USING QUR'AN COMIC SUPPORTED WITH SCIENTIFIC INSTRUCTION TO DEVELOP STUDENTS' VOCABULARY

THESIS

Submitted in Partial Fulfillment of the Requirement for

Degree of Bachelor of Education in English Education

Department

By:

UMMY IZZATUNIDA

1603046015

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2023

THESIS STATEMENT

I am, the student of the following identity:

Name   : Ummy Izzatunida
Student Number   : 1603046015
Department   : English Language Education
state that the thesis entitled   :

USING QUR'AN COMIC SUPPORTED WITH SCIENTIFIC INSTRUCTION TO DEVELOP STUDENTS' VOCABULARY

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Semarang, 19 March 2023

The Writer

Ummy Izzatunida
1603046015

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Thesis with the following identity:

Title
: **Using Qur'an Comic Supported with Scientific Instruction to Develop Student's Vocabulary**

Name of Student : Ummy Izzatunida
Students Number : 1603046015

had been tested in Munaqosah Session by the team of thesis examiner of Education and Teacher Teaching Faculty of Walisongo State Islamic University and has been accepted as a partial requirement for the Bachelor Degree of Education in English Language Education

Semarang,27 April 2023

THE TEAM OF EXAMINER

Chairperson

Sayyidatul Fadlilah, S. Pd.I. M.Pd.
NIP: 198109082007102001
Examiner I

Secretary

Lulut Widyaningrum, M.Pd.
NIP: 198008032009012010
Examiner II

Dr. Muhammad Nafi Annury, M.Pd.
NIP. 197801920050N 007

Hj. Siti Tarwiyah, S.S., M.Hum.
NIP. 197211081999032001

Advisor

Sayyidatul Fadlilah, S. Pd.I. M.Pd.
NIP: 198109082007102001

ADVISOR NOTE

To:
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : **Using Qur'an Comic Supported with Scientific Instruction to Develop Students' Vocabulary**

Name of Student : Ummy Izzatunida

Students Number : 1603046015

Department : English Language Education

I state that the thesis is ready to be submitted to Educational and Teacher Teaching Faculty of Walisongo State Islamic University to be examined at Munaqosyah session.

Semarang, 10 April 2023

Advisor,

Sayyidatul Fadlilah, S. Pd.I. M.Pd.
NIP: 198109082007102001

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ABSTRACT

Title : **Using Qur'an Comic Supported with Scientific Instruction to Develop Students' Vocabulary**

Name of Student : Ummy Izzatunida

Student Number : 1603046015

Understanding and application of language in the daily life is needed to achieve the ideal function of English learning. There was still found Islamic students who could not introduce themselves correctly using basic words of English. By the case, the researcher used Qomik Qur'an Series Juz 7 and 8 supported with scientific Instruction to develop students' vocabulary. The type of this study was an experimental research in one group pre-test-post-test design. The participants of this research are 30 students of MI NU Miftahul Ma'arif Kaliwungu Kudus. Data Collection Technique: Testing the Students. Statistical Analysis: Test of Normality, N-Gain, and Paired Sample T-Test. The Significance value (Asymp Sig) is 0.508 (0.508 > 0.05) and The Significance value (Asymp Sig) is 0.372 (0.372 > 0.05), then Ho was rejected. It defined that the distribution of the Pre-Test and the Post-Test data were normally distributed. Z count > Z table, namely -4.109 > -1.645 or a sig value of 0.000 <0.05 according to the statistical test that we use, H0 was rejected, so accept H1. There was a significant difference between the Post Test and Pre Test. Those results indicated that the use of Qomik Qur'an Juz 7 and 8 can develop students' vocabulary quantity.

Keywords: *Media, Qomik Qur'an Juz 7 and 8, Vocabulary Quantity.*

MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَكُمْ ۖ وَعَسَىٰ أَنْ تَكْرَهُوا

شَيْئًا وَهُوَ خَيْرٌ لَكُمْ ۖ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ ۗ

وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Fighting has been made obligatory upon you ˹believers˺,
though you dislike it. Perhaps you dislike something which is
good for you and like something which is bad for you. Allah
knows and you do not know.

(Surah Al-Baqarah verse 216)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to

1. Mr. Abdul Kholiq and Mrs. Saf'ah Setyaningsih as my parents

2. Mr. DR. Rikza Chamami, M.Pd and Mrs. Yolha Ulfana, S.Pd.I as my support system of my education

3. Mr. Prof. DR Imam Taufiq, M.Ag. and Mrs. DR. Umi Arichah, M.Ag as my teacher in religion

4. All My sister : Silfia Alfiana, Ulul Azmi, Inayatul Ummah, Malsa Chalawa Rahmania

5. My supportive Husband Mr. Syaiful Anwar

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I would like to express my gratitude to Allah SWT, the almighty God for this blessing in leading me to complete this thesis. *Shalawat* and *Salam* are dedicated to the prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without help from others. Therefore, I would like to express my deep appreciation to:

1. Dr. Ahmad Ismail, M.Ag. as the dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
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Finally, I will be thankful for all of the suggestions to make my thesis better. The writer hopes this thesis will give some advantages to everyone. Amen.

