelings. Most people know definition of vocabulary is about word of language, and that is right because vocabulary does deal with words.

Actually, vocabulary more than just single word it is also about an understanding of lexis, which in English refers to all the words in a language, the entire vocabulary of a language. Vocabulary also can be defined as words of a language, including single items and phrases or chunks of several words which covey a particular meaning[11]. However one can generally define vocabulary as the knowledge of words and word meanings. Vocabulary also can define as a list of words arranged in alphabetical order with their definitions. A word, also described as a set of properties, or features, each word is the combination of its meaning,

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[11] Michael Lessard and Clouston *"Teaching Vocabulary,"*(Alexandria:Tessol International Association, 2013), 2-3

register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency.[12]

The importance of vocabulary wrote by Wilkins *"...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed*"[13] This point reflected if vocabulary knowledge is a fundamental element in foreign language learning.

2. Aspects of Word Knowledge

A Word can be defined in various ways but there are three specific aspects that need to aware of and focus on are form, use and meaning. According to Nation, the form of a word involves its pronunciation spelling, and any word parts that make up that make up this particular meaning such as prefix, root and suffix. Meaning, encompasses the way that form and meaning work together. Use, involves the grammatical functions of the words or phrase, collocations and any constraints on its use, on terms of frequency, level and so forth. For form, meaning and use Nation stated there is both receptive and productive dimension, knowing these three aspects for each word actually involves 18 different types of lexical knowledge that summarized in table 2.1.

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[12] Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2016): 22–30

[13] Michael Lessard and Clouston *"Teaching Vocabulary"*

Table 2.1 Different Types of Lexical Knowledge

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken Written Word parts	What does the word sounds like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	Form and meaning Concept and referents Associations	What meaning does this word form signal? What is included in this concept? What others word does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	Grammatical functions Collocations Constrains on use	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

According to Thronbury, there are different aspects of what constitutes a word.[14]

a. Word Classes

Word classed also called as part of speech: nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction and determiner.

b. Word Families

The term of word families is more famous in morphology and syntax field. Word families explain about the use of ads-ons (affixes). Adding affixes serves a grammatical purpose. Adding of word that result from the addition of an affix to a root and which has a different meaning

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[14] Scott Thornbury, "*How To Teach Vocabulary*" Pearson Education Limited, 2002

from the root called as derivative. So, while plays, played and playing are inflexions and the word replay and playful are each derivative of play.

c. Word Formation

In English language there are some kinds of word formations such as compounding, blending, conversion, and clipping.

d. Multi-word Unit

Multi-word unit are often called simply lexical chunks. The chunks vary in terms of how fixed and how idiomatic they are. Multi-word units also include of phrasal verbs.

e. Collocations

Collocations are knowledge about how two words or more 'couple up' to form compound and how they 'hunt in packs' in the shape of multi-word units such as once more, once again etc.

f. Homonym

Homonyms are words that share the same form but have unrelated meaning.

3. Kinds of Vocabulary

Nation explained that the vocabulary consists of two kinds namely, receptive and productive vocabulary.

a. Receptive vocabuly that can involve the shape of a word when listening or reading and taking its meaning from the word. Activities like this collect vocabulary rather passively. Receptive vocabulary is

words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive vocabulary involves the desire to show meaning through speaking or writing and produce form words that are spoken or written appropriately[15]. Besides requiring active performance, it also stimulates students' confidence in expressing their ideas, opinions and thoughts in speaking.

Nation said that there are four types of vocabulary in text:

g. High frequency words, it is almost 80% of the running words in the text are a high-frequency words. The classic list of high-frequency words is MichaWest's *A General Service List of English Words* which contains around 2,000 word families. The example, these words are not marked at all and include function words. The high-frequency words also include many contents word like: government, forest, production, etc.

h. Academic words, these words covers about 9% of the words running in the text. The text is from an academic textbook and contains many words that are common in different kinds of academic text such as policy, phrase, adjusted, sustained, etc.

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[15] I.S.P Nation, *Learning vocabulary in another language*, (Cambridge: Cambridge University Press. 2001)

i. Technical words, these words make up about 5% of the words running in the text. The text contains several words that are very closely related to the topic.

j. Low frequency words, these words make up over 5% of the words of the words in academic text. They include all the words that are not high-frequency words, not academic words and not technical words for a particular subject.[16]

4. Teaching Vocabulary in Classroom

a. Focus on vocabulary

When in the classroom and syllabus the teacher introduced vocabulary as high profile, learners can see its importance and understand the learning language it is just not learning grammar. Vocabulary learning strategies that best to apply in any classroom is how to ask words that you want students know the word and the meaning. "what is the word of ...in English?" "How do you say ...?" and "what does mean …" etc. about the importance of vocabulary. An important vocabulary acquisition that usually calls as "noticing" is seeing a word as something to be learned. Teacher can help learners to get into to habit of noticing by making clear in learning class instruction and homework assessment. Materials that can help teachers in this in following ways:

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[16] I.S.P Nation, *"The goals of vocabulary learning",* Cambridge University Press

1) Providing clearly marked vocabulary lessons

2) Making the target vocabulary set stand out, including focused practice and regular review

3) Giving lists of vocabulary to be learned for the lesson.[17]

b. Offer Variety

Thomlison, suggest that the first principles to developing best materials in classroom is materials should achieve impact. The teacher can teach vocabulary with something that unusual and variety. For example to teaching vocabulary teacher can use pictures, sounds, and different text types with which student can identify stories, conversation, web pages, questionnaires, news report etc. Offering variety means offering to different learning styles, and as Thomlinson notes, some students may use different learning situation.

c. Repeat and recycle

Most people agree that repetition is an important aid to learning and that having to actively recall or "retrieve" a word is a more effective way of learning than simple exposure or just seeing a word over and over. The implications for the vocabulary classroom are self-evident: Review vocabularies soften as possible in activities that have students actively recall words and produce them rather than merely see or hear them.[18]

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[17] Jeanne Mccarten, *Lessons from the Corpus , Lessons for the Classroom*, 2007.
[18] Mccarten.

5. Vocabulary Measurement

There are three dimension of vocabulary assessment which represents three folds of methods in assessing vocabulary. It is divides into: discrete vs. embedded, selective vs. comprehensive, context-independent vs context dependent.[19] All of these three dimensions imply that vocabulary knowledge can be assessed separately or inclusive into the other skills (listening, reading). This is shown in this following figure:

Selective ←————————→ **Comprehensive**

A measure in which specific vocabulary items are the focus of the assessment

A measure which takes account of the whole vocabulary content of the input material (reading/ listening tasks) or test-takers' response (writing/ speaking tasks)

Context-independent ←————————→ **Context-dependent**

A vocabulary measure in which the test-taker can produce the expected response without referring to any context

A vocabulary measure which assesses the test-taker's ability to take account of contextual information in order to produce the expected response

Picture 2.1 Dimension of Vocabulary Assesment

General impression is made of the learner's vocabulary knowledge according to criteria such as:[20]

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[19] Norbert Schmitt, "Measuring Vocabulary," *Researching Vocabulary*, 2010, 174 https://doi.org/10.1057/9780230293977_5.

[20] Scott Thronbury, *"How to Teach Vocabulary"* (England: Pearson Longman, 2002)p. 135

Table 2.2 Vocabulary Knowledge Criteria

Wide range of word appropriately and accurately used; good, use of idiom and collocation; appropriately style	4
Adequate range, with only occasional errors of spelling, words, form, style, collocation, or word choice; meaning clear overall	3
Limited range of words, with some of words, with some repetition; frequent errors of spelling style, collocation, or word choice, leading to occasional difficulties in understanding meaning	2
Very narrow range, highly repetitive, frequent spelling and word form errors; little or no awareness of collocation or style; meaning frequently obscure	1

There are several reason why need to measure student's vocabulary. The first it is to know how close the learner is to having enough vocabulary to be able to perform certain task such as read a novel, read newspaper, watch movie and listen to friendly conversation.

Table 2.3
Vocabulary Size Needed to Get 98% of Various Kind of Text.[21]

Texts	98% Coverage	Proper Nouns
Novel	9,000 word families	1-2 %
Newspaper	8,000 word families	5-6%
Children Movies	6,000 word families	1.5%
Spoken English	7,000 word families	1.3 %

According Nation, on table 2.2 indicate that the vocabulary sizes needed to reach 98% coverage of various kinds of text. The second is to be able to chart the growth of learners' vocabularies. The third is to be able compare non-native speakers with native speakers.

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[21] Nation and Beglar, *"A Vocabulary Size Test,"*

One of the techniques to measure vocabulary is used vocabulary level test (VLT). It was developed by Paul Nation that the purpose perhaps the most widely used measure of second language lexical knowledge and to determine the extent to which test takers could recognize the form meaning connection of words at four word frequency level 2000, 3000, 5000, 8000 and an academic vocabulary level.

