

**THE EFFECT OF USING COMIC STRIPS ON STUDENTS'
VOCABULARY MASTERY AND THEIR MOTIVATION**

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MOTTO

“Educating is a moral duty of every educated person.”

Anies Rasyid Baswedan

DEDICATION

All praise and gratitude to Allah SWT for all the mercy, guidance, and strength that have enabled me to complete this thesis. This thesis is dedicated to:

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ABSTRACT

Heramartiza, S. A. 2025. *The Effect of Using Comic Strips on Students' Vocabulary Mastery and Their Motivation*. Thesis. Department of English Language Education, Faculty of Tarbiyah, IAIN Kediri. Advisors: (I) Dr. Dewi Nur Suci, S.S, M.Pd and (II) Dr. Ima Fitriyah, M.Pd.

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Vocabulary mastery is essential for effective English language learning, yet many students struggle with motivation and retention due to uninteresting learning methods. Comic strips, with their combination of visual and textual elements, offer a dynamic alternative that enhances intrinsic and extrinsic motivation while contextualizing vocabulary for better understanding. This study aims to find out whether comic strips provide a significant difference in outcomes compared to conventional flashcards.

The study used a quasi-experimental design with two groups of 11th-grade culinary students from State Vocational High School Ngasem Kediri: an experimental group (35 students) taught using comic strips and a control group (33 students) taught using flashcards. Both of experimental and control group participated in a pre-test to assess initial vocabulary knowledge, implementation of the treatment, and a post-test to evaluate progress. While the experimental group also completed a motivation questionnaire to measure students' motivation before and after the intervention. Data were analyzed using SPSS to compare vocabulary mastery results between groups and assess changes in motivation.

The finding showed a statistically significant difference in vocabulary mastery, with the experimental group achieving higher post-test scores (mean = 86.86) compared to the control group (mean = 74.39). Questionnaire analysis showed that students' motivation before treatment averaged 56.85%, with intrinsic motivation at 60.80% and extrinsic motivation at 52.90%. After using comic strips, motivation improved to 66.01%, with intrinsic motivation rising to 71.26% and extrinsic motivation to 60.75%. Although categorically still at the identified regulation level, this increase shows significant progress in students' learning motivation, indicating that students demonstrated a transition from extrinsic to intrinsic motivation. The study concludes that comic strips serve as an effective pedagogical tool for enhancing both vocabulary mastery and student motivation in learning English.

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