Semarang, 22 March 2023
The Writer,

Ummy Izzatunida

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CHAPTER 1

INTRODUCTION

Research background, research questions, research objective, and limitation of the research are explained in this chapter.

A. Research Background

In the year of 2023, The common use of language for the global activity is English. It is a must-have item to know. The mastery of this language will open valuable chance to the wider world. As a moslem, the writer has realized that English is an important subject at Islamic elementary school. Therefore, the Indonesian moslem students are expected to understand English well.

Introduction, understanding and application of language in the daily life is needed to achieve the ideal function of English learning. The learning process should be applied at the age of elementary level. Students' language ability may increase with the growth of writing, speaking, reading and listening activities. Learning foreign languages cannot be

separated from the mastery of vocabulary. It requires some activities to memorize the meaning of words continuously, without stopping little by little.

In accordance to our new curriculum of Merdeka Belajar, Kampus Merdeka (MBKM), the key aspect of learning are: 1) new literacy, 2) data, and 3) human technologies.[1] The first aspect is closely related to the routine activity at school. Unfortunately, many readers do not really understand the meaning of what they have read. It is also happened to the students at the school, especially in English. Even though the students have learned about *reading comprehension*, some students still cannot get the point of the text. In the other side, the mastery of written and spoken language is required as the final outcomes from a language

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[1] Ina Rokhiyatussakinah, "Implementation of MBKM and The Relationship of Curriculum Policy based on Case of EFL Education in Japan", *Journal of English Language Teaching and Litearture (JELTL) Volume 4,* no. 2 (2021): 41.

learner. One of some factors which may cause the problem is lack of using vocabulary.[2]

Based on the conducted observation at MI NU Miftahul Ma'arif Kaliwungu Kudus, there was still found Islamic students who could not introduce themselves correctly using basic words of English. In their opinion, learning English was difficult and unpleasant. The main factors that affected the outcomes was the uncommon use of learning media. Teachers rarely used methods and did not provided interesting media for children, so that students were getting bored. The introduction of English vocabulary was also not well developed. Students were difficult in expressing opinion and even answering questions from teacher.

However, English vocabularies can be found everywhere, for example songs, t-shirt, food package, game, and banner. It is estimated that over a billion

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[2] Yusri, Y., Mantasiah, R., & Jufri, J., "The Use Of Two Stay Two Stray Model in English Teaching to Increase Student's Learning Outcome", *Journal Of Advanced English Studies* 1, no. 1 (2018), 39-43.

people in the world speak more than one language fluently.[3] The number of bilinguals may be currently twofold. It is probably attributed to the regionalism and internationalism principles that are now embraced by many countries especially in the field of trade and commerce, innovation and also the technological advancements. So that, two series bilingual comic within pictures is considered as a good medium to motivate students guess the meaning of the English words. It is also may develop students' vocabulary. Teachers need an interesting strategy to overcome the problem. Some pictures will help them to interpret and memorize words even the storyline.

The selection of a textbooks determines the quality of the materials contained inside.[4] Recently, an

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[3] Barasa, S. N., "Linguistic Internationalism: A Step towards Harmonious World Relations?*" Proceedings of 17th - 18th March on Across Borders: Benefiting from Cultural Differences, DAAD Regional Office in Africa, Nairobi,*(2005), 300.

[4] Sayyidatul Fadhlillah, "Grammatical Cohesion Found in Recount Text of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga", *Vision: Journal for Language and Foreign Language Learning,* Vol. 6, no.1 (2017), 62-79.

Indonesian Moslem author developed a comic series entitled *Qomik Quran*. There are many stories created and written in bilingual (English and Indonesia) based on the original verse of Qur'an which can be an excellent medium for learning. Moslem students may get some benefits: (1) the students acquire nvolve and language knowledge (2) they involve in the moslems' dakwah at school. In fact, it is accordance with the following verse:

كِتٰبٌ اَنْزَلْنٰهُ اِلَيْكَ مُبٰرَكٌ لِّيَدَّبَّرُوْٓا اٰيٰتِهٖ وَلِيَتَذَكَّرَ أُولُوا الْاَ لْبَا بِ

"A blessed Book which We have revealed to you (Muhammad), that they might reflect upon its verses and that those of understanding would be reminded." (QS. Saad 38: Verse 29)[5]

According to Yang, Comic has some benefits in education. Even though comic Qur'an motivates student in learning process and makes them being more active by the visual quality, yet Indonesian researchers

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[5] *Agus* Hidayatullah*, et all, Aljamil (Al-Quran Tajwid Warna, Terjemah Per Kata, Terjemah Inggris),* (Bekasi: Cipta Bagus segara), 455.

rarely use it to develop vocabulary at elementary school. Fortunately, an inspiring journal article by Sadam Issa from Michigan State University, USA, entitled "*Comics in the English classroom: a guide to teaching comics across English studies*" strengthten the basic idea that comics can be used in language laearning.

The story in the Qomik Qur'an includes a text and pictures that may help the students not getting bored. Next, it helps students with the difficulty of memorizing the learning material. It is considered as the problem solving for students to love reading. Moreover, popular comic is a part of a popular culture.[6] By the case, the researcher uses Qomik Qur'an Series Juz 7 and 8 to develop students' vocabulary.