B. The Concept of Media

1. Definition of Media

In the world of education, learning media very needed especially for teacher. The existence of media can encourage teaching and learning process more effective. Media can facilitate students to understanding the material that conveyed by teacher. Plural media or medium are tool that used to communication. It is derived from the Latin word, with a meaning "between". The term refers to anything that can bring information between a source and a receiver.[22] The most common uses of media are to support students' enthusiast and make learning process more effective.

According to Kozma, existence of media can see from the technology, symbol systems, and processing capabilities. The characteristic of media that very clear is its technology: the mechanical and electronic aspects that determine its function and shape and other

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[22] Ahsan Akhtar Naz, "Use of Media for Effective Instruction Its Importance : Some Consideration" 18 (n.d.): 35

physical features.[23] Edmanger stated that media can specify in different ways:

a. The nature of information conveyed by the media (i.e. linguistic and nonlinguistic information).

b. The channels of information are auditory, visual, or audiovisual media

c. The phrases in the process of teaching and testing (are they used for the presentation and exploitation of learning material of for testing).

d. The didactic function

e. The degree of accessibility and adaptability

f. The possibilities for supporting, supplementing or replacing the teacher.[24]

From the statements by experts above, learning media can concluded as a tool or channel that can apply to carries massages, information, or knowledge from a source to the recipient information.

2. **Kinds of Learning Media**

a. Visual media

Printing media is another name for visual media. Visual media includes any type of media that students may see or touch. Pictures, cards, chart and real things are the sample of visual media. In addition, the characteristics of visual media are: the text is read in linear and text or visual present one way communication and receptive.

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[23] Robert B. Kozma, "Learning with Media," *Review of Educational Research* 61, no. 2 (1991): 179, https://doi.org/10.2307/1170534.

[24] Putri Asilestari, "The effect of Teaching Media and Language Attitudes on Students' Listening Skill at State Junior High School in Bekasi West Java," *Jurnal Pendidikan Tambusai* 2, no. 1 (2018): 125

b. Audio Media

Audio media is also called as listen media. It is usually used to listen and understandh the passage. The characteristic of this media is it can show one way communication. The examples of some audio media are radio, tape recorder, and compact disk. [25]

c. Audio-Visual media

Audio Visual Media means audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others. It can visualize the abstract things or non-verbal vocabulary, increase learners' attention and enthusiast. Audio visual media need mechanic and electronic machines to display the audio and visual messages. The examples of media are video, movie, television, LCD projector.

d. Digital media

Digital media, according to the Communication Department at the University of Washington can be defined as any type of media that uses digital interactive technologies as the engine for communication. Digital media also called as "new media". According to James, the term "new media" refers to the actual technologies that people use to connect with one and another. That all can conclude that digital media refers to application of the computer that include multimedia, artificial intelligence and networking. The sample of digital media like mobile

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[25] Azhar Arsyad,"Media Pembelajaran,"(Jakarta: RajaGrafindo Persada, 2013), 102 - 149.

phones, personal digital assistants, game consoles, and computers connected to the Internet.

3. The Importance of Learning Media

The existence of media can be utilized in the classroom to aid student learning and improve the teaching process. By using media, the material that will be conveyed to the students more be easy to understand. It is because one of the media's functions are to aid the teaching and learning process more effective. According to Hamalik, learning media generate new desires and interests, arose learning motivation, and psychological influence on students.[26] Media greatly designed to influence teaching and learning process because several impacts of uses media are save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, aid memory and prove a point.[27]

C. The Concept of Webtoon

1. Definition of Webtoon

Webtoon is the combination of word web and cartoon. Webtoon is gdescribing South Korean web comics or manhwa that are published by online.[28] The webtoon has been one of the major cultural forms representing Korean youth culture due to its convergence of digital technologies, such as the Internet and smartphones, and popular culture. The webtoon is a manhwa style webcomic that is typically published in

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[26] Azhar Arsyad,"Media Pembelajaran,"(Jakarta: RajaGrafindo Persada, 2013), 19.
[27] Naz, "Use of Media for Effective Instruction Its Importance : Some Consideration."

chapters and created first for the web, made by independent cartoonists who have no original print comic version.[29]

2. The Characteristics of Webtoon

In daily life, people also know webtoon as mobile cartoons or digital comics. The characteristics of digital comic are:

a. It is published in a digital format.

b. The collection item must contain a single-panel image or series of interdependent images.

c. Visible frames

d. Iconic symbols, usually people call it word balloons

e. Handwritten style lettering which may use its visual form to communicate additional meaning.[30]

The format and function of webtoon lead readers to enjoy visual images and follow quick development of storyline.[31] Furthermore, Webtoon generally comprises of vertically arranged images, and so users scroll from top to bottom when reading a Webtoon. This mode of presentation allows content creators to show one large-size image on screen, making it less restricted in terms of the "layout" of images, which

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[29] Jang and Song, "Webtoon as a New Korean Wave in the Process of Glocalization."

[30] Jen Aggleton, "Defining Digital Comics: A British Library Perspective," *Journal of Graphic Novels and Comics* 10, no. 4 (2019): 393–409, https://doi.org/10.1080/21504857.2018.1503189.

[31] Jang and Song, "Webtoon as a New Korean Wave in the Process of Glocalization."

crucial for storytelling using printed comic strips and other web/digital comics that observe the same type of image arrangement.[32]
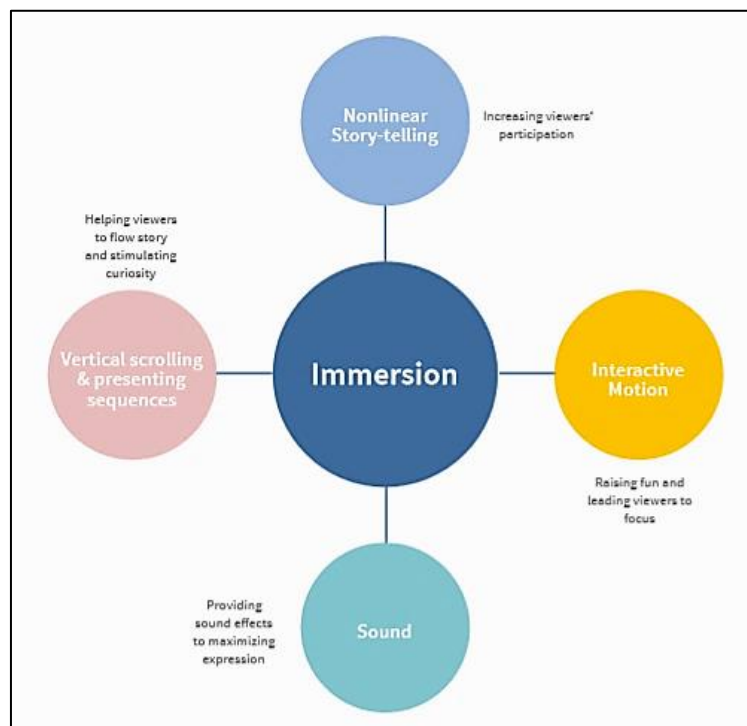
Picture 2.2: The format and Function of Webtoon Creation[33]

[32] Ji Hyeon Kim and Jun Yu, "Platformizing Webtoons: The Impact on Creative and Digital Labor in South Korea," *Social Media and Society* 5, no. 4 (2019), https://doi.org/10.1177/2056305119880174.

[33] Jang and Song, "Webtoon as a New Korean Wave in the Process of Glocalization."
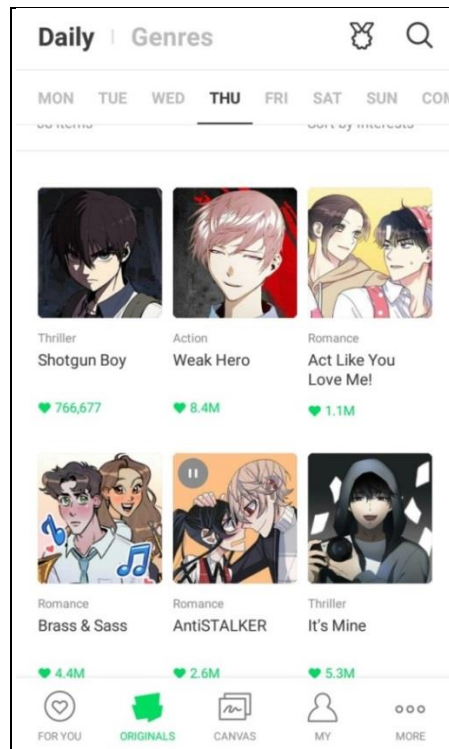
Picture 2.3: The Example Genres Story in Webtoon

Picture 2.4: The Example of Vertical Scrolling of Webtoon.

3. The Advantages of Webtoon

"Flow" until now still as a major topic of many investigations. In terms in teaching and learning, flow is defined as a very confortable state in which the attention of the learner is freely used in the learning situation and is devoted to learning. Learning flow is triggered by learning motivation, learner personality, and learner experience, and has characteristics such as likeable, concentration, curiosity, and internal interest.[34] Some reasons why webtoon or digital comic can encourage language learning are:

a. Motivating.

b. The story combination from pictures and text. Weston also make human face in illustration, it make an emotional from the viewer and the character in the stories.

c. According William comics is permanent visual component. That is different with film or animation which is how long or quick the viewer finish the story it depends on the viewer itself.

d. Intermediary. Comics can be a scaffold to difficult disciplines and concepts, can give to reluctant reader non-threatening practice, and can provide experienced readers with inspiration and confidence to read more challenging texts.

e. Popular. Comic books can make the consumer being critical consumer of media massages and can promote media literacy.