B. Research Question

1. How is the difference of the students' vocabulary before and after being taught by Qur'an Comic

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[6] Yang, G., "*Comic in Education*", Retrieved March 16th, 2020 from Gene Yang: http://www.geneyang.com/comicsedu/intro.html.

supported with Small Group Instruction at MI NU Miftahul Ma'arif?

C. Research Objective and Significance

1. Research Objective

a) To explain the difference of of the students' vocabulary before and after being taught by Qur'an Comic supported with Small Group Instruction at MI NU Miftahul Ma'arif.

2. Research Significance

a) For the comic readers and users, the result of this research is useful to develop vocabulary knowledge.

b) For the English teachers, the result of this research can be a guidance to develop the fourth graders' vocabulary knowledge.

c) For other researchers, this research will encourage them to conduct relevant studies in different cases.

d) For the writer, the result of this research can be used as a guidance to conduct other researches needed.

D. Research Limitation

The fourth graders of MI NU Miftahul Ma'arif 2021/2022 was chosen as the subject of this research. There were 186 students at the school and the total sample of the research are 30 fourth graders' selected students involved in the process of learning using Qomik Qur'an Juz 7 and 8 so that the previous and the next outcomes could be continuously assessed. The stories in Juz 7 and 8 contained the most appropriate vocabularies for the students beyond the other series. The content were more closely related to the kids' daily activity, not only the routinity at house but also the agenda at school.

CHAPTER II

LITERATURE REVIEW

This chapter presents review of related literature, previous research, and theoretical framework.

A. Review of Literature

1. Qomik Qur'an

According to McCloud, the definition of comic is pictures and other symbols in a sequence, delivering an information or attaining aesthetic opinion from the readers. In the other word, it is a sequence of pictures, describing some characters with interesting shapes and colors to deliver a value to the readers. It may be defined as a sequence of pictures functioned to describe a story and ease the readers understanding the plot which was created by the writer.

Comic in its various forms shares many similarities regardless of culture and artistic style. However, every form contents some values by its plot. Bonneff divides comic into several types.

They are comic book, comic magazine, and comic series. Moreover, Vogel differentiate comic based on its content: (1) humor; (2) adventure, usually located at forests, savanna, desert, and followed by crime, love and horror story; (3) fantasy, such as science fiction and fairy tale; (4) history, and (5) reality or classic which retells real and famous stories

Based on the definition of Qur'an and comic, Qur'an comic series is a collection of illustrations inspired by the verses of the Noble Qur'an. The writer displays some various topics including Islamic history, ethics, law, and morality. Nowadays, many writers write this kind of comics and published by various companies. However, one of the most complete comic is entitled *Qomik Quran* in 10 series and published by *PT. Anak Soleh Pratama*. Every serie is available on bilingual edition with the unique title such as *The Hero, Is There Sympathy inside You?, Wrong Choice, Allah's Verses Become Amulet, Keeping Promise, It Turned Out That…, My*

Heaven, Your Heaven, and *We are the Champion.*
The visual cover of Qomik Qur'an Juz 7 was
presented on figure 2.2.1 and Juz 8 on figure 2.2.2.
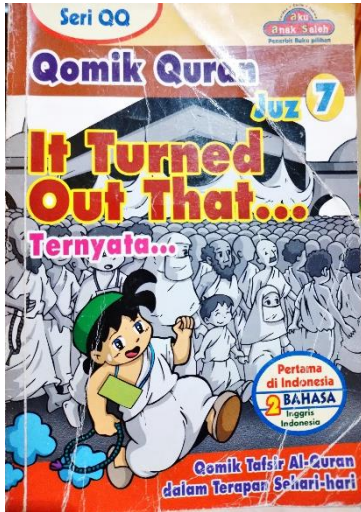
Figure 2.2.1

Figure 2.2.2

2. Techniques of Teaching English Vocabulary

The collection of the words that an individual knows is called vocabulary.[7] Meanwhile, vocabulary in a dictionary may be defined as all the words that a person knows or uses.[8] It plays an important role in language learning. Without vocabulary nothing can be conveyed in language.

Teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.[9] Scott Thornburry There are six techniques of teaching vocabulary. Those

[7] Caroline T. Linse, *Practical Laguage Teaching: Young Learners,* (New York: Mc-Grow Hills Compay, 2005): 121

[8] Oxford Incorporated Team, *New Oxford Learner's Pocket Dictionary Fourth edition*, (Oxford: Oxford University Press, 2008): 495.

[9] I.S.P. Nation, *Learning Vocabulary in Another language* (UK: Cambridge University Press, 2003): 60.

techniques are presenting vocabulary, using translation, how to illustrate meaning, how to explain meaning, how to involve the learners, how to highlight the form.[10] Moreover, Caroline mentions classroom activities to teach vocabulary for young learners, as follows[11]:

a) Connecting Vocabulary through Personalization

Teacher may ask some questions related to students' own lives such as *"which farm **animal** would you take home?"* or *"what makes you feel **happy**?"* These simple and understandable questions will help students think about the words.

b) Word for the Day

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[10] Scott Thornburry, *How to Teach Vocabulary,* (UK: Pearson Education Limited, 2002): 18.

[11] Caroline T. Linse, *Practical Laguage Teaching: Young Learners, Loc. Cit.*

Using this technique, teacher selects a specific word to teach per-day. For example, if students are studying animals, they could learn a different species each day. Teacher may also ask students to use the word in a sentence.

c) Categories

Students create a set of card with different vocabulary items. The chosen word should be in a category, such as words related to water, land, or air. Students may find *harbor, ship, ocean, sea, sail* in water category and *mountain, road, tree* in land category.[12]

d) Scavenger Hunt

Teacher gives students a word to find in a book or a text. Students have to use their

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[12] Caroline T. Linse, *Practical Laguage Teaching: Young Learners, Op. Cit.,* 130.

cognitive skill to determine which chapter the mentioned word would be found. For the younger students who are not good in literacy, teacher may give them a picture of a target word to guess.

e) What's missing?

Teacher puts some word cards on a table. Students are given a few minutes to look at the cards then have them close their eyes. Teacher removes one card and asks students in a group or individually tell teachers which card was removed by describing the missing word.

f) Mystery Words

Students must guess the omitted word in a sentence. For example, *I like to _____ hamburger every weekend.* Students will come up with a suitable word to complete the blank space.

g) Concentration

There should be two sets of cards. One set contains of pictures and illustration and another one contains matching definition. The card will be given randomly then students must place the suitable descriptions to the current pictures.

h) Vocabulary Basket

Every student is given a word card. All students should sit with their chair in a circle and teacher should stand in the middle of the circle holding a card. Then teacher calls two word cards such as *apple and orange*. The students holding the cards with the mention words race to change seats; however, one is left standing because the teacher sits in one of the empty chairs. The student without a

chair is left standing and calls out the next two words.[13]

Finally, a number of provided different techniques can be used with the words that are selected by the teacher as well as the students' selections. These techniques can be used to enrich students' ability in recognizing vocabularies. The mentioned techniques were potential to be implemented within the use of Qomik Qur'an as the learning medium in this current research.

M. Vijayalakshmi has classified the Modern Teaching Techniques with the help of advanced technology are may be adopted in classrooms. They were explained in seven types as below:

a) Brain Storming

It contains scientific methods, critical thingking, taking decision, examining and

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[13] Caroline T. Linse, *Practical Laguage Teaching: Young Learners, Op. Cit.,* 131.

reflective thinking. It provides students to face the problems boldly and to deal with it in a scientific approach. It helps students to adopt the view of benefit from other ideas to hel each other.

b) Micro Teaching Technique

A set of teaching skillwhich cuts across the subject ares has been identified. The set of these skills are Skill of Probing Questions, Skill of Explaining, Skill of Illustrating with examples, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Clasroom Management, and Skill of Using Blackboard.

c) Programmed Learning

It is a research-based system that helps learers work successfully. The medium presents the material in a logical and tested sequence. The text is in small steps or larger chunks, then the students are given a

questions to test their comprehension. The correct answer is shown immediately.

d) Inquiry-Based Learning

It is started by posing questions, problems or scenarios, rather than simply presenting established facts or knowledge. Inquirers will identify and research issues and questions to develop their knowledge.

e) Mind Mapping

This technique visually illustrates the relationship beteween concepts and ideas. The concepts are linked by words and phrases that explain the connection between ideas, helping the students organize their thoughts to discover new relationships.

f) Cooperative Learning

It is a successful teaching teachnique in which small teams with students of different level ability, use a variety of learnig activities to improve their understanding of a

subject. Students work through the assignment the assignment until all the members successfully understand and complete it.

g) Dramatization

It teaches students how to behave in a situation by living it. Physical costumes/accessories are needed. The students use thir own imagination thus improving their creativity. It provides direct involvement in learning language use, communicating or speaking and listening skills.

B. Review of Previous Research

Before determining kind of research methodology used by a researcher, it is better to review the nearest researches. One of those researches is an article of conference paper in 2019, entitled *"The Effectiveness of Comic Strips as Media to Improve the Students' Reading Comprehension on Narrative Text of MTs Ar-Rahman Langkat"* by Rudang Mayang Sari

Manik.[14] This is an experimental research which proposes the improvement of the students' reading comprehension using the comic strips is succeed. The research finding was the improvement of the students' mean in the reading comprehension in the percentage of 72.9% after conducting cycle I and cycle II. A good point of this research is the use of diary notes. Unfortunately, the use of CAR (Classroom Action Research) is not appropriate for the beginner researcher. The research design is suitable for the teachers who are accustomed to handling the classroom. The similar media (comic) is used in the previous research and the present research but with different comic type, objectives and research methodology.

Another study is a research by Zul Aini Rengur and Sugirin in 2019, entitled *"The Effectiveness of Using Comic Strips to Increase Students' Reading Comprehension for the Eight Grade Students of SMP*

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[14] Sari Manik, "The Effectiveness of Comic Strip As Media to Improve the Students' Reading Comprehension on Narrative Text of MTs Ar-Rahman Langkat."