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[34] Seung Hyuk Kwon, Yeong Ji Lee, and Yong Ju Kwon, "Why Do Students Fall into Webtoon Viewing While They Give up Mathematics? - An FMRI Study," *International Journal of Knowledge and Learning* 13, no. 3 (2020): 201–13, https://doi.org/10.1504/IJKL.2020.109883.

f. Using comic very helpful for increasing thinking skills such as analytical skill.[35]

Furthermore, Webtoon is helpful for intermediate and advanced learners who want to enhance their vocabulary. It is because support by fact that culture of view webtoon increased, centered on the consumer particularly for millennial learners who are want to get mastering of vocabulary. It is because support by the fact that culture of 'watching mobile Webtoon' increased, centered on the consumers in their 20s and 30s along with the increase in the number of Webtoon web users who watch using their smart phone.[36]

D. Theoretical Framework and Hyphothesys

1. Theoretical Framework

They are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is webtoon application and dependent variable (Y) is students' English vocabulary mastery . Vocabulary is basic element that must to mastery by learners if they want to learning second language. Because no one can speak, write, listen and read better without a proportional amount of vocabulary.

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[35] M. Vassilikopoulou et al., "Pilot Use of Digital Educational Comics in Language Teaching," *Educational Media International* 48, no. 2 (2011): 115–26, https://doi.org/10.1080/09523987.2011.576522.

[36] Yunseul Choi, Seungyeob Yu, and Sangpil Han, "The Effects of the Characteristics of Brand Webtoon on Advertising Attitude and Purchase Intention: Comparison among Groups Regarding Character Fictionality," *International Journal of Advanced Science and Technology* 28, no. 4 (2019): 38–48.

To help students could be easier about what the teacher present, easy to memorize new vocabulary and motivate students, teacher should provide interesting materials and create positive classroom environment. Using webtoon is one of the visual aids that are useful in teaching vocabulary. Using picture made the students more effective to memorizing vocabulary and that can improve their motivation to learn vocabulary. Based on the statement above, the researcher assumes that using webtoon is effective on the vocabulary mastery of the second year students of English Education Department of the IAIN Metro.

2. **Theoretical Hypothesis**

The theoretical hypothesis of this research can be seen as:

Null hypothesis (H_o): There is no positive and significant effect of using webtoon on the vocabulary mastery of the second year students of English Education of the IAIN Metro.

Alternative hypothesis (H_a): There is a positive and significant effect of using webtoon on the vocabulary mastery of the second year students of English Education of the IAIN Metro.

CHAPTER III

RESEARCH METHODS

A. Research Design

Research design is all process in conducting a research. There are three kinds command approaches namely qualitative, quantitative and mixed methods. The researcher would be conducting quantitative research with experimental design. Quantitative research is specific in its surveying and experimentation as it builds upon exciting theories. Quantitative research also involves data collection that is typically numeric and the researcher tends to use mathematical models as the methodology of data analysis.[37] There are many kinds of experimental such as pre experimental, true-experimental, and quasi experimental. McMilan stated that quasi-experimental is used to know the effect or determine curricular material and teaching method. There are two types of variables in this research; those are independent variable and dependent variable. The independent variable of this research is webtoon, and the dependent variable of this research is students' learning outcomes. Furthermore, two classes A and B of the second year students English Department of the IAIN Metro was being selected to become the participant of this study.

B. The Operational Definition of Variables

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile,

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[37] Carrie Williams, "*Research Methods,"* Journal of Business & Economic Research 5, no 3

a variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[38] Variable is a construct or a characteristic that can take on different. Based on the meaning each variable above, the operational definitions of variable as follow:

1. Independent Variable (X)

   Independent variable is variable that consequence of upon antecedent variables. In this research the independent variable was using webtoon application.

2. Dependent Variable (Y)

   Dependent variable is also called as output variable. Dependent variable is a variable that effected by independent variable. This research observe and asses dependent variable to know the effect of independent variable. In this research the dependent variable was students' vocabulary mean score.

C. Population and Sample of the Research

The researcher chooses second year students of English education department of the IAIN Metro as the population of this research. The classes were divided into 4 different classes, those are A, B, C, and D class. Sample of this research defined into two classes of English Department students, it was class A and class B. The first class was A as an experimental class and the second was class B as a control class. The researcher used cluster random sampling.

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[38] Sugiyono, *"Metode Penelitian Kuantitatif, Kualitatif, R&D,"* (Bandung: Penerbit Alfabeta, 2011).p.38

D. Data Collecting Method

1. Test

Anderson explained that instrument includes test and questionnaire, observation schedules and any other tool used to collect data.[39] Test was usually performed by using that element of the survey and determining how it works. Two tests used in this study as follows:

a. Pre-Test

The researcher gives multiple choice, match question, and essays on the pre-test, to know students' basic knowledge. In this case the students' vocabulary mastery that they have achieved.

b. Post-Test

The post-test is held in order to know the students' vocabulary mastery after reading webtoon as a treatment in teaching vocabulary. The post-test has been done after the treatments, in order to know whether the webtoon as a media is effective or not to influence the students' vocabulary mastery.

2. Documentation

Documentation as the method which is use to get information from written language or documents[40] The researcher use this method to support and to get detail information from the data of historical background of IAIN Metro.

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[39] Gary Anderson, *Fundamentals Of Educational Research 2nd Edition* (USA: The Falmer Press, 1998), 94.

[40] Zina O'leary, *The Essential G*
uide To Doing Research (London: Sage Publications, 2004), 177.

E. Research Instrument

Research instrument is a mechanism or a tool that used by researcher to measuring phenomena. The existence of instrument used to gather and record information for assessment, decision making, and ultimately understanding.[41] Thus, research instrument is helping tool of method in collectijng data. The research instrument that used in this research is bellow:

1. Instrument Blueprint

   To obtain data that interrelated with the research problem, the researcher used a written test instrument in this study. It include pre-test and post-test. This instrument blue print used blooms taxonomy by Benjamin Bloom. It is a set of three hierarchical learning objectives into levels of complexity and specificity.

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[41] David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Fransisco: Jossey-Bass, 2007).p26.

Table 3.1
Instrument Blueprint

Indicator	Level Cognitive Domain		
	Knowledge (C1)	Comprehension (C2)	Application (C3)
The students are able to understand the text in the story.	Part A (1,2,3,4,5)		
The students are able to understand the meaning of vocabularies from the story.			Part C (1 – 10)
The students are able to use the vocabularies of inflection and derivatives.			Part D (1, 2, 3, 4, 5)
The students are able to differentiate between suffix, prefix, synonym and antonym in the text.		Part B (1 – 10)	

2. Instrument Calibration

The researcher used pre-test and post-test to know about the ratio before and after test. In instrument calibration, the researcher used essays that consists 5 items, match for 15 items, and multiple choice types that composed in four options and consist 10 items. Pre-test and post-test conduct to know knowledge of students' vocabulary mastery and the researcher uses objective test.

F. Data Analysis Technique

The data obtained from control class and experiment class research would be analyzed with SPSS version 25 to answer the question "Is there an effectiveness of using webtoon on the students' vocabulary mastery of the second year students of English Department of the IAIN Metro?." Researcher used independent simple t-test to analyze score between control class and experimental class. Independent simple t-test was used to determine whether there is difference in the mean of the two unpaired samples. In this research, researcher used parametric statistical significance test. The formula as follows:[42]

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{x}_1 - \bar{x}_2}}$$

$\bar{X}_1$ = the mean for sample 1

$\bar{X}_2$ = the mean for sample 2

$S_{\bar{x}_1 - \bar{x}_2}$ = the standard error of the difference between the means.

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[42] Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan Untuk Penelitian Ilmu Sosial (Teori & Praktik dengan IBM SPSS Statistic 21)* (Gajah Mada University Press, 2019). p.193.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. The Description of Research Location

This chapter contains the descriptions of the research location, such as visions and missions, structure and infrastructure of research location, also the profile of English Education Department. This research took at IAIN Metro which is located on Ki Hadjar Dewantara Street, 15A Iringmulyo, East Metro, Metro City, Lampung. IAIN Metro is a change of status from STAIN Jurai Siwo Metro which dedicated in 2017 based on the decision of Presidents No. 71 on 1. There are two buildings in IAIN Metro, first campus 1 that located at Jl. Ki Hajar Dewantara Street 15A Iringmulyo, East Metro and the seco;lugnd is campus 2 that located at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung.

Picture 4.1 Building of IAIN Campus 1

IAIN Metro led by Dr.H Siti Nurjanah, M. Ag PIA, for term of office 2021-2025. The vision of this university was become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Figure 4.2Visions and Missions of IAIN Metro

Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, implementation a professional, and cultivated institutional management system based on information technology.