N 1 Pudong"[15] This study is a quantitative research with quasi experimental design. The researcher proposed the use of comic strips more effective than the conventional media in students' reading comprehension. The finding revealed the use of the media was effective by the *t* value 5.191, higher than the *t* table 1.66. The research is similar to the present research in the use of comic and the use of quantitative method. The strength is pointed on the pictures and story line that make students more interested in reading. However, comic strips are very common media to be implemented in the educational research. Meanwhile, the world of research needs something new to be proposed. Therefore, the different media such as Qur'an Comic Series are used in the present study.

The next, *"The Effect of Children's Comic Strip Stories on Beginners' English Vocabulary Retention"* is an experimental research by Narges

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[15] Rengur and Sugirin, "The Effectiveness Of Using Comic Strips To Increase Students' Reading Comprehension For The Eight Grade Of SMPN 1 Pundong."

Ahmadi, Firooz Sadighi and Bahman Gorijan in 2017.[16] It aimed an investigating the effect of listening to comic strip stories on incidental vocabulary learning of English language beginners at Zabansara Institute of Ahvaz. The results of the study showed that it had statistically meaningful effect on the performance of language learners on acquiring incidental vocabulary. Both experimental group and control group have improved in their result on post-test after being analyzed using independent sample t-test. The power of the study is the listening activity, instead only read the story line and look at the pictures, in the learning process by the consideration of the early age learners. Unfortunately the listening activity may be difficult to be applied to EFL learners. This study is similar to the present research in the use of methodology. The difference is the medium, subject and data analysis techniques.

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[16] B. Ahmadi, N., Sadighi, F., & Gorjian, "The Effect of Children's Comic Strip Stories on Beginners' English Vocabulary Retention," *Journal of Applied Linguistics and Language Learning* 3(3), no. 3 (2017): 55–63, http://article.sapub.org/10.5923.j.jalll.20170303.01.html.

C. Theoretical Framework

Comic has 5 benefits for educational institution. Those are motivation, visual quality, permanent, reusable, helping students to love reading.[17] Moreover, using Qur'an Comic in language-learning classes has three main benefits. First, it motivates the English younger learners. Second, it provides a valuable context and logically connected sentences to help language learning. Third, its visual information is helpful for comprehension. Qur'an comic can be used in exercises of reading and other skills areas.

Teaching English through Qur'an comics contains a series of activities which may be used in class for various purposes, adding humor to the lessons and creating an environment that is conducive to learning. The researcher provides four activities using Qomik Qur'an Juz 7 and 8. Those are: 1) reading aloud

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[17]Yang, G., "*Comic in Education*", Retrieved March 16th, 2020 from Gene Yang: http://www.geneyang.com/comicsedu/intro.html.

the story of Qomik Qur'an in sequence, 2) writing the new vocabulary on a paper (maximum 20 words): 3) exchange the paper to other students randomly: 4 adding new vocabularies to the friend's paper. The sequence of activities will enhance the quantity of students knowledge of new vocabularies. In addition, there will be an organized social-interaction between students. The following graphic vizualised the process the research.

Developing a new instrument means conducting an additional research project that will require considerable effort and time to be carried out. Figure 3.1 was the graphic which visualized the process of choosing research instrument.[18]

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[18] Joao Luiz Bastos, Rodrigo Pereira Duquia, "Field Work I: Selecting The Instrument For Data Collection"*, Journal of Epidemiology and Biostatistics Applied to Dermatology*, (2014), *DOI: http://dx.doi.org/10.1590/abd1806-4841.20143884.*
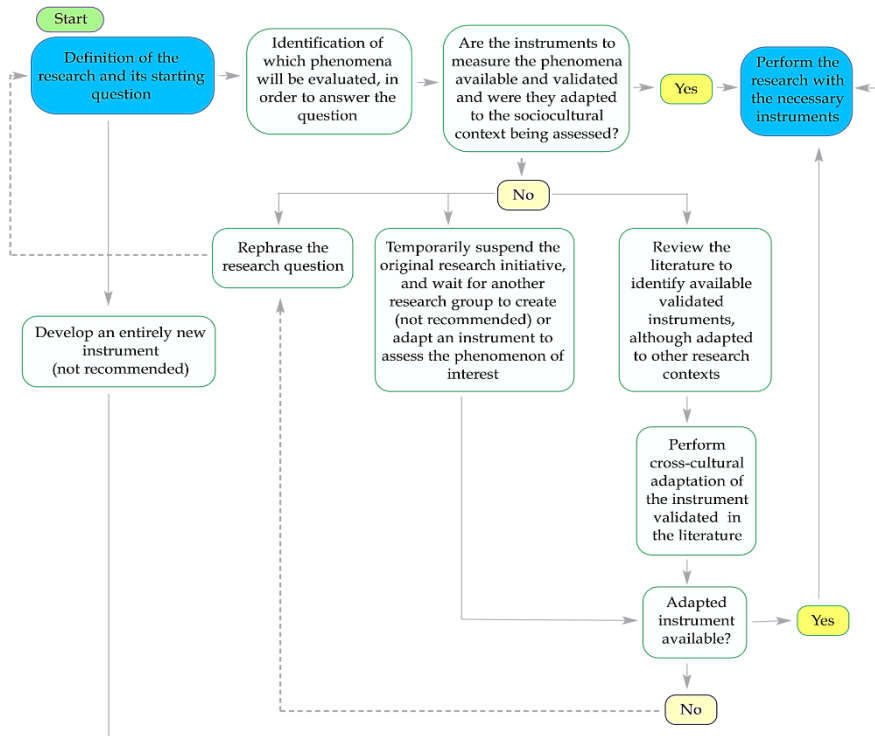
Figure 2.3 The process of choosing an instrument to collect research data