Nowday, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty and Islamic Announcement and Communication Faculty. One of the departments in Tarbiyah and Teacher Training Faculty is English Education Department. Total of the students of English Education Department (TBI) in academic year 2021/2022 can be identified in this table below:

Table 4.1
The total students of TBI in Academic Year 2021/2022

No	Class	Amount of Student
1.	A	23
2.	B	23
3.	C	24
4.	D	18
Total		88

B. Description of Research Data

In this research, the researcher was chosen Class A and Class B of the second year students of English education department academic year 2021/2022. The experimental class was class A that consist 23 students and the control class was class B that consist 23 students. The test conducted by offline and online. The test conducted to see whether webtoon was effective or not on the vocabulary mastery of the second year students of English education department of the IAIN Metro.

1. **The Result of Pre Test (Experimental Class)**

   Pre-test in experimental class conducted on Monday, 20th February, 2022. The researcher used pre-test before giving treatment to find out prior knowledge about students' vocabulary mastery. The test administered by whatsapp group and followed by 23 students. The highest score was 80 and the lowest score was 46 with the total score 1492. Based on the data, the total of interval class of pre-test was 7. The data can be seen on the table and graphic below:

Table 4.2
The Result of Pre-Test (Experimental Class)

No.	Interval Class	Fi	Mean	Median	Mode
1.	46-52	1			
2.	53-59	4			
3.	60-66	9	64.86	63	60
4.	67-73	6			
5.	74-80	3			
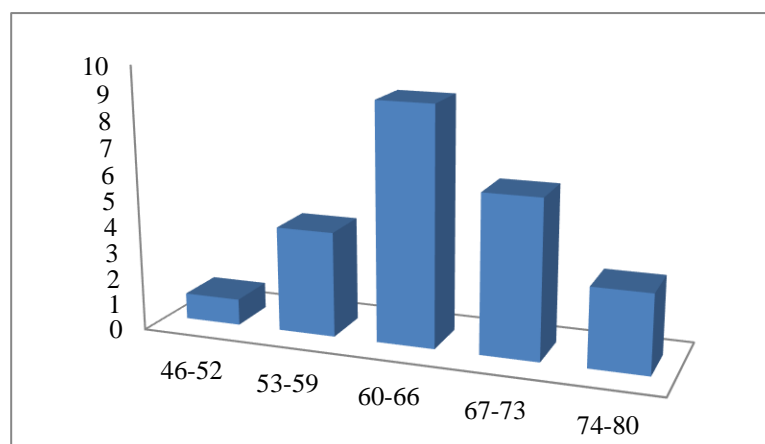
Figure 4.3 The Result of Pre-Test Score Experimental Class

Based on table 4.2 and figure 4.3 above, it can be concluded that 23 students as the researcher sample can be divided: First, the number of student that got score 46-52 was 1 student. Therefore, the number of student that got score 53-59 was 9 students. Then, the number of student that got score 67-73 was 6 students and the last, number of the students that got score 74-80 was 3 students. Moreover, the mean of pre-test in experimental class was 64.86.

2. The Result of Post Test (Experimental Class)

After the researcher hold pre-test, on Wednesday, 9th March 2022 the researcher distributed post-test. Before the researcher give post-test, researcher asked students to reading webtoon with the title "Annarasumanara" from prolog until episode 8. Moreover, the researcher gave the post-test to know the students' vocabulary mastery after treatment. The test was followed by 23 students. The total of interval class was 5. It can be seen on the table of below:

Table 4.3
The Result of Post-Test (Experimental Class)

No.	Interval Class	Fi	Mean	Median	Mode
1.	63-67	6			
2.	68-72	5			
3.	73-77	6	72.73	73	70
4.	78-82	5			
5.	83-87	1			
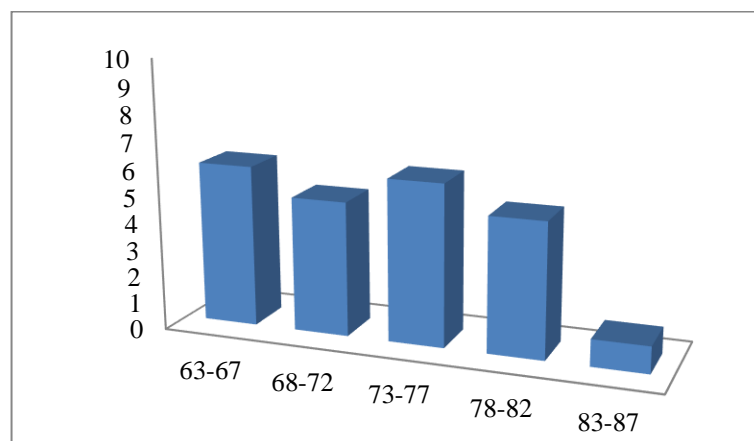
Figure 4.4
The Result of Post Test Score Experimental Class

From the table 4.3 and figure 4.4 about the result of post-test in experimental class, the highest score was 86 and the lowest score was 63 with total score 1673. Based on the data, the mean was 72.73 and the result study of the students can be divided: first, the number of student that got score 63-67 was 6 students. Then, the number of students that got score 68-72 was 5 students. Next, the number of student that got score 73-77 was 6 students. Furthermore, the number of the student that got score 78-82 was 5 students. Then the last, the number of student that got score 83-87 was 1 student. From the data, it can conclude that students' post-test score in experimental class higher than pre-test score before using webtoon.

3. The Result of Pre Test (Control Class)

The pre-test was administered on Monday, 21th February 2022. Pre-test administered by whatsapp group and conducted to determine the previous students' vocabulary mastery. It was followed by 23. The data can be seen on the table and graphic below:

Table 4.4
The Result of Pre-Test (Control Class)

No.	Interval Class	Fi	Mean	Median	Mode
1.	46-52	3			
2.	53-59	3			
3.	60-66	7	64.73	63	73
4.	67-73	8			
5.	74-80	2			

Figure 4.5 The Result of Pre Test Control Class

Based on the table 4.4 and figure 4.5 above, it can be seen that the mean of students' score was 64.73. The highest score was 80 and the lowest score was 46 with the total score 1487. Furthermore, based on the data the result study of the student can be divided: First, the student that got score 46-52 was 3 students. The student that got score 53-59 was 3 students. Next, the number of students that got score 60-66 was 7 students. The number of student that got score 67-73 was 8 students and the last, number of students that got to score 74-80 was 2 students.

4. The Result of Post-Test (Control Class)

The post-test was conducted on Monday, 21th March 2022. Post-test in control class distributed by offline in the class. The result of post-test in control class with the total score 1556. The data can be seen on the table below:

Table 4.5
The Result of Post-test (Control Class)

No.	Interval Class	Fi	Mean	Median	Mode
1.	50-56	3			
2.	57-63	5			
3.	64-70	6	64.65	63	73
4.	71-77	7			
5.	78-84	2			
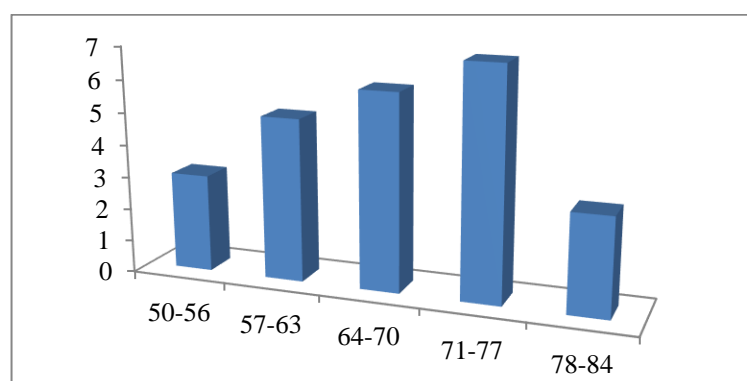
Figure 4.6 The Result of Post-Test (Class Control)

Furthermore, based on the table 4.5 and the graphic 4.6 above, the students' result can divided: First, the number of students that got score 50-56 was 3 students. The number of students that got to score 57-63 was

5 students. Next, the number of students that got score 64-70 was 6 students. Then the number of student that got score 71-77 was 7 students and the last the number of students that got score 78-84 was 2 students.

C. Hypothesis Testing

After applying the documentation and test the strategy, the researcher analyzed the data by using SPSS version 25 in order to prove whether there was an effectiveness of using webtoon on the students' vocabulary mastery at the second year of English Education in IAIN Metro, as follow:

(Ho) is rejected, if there is no any effective of using webtoon on students` vocabulary mastery at the second year of English Education in IAIN Metro.

(Ha) is accepted, if there is an effective of using webtoon on students' vocabulary mastery at the second semester of English Education in IAIN Metro.

1. The Result of Normality Test

Normality test is a test that used to determine whether a data is normally distribution.[43] The researcher test normality test after got the score from the students used SPSS version 25. The normality test used to determine whether the students pre-test and post test score are normally distributed or not. These are hypotheses as following:

Ho: data from not normally population.

Ha: data from normally distributed population

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[43] Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan Untuk Penelitian Ilmu Sosial (Teori & Praktik dengan IBM SPSS Statistic 21)* (Gajah Mada University Press, 2019). p.115

Table 4.6 Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
The result study of student	Post test experiment	.146	23	.200[*]	.943	23	.213
	Post test control	.134	23	.200[*]	.974	23	.785
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Tests of Normality

Based on table test of normality on the Kolmogorov-Smirnov it can be seen that Sig. in the post-test of experimental class was .200 and Sig. on the control class was .200. The standard value is $>\alpha = 0.05$. It means that sig value in both classes was bigger than standard value. Therefore, based on the result of test normality above, it concluded the data from the normally distributed population.

2. **The Result of Homogeneity Test**

The Homogeneity test is the test performed to determine two or more of the data samples that come from the population have variants the same (homogeny). The researcher tested the homogeneity test after got the score of students in the control class and experimental class by using SPSS 25. The criteria of the data are as follows:

Ho: The variance of the data is not homogeneous when sig $\alpha = < 0.05$

Ha: The variance of the data is homogenous when sig $\alpha = >0.05$

Table 4.7 Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
The result study of student	Based on Mean	1.816	1	44	.185
	Based on Median	1.303	1	44	.260
	Based on Median and with adjusted df	1.303	1	38.010	.261
	Based on trimmed mean	1.788	1	44	.188

Based on result of homogeneity test, it can be seen that significant value based on mean was .185. The standard value is $\alpha = > 0.05$. It means that the variance of the data is homogenous.

3. **Result of Hypothesis Test**

Based on the previous explanation that the normality and homogeneity, the researcher used a t-test by independent t-test for the hypothetical test. The hypothesis as follows:

Ha: There is a significant difference effect after webtoon used on the students vocabulary mastery of the second year students of English Department of IAIN Metro.

Ho: There is no significant difference effect after webtoon used on vocabulary mastery of the second year students of English Department of IAIN Metro.

The criteria acceptance or rejection of the hypothesis for the hypothetical t-test as following:

Ha is accepted if sig.value <α 0.05

Ho is accepted if sig.value >α 0.05

Table 4.8 Group Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
The result study of student	post test experimental	23	72.74	6.326	1.319
	post test control	23	67.65	8.250	1.720

Based on the table above, it is known that the total of the student for the control class and experimental class is 46 students. The mean of control class is 67.65 while the experimental class it is 72.74. Thus statistically descriptive it concluded there is a difference in the mean students learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference means significant or not, it is necessary to interpret the independent sample t-test table below:

Table 4.9 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Independent Samples Test										
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The result study of student	Equal variances assumes	1.816	.185	2.347	44	.024	5.087	2.168	.718	9.456
	Equal variances not assumes			2.347	41.226	.024	5.087	2.168	.710	9.464

Based on the independent sample t-test above in equal variances assumes, the value of significant generated Sig. (2 tailed) is 0.024 and standard value is $\alpha < 0.05$. So, it conclusion from the data analysis Ho is rejected and Ha is accepted. Follow the data description above, the researcher concluded that there a significant difference effect using webtoon on the students' vocabulary mastery of the second year students of English Department of IAIN Metro.

D. Discussion

This session present the discussion based on the findings of the research. It is concerned about the effectiveness of using webtoon on the

students' vocabulary mastery. Furthermore, it can be seen from the pre-test and post-test result. The researcher was conducted at the second semester of English education department of the IAIN Metro academic year 2021/2022, especially class A and B. The result of the data analysis describe that the students' mean score is greater in the experimental class that has received treatment than the control class. The research was tested by using the independent sample t-test formula to investigate whether there is a positive and significant difference between the result of the students in the experimental class and the control class on the vocabulary mastery of the second year students of English education department of the IAIN Metro.

Based on the research data, the researcher analyzed that mean score of post-test in experimental class and control class was different. In control class, the students got mean 67.65 meanwhile the students in experimental class got 72.73. It shows that the mean of experimental class in the post test was higher than the control class. After that interpreting based on the calculation of whether there is a positive and significant effect of using webtoon on the students' vocabulary mastery

Hypothetical test was used to measure the influence of using webtoon on the vocabulary mastery. The criteria of acceptance or rejection of hypothesis for the hypothetical t-test was H_a is accepted if Sig. value $< \alpha$ 0.05. H_o is accepted if Sig. value $> \alpha$ 0.05. If H_a is accepted, it means that there is a positive a significant effect of using webtoon on the students' vocabulary

mastery. While H_o is accepted, it means that there is no a positive and significant effect of using webtoon on the students' vocabulary mastery.

The research was tested by using independent sample t-test formula. The score of t-test by on the Sig. (2 tailed) is 0.024 was smaller than $\alpha = 0.05$. It means that, H_a is accepted and H_o is rejected. There was a significant difference in the result of the control class and the experimental class. Based on the results of these calculations, the researcher can conclude that there is a positive and significant effect of using webtoon on the students' vocabulary mastery.

Using webtoon in vocabulary learning process created interesting and enjoyable atmosphere because the format and function of webtoon lead readers to enjoy visual images and follow quick development of storyline. The fact showed that there was a change in the number of students who got lower score after treatment.

E. **Limitation**

This research was conducted at the second year students of English Education in IAIN Metro class A as experimental class and class B as control class about the effectiveness of using webtoon on the vocabulary mastery. So, the result of this research was limited only to this class and this research cannot be generalized. If this research was doing different place, subject, time, and academic year possibility the result the research will be different also.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data, the researcher would like to conclude that used webtoon effective on the second year students' vocabulary mastery. The purpose of this research to know whether any positive and significant effect of using webtoon on students' vocabulary mastery at the second year students of English Education of the IAIN Metro. This research is quantitative research conducted at the second year student of English Education of the IAIN Metro that involves of 46 students as the samples. This research was using two types of variable, variable independent and dependent. Variable independent is using webtoon as media and dependent variable is the students' vocabulary mastery. The technique sampling used cluster random sampling technique.

The research instrument that used in this research was multiple choice test, simple essay and matching to determine the effect of using webtoon. Researcher used pre-test and post-test questions to conduct research. The pre-test questions were given before the treatment and the post-test questions were given after doing the treatment. Based on the result of the research, the researcher concludes that using webtoon had a positive and significant effect, on students' vocabulary mastery at the second year students of English Education of the IAIN Metro.

It is based on the mean score post-test in experimental class was 72.73. Meanwhile, the mean score post-test in the control class was 67.65. This revealed that the posttest value of students in the experimental class was greater than the posttest values of students in the control class. The outcome is easy to see from the sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.024. In addition, it is inferior to $\alpha = 0.050$ and this indicates that Ha is accepted. The conclusion is webtoon effective on the vocabulary mastery of the second year students of English education department of the IAIN Metro.

B. Suggestion

Based on the conclution above, the researcher gives some suggestion to the side that related as the considered as follows:

1. For Student

    The researcher suggested for the students, in learning vocabulary there are many media that can students used. One of the media are webtoon, reading webtoon effective to encourage students' vocabulary mastery.

2. For teacher

    The teacher might try to use webtoon as a media in learning prosess to develop students' vocabulary mastery. It can make the learning process more interesting and enjoyable.

3. For Further Researcher

Other researchers should focus on other aspects of English teaching and learning process. Further researchers can estimate the implementation of using webtoon and other variables with learning materials.

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APPENDICES

Appendix 1 The Result of Pre-Test (Experimental Class)

No.	Initial Name	Score
1.	AEF	63
2.	ANR	60
3.	AFS	66
4.	AM	73
5.	BF	63
6.	DHQ	76
7.	FLF	70
8.	HM	56
9.	HA	66
10.	IF	76
11.	JRS	70
12.	KA	56
13.	L	73
14.	MA	60
15.	MT	56
16.	NF	73
17.	NEJ	46
18.	QA	60
19.	RP	80
20.	SDP	73
21.	SP	56
22.	SAP	60
23.	SSA	60

Appendix 2 The Result of Post-test (Experimental Class)

No.	Initial Name	Score
1.	AEF	70
2.	ANR	73
3.	AFS	76
4.	AM	80
5.	BF	70
6.	DHQ	80
7.	FLF	80
8.	HM	70
9.	HA	70
10.	IF	80
11.	JRS	70
12.	KA	66
13.	L	80
14.	MA	73
15.	MT	66
16.	NF	76
17.	NEJ	63
18.	QA	73
19.	RP	86
20.	SDP	76
21.	SP	63
22.	SAP	66
23.	SSA	66

Appendix 3 The Result of Pre-test (Control Class)

No.	Initial Name	Score
1.	ADW	60
2.	ARN	60
3.	DWA	66
4.	DPD	70
5.	F	73
6.	FA	73
7.	MDS	70
8.	MA	80
9.	ML	63
10.	MA	63
11.	NK	50
12.	NAS	56
13.	PA	73
14.	RCS	56
15.	RU	50
16.	SO	73
17.	SY	73
18.	SDS	63
19.	SUB	46
20.	SM	73
21.	SHA	56
22.	TRP	80
23.	YA	60

Appendix 4 The Result of Post-test (Control Class)

No.	Initial Name	Score
1.	ADW	66
2.	ARN	73
3.	DWA	70
4.	DPD	73
5.	F	76
6.	FA	66
7.	MDS	50
8.	MA	66
9.	ML	73
10.	MA	80
11.	NK	63
12.	NAS	60
13.	PA	73
14.	RCS	56
15.	RU	60
16.	SO	70
17.	SY	56
18.	SDS	70
19.	SUB	76
20.	SM	63
21.	SHA	60
22.	TRP	83
23.	YA	73

Appendix 5 Pre-test Questions

Being Faithful to the Promise

One of the Caliphs was angry with a man whose name was Abu Tariq, because he had failed to carry out his order. The caliph ordered him to be imprisoned for a year. Abu Tariq asked the Caliph if he would permit him to go to his home for a day or two, to say goodbye to his wife and children. The Caliph asked for a guarantor to guarantee that he would return to prison. Abu Hatim, a friend of Abu Tariq, was willing to sin in prison in his place until he returned.