D. Hypothesis

The research hypothesis:

H_0 : There is no difference between pre-test and post-test

H_1 : There is a difference between pre-test and post-test

When the result of t-test showed a significant score <0.05 H_1 was accepted, and H_0 was rejected. In the other hand, if the result showed significant score >0.05 H_0 would be accepted and H_1 would be rejected. The difference indicated that the students acquired additional vocabularies after taught using Qomik Qur'an Juz 7 and 8.

CHAPTER III

RESEARCH METHOD

This chapter discusses the design of research, research setting, research procedure, data collection technique, and data analysis technique.

A. Research Design

The common known classification of research design was as either non-experimental or experimental.[19] By the various research designs, experiments provided the most rigorous test of causal hypotheses. Although correlational and causal-comparative designs could suggest causal relationships between variables, experimentation was needed to determine whether the observed relationship was the cause and effect. The previous study, using one group pre-test-post-test design, was conducted by Eleanor Semel and Elisabeth Wiig. Their purpose was to determine whether a new training program, based on

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[19] Meredith D. Gall, Joyce P.Gall, and Walter R. Borg, *Meredith D. Gall, Walter R. Borg, Joyce P. Gall - Educational Research_ An Introduction (7th Edition)-Allyn & Bacon (2003)*, 289.

auditory processing model, would improve the language skills of learning-disabled children. According to this statement, the type of this study was an experimental research in *one group pre-test-post-test design.* It was because of the similarity of the research objective with the previous research mentioned.

The one group pre-test-post-test design nvolved three steps: (1) administration of pre-test measuring the dependent variable; (2) implementation of the experimental treatment; (3) administration of post-test that measure the dependent variable again. The effect of the experimental treatment were determined by comparing the pre-test and post-test score.[20] Considering the theory, researcher will conduct a pre-test to the total of 30 respondents, continued by treatment of teaching English using Qur'an Comic Series then conduct a post-test to analyze the improvement of students' vocabulary.

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[20] Meredith D. Gall, Joyce P.Gall, and Walter R. Borg, *Meredith D. Gall, Walter R. Borg, Joyce P. Gall - Educational Research_ An Introduction (7th Edition)-Allyn & Bacon (2003)*, 365-389.

B. Research Setting

The setting of this research is Madrasah Ibtidaiyah NU Miftahul Ma'arif. It is located at Kaliwungu Kudus, Central Java is determined as a suitable setting to conduct this research based on the problem and potential found.

C. Research Participant

The participants of this research are 30 students of MI NU Miftahul Ma'arif Kaliwungu Kudus the academic year of 2022/2023. The fourth graders are students with good literacy skill. It will be easier to teach students using Qur'an Comic Series than the other grades. Another factor to teach the fourth graders is the students' lack of vocabularies through general observation done by the researcher.

D. Data Collection Technique

1. Testing the Students

There were two possible alternatives to apply appropriate instrument. Those were either the researcher might develop a set of entirely original items (instrument) to measure both mental disorders cited or select valid and reliable

instruments already available in the scientific literature to assess such disorders.

There are several types of testing in this study. The researcher composed Try Out questions (40 number of questions) to make sure what kind of materials is appropriate to apply. After doing try out, the instrument will be tested using test validity. The *Standards* defines validity as the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of test.

E. The Research Instrument

1. Try Out Test

Brown defined a test as a method of a measuring a person's ability, knowledge, or performance in a given domain. Validity is the extent to which inferences make from assessment results which are appropriate, meaningful, and useful in terms of the purpose of the assessment.

Written test was administred as the instrument of this study. It was applied to total of 30 fourth grade students in multiple choices of four options (a, b, c, and d). The test was contained of 40 questions in accordance to the material of Qomik

Qur'an. They were derived from Juz 7 page 108 –
114; Juz 8 page 56-64. The content of the test
consisted of 12 numbers of translation, 7 numbers
of pictures, 1 number of spelling, 5 numbers of
word arrangement, 5 numbers of filling in the
blankspace, 3 numbers of synonym, 7 of the
dialogue comprehension.