A day and two day passed and he had not yet returned, so the Caliph said, "Your friend has deceived you. He will never return, and you will remain in prison."

"My friend is famous for telling the truth and being faithful to his promises. He will return soon."

As they were speaking, they noticed a man on the far horizon, running. It was Abu Tariq. He came up to them and apologized to his friend for being late. The Caliph was amazed by the honesty and faithfulness of man and said: Since you promised and fulfilled the promise, I will pardon and release you.

(The story is taken from Brosh & Mansur, 2013)

A. Fill the blanks with the correct answer!

1. Why the caliph was angry with Abu Tariq?
2. How long did the caliph ordered Abu Tariq to be imprisoned?
3. Why Abu Tariq permits to go to his home?
4. Who replaces Abu Tariq in prison until he returned?
5. What causes the caliph was amazed with Abu Tariq?

B. Match each word with its meaning!

1.	Sin		a.	A title used especially formerly by muslim civil and religious rulers.
2.	Caliph		b.	A person or an organization that guarantees
3.	Guarantor		c.	To say one is sorry especially for having done something wrong
4.	Apologize		d.	The action of breaking a religious or moral law
5.	Honest		e.	A place where people are kept as a punishment for crimes they have committed or while waiting for trial.
6	Famous		f.	The quality or state of being true
7	Truth		g.	Loyal to over a long period of time
8	Prison		h.	A written or spoken declaration that one will definitely give or do or not do
9	Faithful		i.	Know to very many people
10	Promise		j.	Telling the truth, not lying, cheating or stealing

C. Choose the best word in the bracket to complete the sentence.
1. I will be happy to (assist – assistance – assist) you with that work.
2. Two (pollutants – pollution – pollute) that cause acid rain are oxide and sulphur.
3. The police officer will (direction – direct – directly) to a safer route.
4. I cannot see the (different – difference – differentiate) between those picture.
5. She fell (sleep – sleepy – asleep) on his pillow as soon as we got on the highway.

D. Pick the best meaning for the italicized word.
1. This flower can be … grouped into type depending upon how often they bloom.
   a. convenient
   b. convenience
   c. conveniently
   d. conveniences

2. A list of key beliefs of world class performance is the important material in coaching mental ….
   a. tough
   b. thoughtful
   c. thoughtment
   d. toughness

3. The little girl is taking care of the puppy with … affection, and kindness.
   a. patient
   b. patience
   c. patiently
   d. patients

4. Never … your students.
   a. differentiate
   b. differs
   c. different
   d. difference

5. The … to speak English helped her to get the job as a secretary in that law firm.
   a. able
   b. ability
   c. unable
   d. disabled

6. The members of team are trying to minimize some … opinions among them.
   a. contradict
   b. contradictory
   c. contradicted
   d. contradiction

7. The Indonesian models who are walking on the catwalk are so ….
   a. beautify
   b. beautiful
   c. beauty
   d. beautifully

8. The bodies of living creatures are organized into many different systems, each of which has … function.
   a. certainly
   b. a certain
   c. to be certain
   d. it is certainly

9. The professors intend to … the contaminated human made-lake.
   a. purifying
   b. purify
   c. purification
   d. purified

10. This land is not suitable for farming because the soil is not ….
    a. fertile
    b. fertilize
    c. fertilized
    d. fertilization

Appendix 6 Post-Test Questions

An Even Better Tip

One day Hodja went to the Turkish bath. He was poorly dressed, and the attendants gave him only a small piece of soap, a dirty, torn towel, and very poor service. When he had finished, he tipped each of attendants a nice gold coin as he went out the door.

A few days later Hodja came back again, only this time he was dressed in his finest clothes. Of course, the attendants treated him much better, expecting an even better tip. As he went out the door, he gave each of them a worthless copper coin. "Hodja," one of them said, "we treated you very well. Why do you tip so poorly?"

Hodja smiled and said, "The copper coins, are for the first time I came. The gold coins were for this time."

(The story is taken from Clark & MacLean, 2004)

A. Fill the blanks with the correct answer!
1. In the Turkish bath, Hodja got very poor service because ….
2. When Hodja got poor service, how many tip did he gave to the attendants?
3. When Hodja came back again and he was dressed in his finest clothes, the attendants treated him much better because ….
4. When Hodja came back again, Hodja did not give the attendants gold coin but …
5. He gave each of <u>them</u> a worthless copper coin. The underlined word refers to …

Prophet's Cloak

Prophet Muhammad s.a.w was during the most part of his life, not a rich man. He did not live in a mansion. He did not have a closet full of dazzling clothes. In fact, some of his clothes even had patches on them to cover the holes that have appeared.

A good woman decided to sew the Prophet a beautiful new cloak. He was indeed very happy and said *"Alhamdullilah."* He wore it almost immediately because he needed it so very much. All the other clothes that he had have been quite old or almost worn out.

One day, a sahabah saw the prophet s.a.w wear the lovely new cloak. He cheerfully commented, *"Subhanallah.* Amazing! What a beautiful cloak you've got there, O Prophet. I wish that you couldd give it to me. The Prophet smiled, took off his cloak and gave it to sahabah as a present. He then went on home.

(The story is taken from Ahmad Madkur, 2017)

B. Match each word with its meaning.

1.	Mansion	_____	a.	to cover a hole or a worn place with a patch
2.	Patch	_____	b.	a type of a coat that has no sleeves, fastens at the neck and hangs loosely from the shoulders
3.	Sew	_____	c.	in a good mood
4.	Cloak	_____	d.	great surprise or wonder
5.	Cheerful	_____	e.	to make a stitches in cloth with a needle and thread
6.	Rich	_____	f.	having a lot of money or property
7	Prophet	_____	g.	the place where one lives especially with one's family
8	Home	_____	h.	a person who teaches religion or claims inspired by God
9	Amaze	_____	i.	a cupboard or small room for storing things
10.	Closet	_____	j.	a large impressive house

C. Pick the best word to complete each sentence!

1. To make yourself fit, you just need … exercise.
    a. repeated
    b. permanent
    c. continual
    d. regular

2. This tool was created for those who want to … photo with webcam.
    a. create
    b. take
    c. make
    d. made

3. Some people do not … enough risks in life.
    a. put
    b. bring
    c. take
    d. make

4. This is the latest … of that book. The author made some additions from new material.
   a. edited
   b. editing
   c. edition
   d. editor

5. The … to speak English helped her to get the job as a secretary in that law firm.
   a. able
   b. ability
   c. unable
   d. disabled

6. Her designs have always looked toward Milan for their ….
   a. inspired
   b. inspirational
   c. inspiration
   d. inspire

7. Her … caused all the men in the village to admire her.
   a. beautiful
   b. beauty
   c. beautify
   d. beautifully

8. Do you know the … between those two words?
   a. different
   b. difference
   c. differ
   d. differs

9. It is a … to meet you, Maysa.
   a. pleasure
   b. please
   c. pleasant
   d. pleased

10. The student decided to study … than before.
    a. hard
    b. harder
    c. hardly
    d. hardest

D. Choose the best word in the bracket to complete the sentence.
   1. That story was not very (beliefs – believe – believable) because horse can't fly.
   2. A big wedding requires a lot of (prepare – preparation – preparatory) such as sending invitations and choosing cake.
   3. You can read the daily weather (prediction – predict – predictable) in the newspaper.
   4. I have a good (relative – relationship – related) with the president of Indonesia.
   5. The (speech – speaker – speak) talked about the news on TV.

Appendix 7 Key Answers Pre-Test

A. PART A

1. Because he had failed to carry out his order.
2. For a year.
3. To say good bye to his wife and children
4. Abu Hatim
5. Because his honesty and faithfulness

B. PART B

1.	D	6.	I
2.	A	7.	F
3.	B	8.	E
4.	C	9.	G
5.	J	10.	H

C. PART C

1. Assist
2. Pollutants
3. Direct
4. Difference
5. Asleep

D. PART D

1.	C	6.	B
2.	D	7.	B
3.	B	8.	B
4.	A	9.	B
5.	B	10.	A

Appendix 8 Key Answer Post-test

A. PART A
1. He was using poorly dreesed
2. A gold coin
3. Expecting an even better tip
4. The copper coin
5. The attendants

B. PART B

1.	E	6.	F
2.	A	7.	H
3.	E	8.	G
4.	B	9.	D
5.	C	10.	I

C. PART C

1.	D	6.	C
2.	B	7.	B
3.	C	8.	B
4.	C	9.	A
5.	B	10.	A

D. PART D
1. Believable
2. Preparation
3. Prediction
4. Relationship
5. Speaker

Appendix 9 Student's Answer Documentation

Nama : Siska Ulum Baitulrohimi

Npm : 2101051039

088286933659

Being Faithful to the Promise

One of the Caliphs was angry with a man whose name was Abu Tariq, because he had failed to carry out his order. The caliph ordered him to be imprisoned for a year. Abu Tariq asked the Caliph if he would permit him to go to his home for a day or two, to say goodbye to his wife and children. The Caliph asked for a guarantor to guarantee that he would return to prison. Abu Hatim, a friend of Abu Tariq, was willing to sin in prison in his place until he returned.

A day and two day passed and he had not yet returned, so the Caliph said, "Your friend has deceived you. He will never return, and you will remain in prison."

"My friend is famous for telling the truth and being faithful to his promises. He will return soon."

As they were speaking, they noticed a man on the far horizon, running. It was Abu Tariq. He came up to them and apologized to his friend for being late. The Caliph was amazed by the honesty and faithfulness of man and said: Since you promised and fulfilled the promise, I will pardon and release you.

(The story is taken from Brosh & Mansur, 2013)

A. Fill the blanks with the correct answer!

1. Why the caliph was angry with Abu Tariq?
2. How long did the caliph ordered Abu Tariq to be imprisoned?
3. Why Abu Tariq permits to go to his home?
4. Who replaces Abu Tariq in prison until he returned?
5. What causes the caliph was amazed with Abu Tariq?

1. because he had failed to carry out his order

2. for a year.

3. because Caliph asked for a guarantor to guarantee that he would → return to prison.

4. Abu Hatim

5. honesty and faithfulness of

B. Match each word with its meaning!

1.	Sin (d)		a.	A title used especially formerly by muslim civil and religious rulers.
2.	Caliph (a)		b.	A person or an organization that guarantees
3.	Guarantor		c.	To say one is sorry especially for having done something wrong
4.	Apologize (c)		d.	The action of breaking a religious or moral law
5.	Honest		e.	A place where people are kept as a punishment for crimes they have committed or while waiting for trial.
6.	Famous (i)		f.	The quality or state of being true
7.	Truth		g.	Loyal to over a long period of time
8.	Prison (e)		h.	A written or spoken declaration that one will definitely give or do or not do
9.	Faithful		i.	Know to very many people
10.	Promise		j.	Telling the truth, not lying, cheating or stealing

C. Choose the best word in the bracket to complete the sentence.

1. I will be happy to (assist – assistance – assist) you with that work.
2. Two (pollutants – pollution – pollute) that cause acid rain are oxide and sulphur.
3. The police officer will (direction – direct – directly) to a safer route.
4. I cannot see the (different – difference – differentiate) between those picture.
5. She fell (sleep – sleepy – asleep) on his pillow as soon as we got on the highway.

a : 5 : 3   30 – 16 = 14:3

b : 5 : 5   = 4×3 1/2

c : 5 : 1

d : 5 : 8   (4,6)

Nama : Fitri Annisa.   no wa : 0895321510559
Npm : 2101050010
Class : Tbi (B)

An Even Better Tip

One day Hodja went to the Turkish bath. He was poorly dressed, and the attendants gave him only a small piece of soap, a dirty, torn towel, and very poor service. When he had finished, he tipped each of attendants a nice gold coin as he went out the door.

A few days later Hodja came back again, only this time he was dressed in his finest clothes. Of course, the attendants treated him much better, expecting an even better tip. As he went out the door, he gave each of them a worthless copper coin. "Hodja," one of them said, "we treated you very well. Why do you tip so poorly?"

Hodja smiled and said, "The copper coins are for the first time I came. The gold coins were for this time."

(The story is taken from Clark & MacLean, 2004)

A. Fill the blanks with the correct answer!
1. In the Turkish bath, Hodja got very poor service because ... he was poorly dressed
2. When Hodja got poor service, how many tip did he gave to the attendants? a nice gold coin
3. When Hodja came back again and he was dressed in his finest clothes, the attendants treated him much better because ... expecting an even better tip
4. When Hodja came back again, Hodja did not give the attendants gold coin but ...
5. He gave each of them a worthless copper coin. The underlined word refers to ...
   attendants treated and gold coint

Prophet's Cloak

Prophet Muhammad s.a.w was during the most part of his life, not a rich man. He did not live in a mansion. He did not have a closet full of dazzling clothes. In fact, some of his clothes even had patches on them to cover the holes that have appeared.

A good woman decided to sew the Prophet a beautiful new cloak. He was indeed very happy and said "Alhamdullilah." He wore it almost immediately because he needed it so very much. All the other clothes that he had have been quite old or almost worn out.

One day, a sahabah saw the prophet s.a.w wear the lovely new cloak. He cheerfully commented, "Subhanallah. Amazing! What a beautiful cloak you've got there, O Prophet. I wish that you couldd give it to me. The Prophet smiled, took off his cloak and gave it to sahabah as a present. He then went on home.

(The story is taken from Ahmad Madkur, 2017)

Nilai 20 : 3 = 6,6

B. Match each word with its meaning.

|				
1.	Mansion	j	a.	to cover a hole or a worn place with a patch
2.	Patch	a	b.	a type of a coat that has no sleeves, fastens at the neck and hangs loosely from the shoulders
3.	Sew	d	c.	in a good mood
4.	Cloak	e	d.	great surprise or wonder
5.	Cheerful	c	e.	to make a stitches in cloth with a needle and thread
6.	Rich	f	f.	having a lot of money or property
7	Prophet	h	g.	the place where one lives especially with one's family
8	Home	g	h.	a person who teaches religion or claims inspired by God
9	Amaze	b	i.	a cupboard or small room for storing things
10.	Closet	i	j.	a large impressive house

C. Pick the best word to complete each sentence!

1. To make yourself fit, you just need ... exercise.
   a. repeated
   b. permanent
   c. continual
   d. regular

2. This tool was created for those who want to ... photo with webcam.
   a. create
   b. take
   c. make
   d. made

3. Some people do not ... enough risks in life.
   a. put
   b. bring
   c. take
   d. make

Appendix 10 Research Documentation
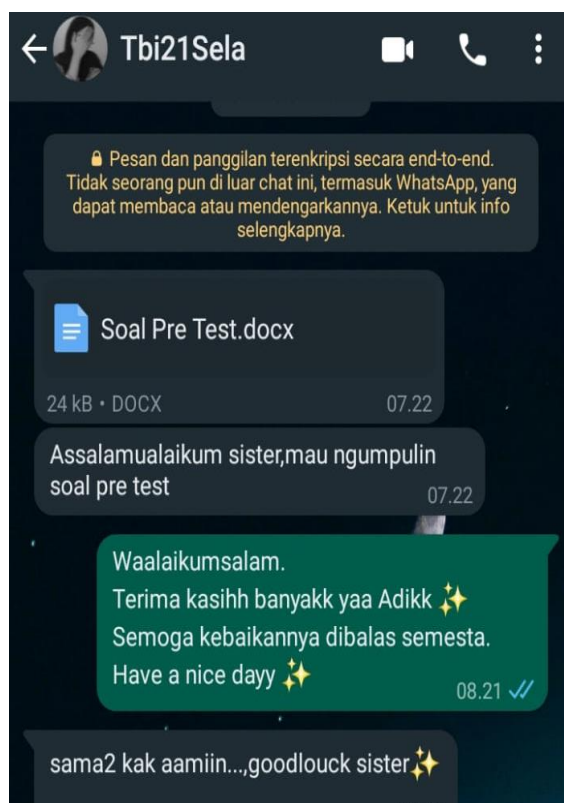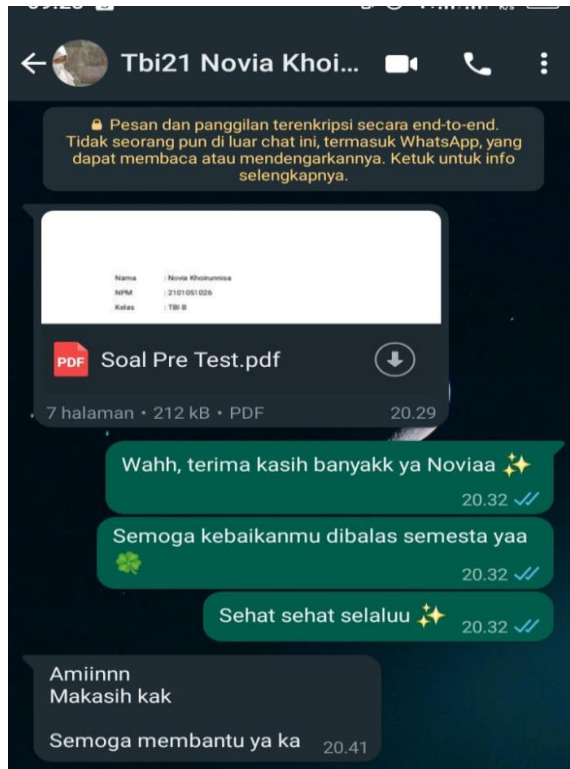
These picture was taken on Monday, March 21, 2022 on post-test activity in control class English Education Department Class B