F. Data Analysis Technique

1. Test of Validity and Reliability

The research instrument must be valid and reliable
to apply. Several aspects which were importantant to
identify in a valid and reliable instrument was
presented below[21]:

Aspect	Characteristic	Conceptual definition and strategies	What to observe

[21] Joao Luiz Bastos, Rodrigo Pereira Duquia, "Field Work I: Selecting The Instrument For Data Collection", *Journal of Epidemiology and Biostatistics Applied to Dermatology*, (2014), *DOI: http://dx.doi.org/10.1590/abd1806-4841.20143884.*

Validity	Dimensional validity	This refers to the correspondence that should exist between the instrument's internal structure and the one that was theorized regarding the phenomenon to be evaluated. For example, if the instrument aims to measure mental disorders and includes depression and anxiety as its two dimensions of interest, a statistical analysis of it should reveal	Results of exploratory and confirmatory factor analyzes, demonstrating the correspondence between the postulated structure for the phenomenon and the loading of the instrument items on their respective dimensions. Returning to the example, a factor analysis of the instrument for common mental disorders should demonstrate that the questions regarding

	Construct validity	such dimensions.	anxiety are grouped in the dimension that concerns them (anxiety) and the questions about depression are associated with their underlying factor (depression).
		The instrument's ability to measure what it intends to assess when there is not another tool considered the "gold standard" for measuring the phenomenon of interest. Construct validity can be determined by several methods, including:	Finding that the instrument confirms the hypothesis that one group has the feature of interest and the other does not, is an indication of the instrument's validity through the comparison of extreme groups.
		Extreme groups: the	In the convergent

		instrument is applied to two groups, one supposedly with the presence of the characteristic of interest and the other without it. Convergent validity: comparison between the assessments obtained with the instrument of interest versus those resulting from another scale used for measuring the same phenomenon.	validity example, it is expected that the results from both instruments point in the same direction (that they are positively correlated with each other).
	Criterionrelated validity		The correlation between the results of different instruments must be zero when evaluating the discriminant validity.
		Discriminant or divergent validity: it can be obtained by testing the correlation between the	In both cases the correlation between the instrument of interest and the "gold standard" one support the

Reliability	Internal consistency	results of an instrument and those of another one used for measuring a different construct.	validity argument for the former.
	Temporal stability	Ability of the instrument to measure what it proposes, whenever there are instruments considered as the "gold standard". The verification of this validity involves the application of two instruments, the one intended to be used and another considered as reference, and also by the observation of their	The minimum acceptable value for these coefficients is 0.8.

The minimum acceptable value for these coefficients is 0.5. |

		correlation. Criterion validity is typically divided into two subtypes: Concurrent or simultaneous validity: tests the correlation of the instrument of interest with a "gold standard" after applying both simultaneously. Predictive validity: determined by the ability of the instrument to predict a future event, which will be based on the subsequent application of the reference instrument.	

		As an illustration, if we wish to measure the functional capacity of individuals and we have several items (questions) to measure it, they should have a high correlation among themselves. The measures used to assess internal consistency are the Cronbach's alpha coefficient and the Kuder-Richardson coefficient, among others. In all cases, it is possible to estimate the internal consistency with a single	

		application of the instrument to the sample under evaluation.	
		Stability may be assessed in different ways, including: The degree of agreement between different observers, using the same instrument (inter-observer reliability). The consistency of the observations made by the same examiner at different moments in time (intra-observer reliability or test-retest).	

Table 3.1.1 Aspects regarding validity and reliability (quality) of measurement instruments

2. Test of Normality and Reliability

The use of parametric statistics works within an assumption that every datum in each research variable would be analyzed and curve a normal distribution. When it comes to abnormal distribution, the non-parametric statistics is the appropriate technique to analyze the data. The formula of normality test used as follows:

$$z = \frac{(x_i - \overline{x})}{s}$$

Where:

z = Normal curve

x_i = Data –i in a group of data

$\overline{x}$ = Means

s = Standard deviation

Norm-referenced measurement involves the interpretation of an individual's test score by comparing it to the scores

earned by other individuals. It enables the researcher to relate an individual's score (or the mean) of the defined population.[22]

3. Paired Sample T-Test

T-test is a kind of the first parametric statistics test, developed by William Seely Gosset in 1915. It is a technique of statistics used to test comparative hypothesis based on the means of two are interval or ratio samples. The function of t-test is for analyzing a significance difference of two samples.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\text{sgab}\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where:

[22] Meredith D. Gall, Joyce P.Gall, and Walter R. Borg, *Meredith D. Gall, Walter R. Borg, Joyce P. Gall - Educational Research_ An Introduction (7th Edition)-Allyn & Bacon (2003)*, 204.

$$s\text{gab} = \frac{(n_1 - 1)s_1^2 + ((n_2 - 1)s_2^2}{(n_1 + n_2) - 2}$$

$\overline{X}_1$	= Means of sample 1
$\overline{X}_2$	= Means of sample 2
s_1	= Standard deviation of sample 1
s_2	= = Standard deviation of sample 2
s_1^2	= Varian of sample 1
s_2^2	= Varian of sample 2
r	= Correlation between sample 1 and 2

The researcher choose statistical software (SPSS 16.0) in the test of validity, reliability, normality, homogeneity and t-test to ease the process of analyzing the data and the result more accurate than using the common formula.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explained the process of the research, the result of data collection, and the statistical analysis.

A. **The Difference of The Students' Vocabulary Before and After Taught by Qur'an Comic Supported with Small Group Instruction at MI NU Miftahul Ma'arif**

MI NU Miftahul Ma'arif Kaliwungu Kudus, located in Jl. Balaidesa Kaliwungu RT 07/01 Kudus, was considered as a potential school to teach. It was because of the strategic location, relation to the current issues, and its human reseoruces. There were total of 186 students from the first grade until the sixth grade. Eventually, the most appropriate ones, as the research sample, were the fourth graders.