(In Frame : Siska, Reka, Afriani, Tandi, Abizard, Diah, Mahmud, Mia, Marchelia, Yeni.)
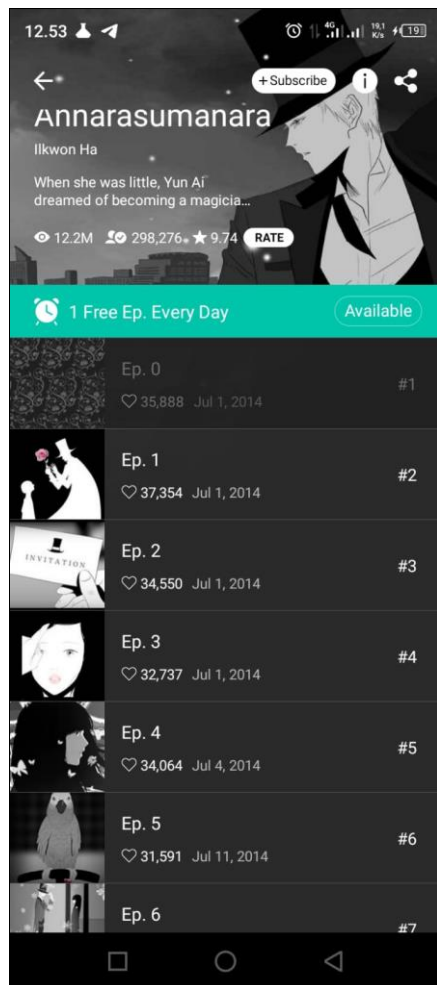

(In Frame: Siska, Reka, Afriani, Tandi, Maksum, Diah, Mahmud, Mia, Marchelia, Yeni, Riza, and Fandela.)

Appendix 11 Treatment

The treatment can access on
https://www.webtoonscom/en/drama/hannarasumanara/list?totle_no=77

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-0167/In.28.1/J/TL.00/01/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**MAY SARAH**
NPM	:	1701070119
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Januari 2022
Ketua Jurusan,

Andianto M.Pd

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Nomor   : B-1417/In.28.1/J/TL.00/05/2021
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
Ketua Jurusan TBI IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **MAY SARAH**
NPM   : 1701070119
Semester   : 8 (Delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : THE EFFECTIVENESS OF WEBTOON TOWARD STUDENTS VOCABULARY MASTERY AT THE FIRST SEMESTER ENGLISH DEPARTMENT IAIN METRO

untuk melakukan *pra-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Mei 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

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SURAT KETERANGAN
Nomor: B-2820/In.28.1/J/TL.00/07/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : May Sarah
NPM   : 1701070119
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"The Effectiveness of Webtoon Toward Students' Vocabulary Mastery at the First Semester English Department IAIN Metro"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 14 Juli 2021
Ketua Jurusan TBI

Andianto, M.Pd
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Nomor   : B-0191/In.28/D.1/TL.00/01/2022   Kepada Yth.,
Lampiran : -   KETUA PRODI TBI IAIN METRO
Perihal   : **IZIN RESEARCH**   di-
                                      Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0192/In.28/D.1/TL.01/01/2022, tanggal 26 Januari 2022 atas nama saudara:

Nama   : **MAY SARAH**
NPM   : 1701070119
Semester   : 10 (Sepuluh)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TBI IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Januari 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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RATIFICATION PAGE
No. B-3322/In.28.1/0/PP.00.9/06/2022

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING WEBTOON ON THE VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF THE IAIN METRO. Written by: May Sarah Student Number 1701070119, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 15th, 2022 at 09.00 – 11:00 a.m

BOARD OF EXAMINERS:

Chairperson   : Dr. Dedi Irwansyah, M.Hum   (..............)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum   (..............)

Examiner II   : Syahreni Siregar, M.Hum   (..............)

Secretary   : Satria Nugraha Adiwijaya, M.Pd   (..............)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
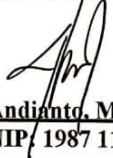
Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah
dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : MAY SARAH

NPM   : 1701070119

Jurusan   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa
Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro,   Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

$Stuc$

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INSTITUT AGAMA ISLAM NEGERI METRO
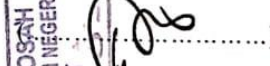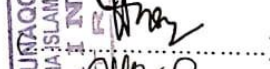**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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IAIN METRO

Nama : May Sarah
NPM : 1701070119

Jurusan : TBI
Semester : VI / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	28/ 1 /9			Revise Chapter I, prepare Chapter II Complete	
	04/2021 /06			Revise Chapter II Add Recomening Unch Chapter II. - find theme how so apply you Media in Reading - Add	

Mengetahui,
Ketua Jurusan TBI

Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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NIP. 19871102 201503 1 004

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : May Sarah
NPM : 1701070119

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
	10/21 /6			Add teams - type of Vocabulary - Assess Vocabulary.	
	18/21 /6			Acc, Seminar 18/21 /6	

Mengetahui
Ketua Jurusan TBI

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NIP. 19871102 201503 1 004

Dosen Pembimbing II

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IAIN METRO

Nama : May Sarah
NPM : 1701070119

Jurusan : TBI
Semester : VI / 2020

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	22/06/2021 ~			Chapter I - The logic of Chapter I - mechanical aspects - Prior research 1. author 2. Research setting 3. Research method 4. Research Findings	
	26/06/2021			Chapter I - III - mechanical aspects - Read my research about Vocabulary Revise accordingly	

- I need to see the References

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I,

Dr. Dedi Irwansyah, M.Hum
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Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id,
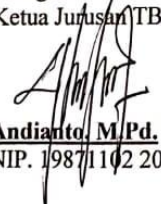
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IAIN METRO

Nama : May Sarah

Jurusan : TBI

NPM : 1701070119

Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	30/06/20?		ACC for - Proposal Seminar	

Mengetahui
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Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

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Nama : May sarah   Jurusan : TBI
NPM : 1701070119   Semester : I X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	26/08/2021			- Make Blue proof inhume Basel on indicator of Vocab. + Test / instrumen (Papers). prepre the Corps of teaching RPP / Midwee	
	1/9				
	09/09/2021				

Mengetahui
Ketua Jurusan TBI

Dosen Pembimbing II

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nama : May Sarah
NPM : 1701070119

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/6			Acc Revisi.	

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IAIN METRO

Nama : May Sarah   Jurusan : TBI

NPM : 1701070119   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
	07 Oct 2021			Please design Research Instrument Blue Print. Kindly visit my youtube channel - Dedi Irwansyah - Assessing Vocabulary Please leave a comment so that I will know that you have visited the channel.	

Mengetahui,
Ketua Jurusan TBI

Dosen Pembimbing I

Andianto, M.Pd
NIP. 19871102 201503 1 004

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IAIN METRO

Nama   : May Sarah   Jurusan   : TBI

NPM   : 1701070119   Semester   : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	11/01/2022.			Research the Instrument Acc please Continue Collecting your Research Data Research Participants "The First Year Students of English Education Department!"	

Mengetahui,
Ketua Jurusan TBI

Dosen Pembimbing I

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Nama : MAY SARAH   Fakultas/Jurusan : Tarbiyah/PBI

NPM : 1701070119   Semester/TA :

No	Hari/Tanggal	Bimbingan yang dibicarakan	TTD Mahasiswa	TTD Dosen Pembimbing
	25/4/2022	Bab IV dan V need to be revised accordingly		
	10/5/2022	Chapter I – V all supporting docs. - Mechanical aspects - figure's - Chapter.		

Diketahui,
Ketua Jurusan
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : May Sarah   Fakultas/Jurusan   : Tarbiyah/PBI

NPM   : 1701070119   Semester/TA   : 2022

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CURRICULUM VITAE

The writer's name is May Sarah. She was born at Tulang Bawang, October 20th 1997. She comes from a simple and happy family. She is the second daughter of Mr. Suripto and Mrs. Wiji Suharti. She has two sisters, Nur Azizah and Anisah.

She was enrolled study in Elementary School at SDN 2 Margomulyo and graduated on 2010 then, she continued her study in SMPN 1 Tulang Bawang Tengah and graduated in 2013. After graduated from Junior High School, she continued to Senior High School at SMAN 2 Tumijajar and graduated on 2016. Then, on 2017 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).

The writer experienced organization in UKM Kronika, a student activity unit that focused on journalism. She also enjoys reading self-improvement books and fiction. She really admires Tere Liye and Paulo Coelho. That is why, oneday, she wants to be a great writer.