The research was stared on Saturday, 21st January 2023. Delivering some greetings and English introduction was the first activity in this learning process. After knowing each member of the class 4, the researcher gave the try-out instrument. The instrument included total of 40

questions related to *Asking and Offering Help and Things at School.* These units were chosen for the students because of the closest materials in their school activity. The students answered the questions by crossing the option a, b, c, or d. The next process was doing pair correction between students within the answer key mentioned by the researcher in front of the class. The scores were noted and analyzed using SPSS in order to elicit the internal validity and the reliability of each question.

The second day of this reaearch was in 22nd January 2023. The valid instruments was arranged by the researcher as Pre-Test and been tested to the total of 30 fourth graders. Hence, the learnig process was continued in 23rd January 2023. The researcher taught the students using Qomik Qur'an in 2JP (60 minutes). The first material, entitled *Berbagi Tugas ala Semut (haring Jobs like Ants)* in Juz 7 (page 105-114) and Badu… Dudidudidam Juz 8 (page 55-64).

Figure 4.1 The First Chapter of Learning Materials
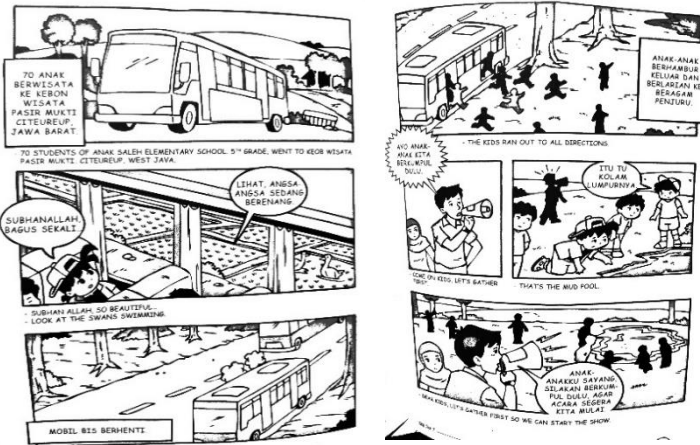
Figure 4.2 Qomik Qur'an Juz 7 page 1076-107

The students read aloud the dialogue in Qomik Qur'an Juz 7 with their chairmates, then the students looked for the familiar and unfamiliar vocabularies. The pictures in Qomik Qur'an triggered the students to interpret the words meaning. There were several new vocabularies listed in their notebooks. Among those vocabularies were mentioned as follow:

No	WORDS	
	Familiar	**Unfamiliar (New)**
1.	Bus	Swan
2.	School	Elementary
3.	Kid	Grade
4.	Start	Went
5.	Show	Gather
6.	Stop	Mud
7.	Sleep	Direction
8.	Here	Place
9.	Game	Learn
10.	Friend	Flour
11.	House	Stage
12.	Room	Corner
13.	Swim	Patient

14.	Doughnuts	Shoes
15.		Sir
16.		Poor
17.		Watery
18.		Lost
19.		Pool
20.		First
21.		Busy
22.		Visited
23.		Merrier
24.		Line up

**Table 4.1 The Familiar and Unfamiliar Words in Qomik
Qur'an Juz 7**

The data showed the comparison between familiar and unfamiliar words according to their background of knowledge. The total of unfamiliar or new words were 10 numbers more than the familiar words. It was proved that the students' vocabulary quantity had improved.

Figure 4.3 The Second Chapter of Learning Materials

Figure 4.4 Qomik Qur'an Juz 7 page 56-57

The similar activity was conducted in Qomik Qur'an Juz 8. The students read aloud the dialogue on page 56-67 then listed the familiar and unfamiliar vocabularies as written in table 4.2.

No	WORDS	
	Familiar	**Unfamiliar (New)**
1. Story		Brought
2. Dad		Suddenly
3. Grandma		Earth
4. Classroom		Rank
5. Group		Around
6. Long		Classmate
7. Sorry		Wanted
8.		Forgive
9.		Human
10		Front
11		Either
12		Take
13		Deserve
14		Counted
15		Deed

Table 4.2 The Familiar and Unfamiliar Words

The data showed the comparison between familiar and unfamiliar words according to their background of knowledge. The total of unfamiliar or new words were 8 numbers more than

the familiar words. It was proved that the students' vocabulary quantity had improved.

After writing those words in a paper, the students was doing *Scavenger Hunt*. The students in a different chair give a word for their friends. The other students should find the word and the meaning in the existing page. Students had to use their cognitive skills and maximize their adroitness in this session. The students also might give some clues using the real things in a classroom to visualize the vocabularies. The mentioned words and their meaning were written by the researcher on the whiteboard, so the students knew the Indonesian translations. The students were also associate the new vocabularies with the expressions of *Asking and Offering Help and Things at School*. Each student determined what kind of sentences used in a current situation, how to mention things at school in the grammatically correct sentences.

The next activity was an assignment. The students were asked to make 10 simple sentences, previously was given an example by the researcher, using the words in chapter 7 and 8. The reasearcher, as the teacher, also checked their undersanding by giving some questions to

the students. The main point of the materials were highlighted at the end of the teaching and learning process.

The last day of research was conducted on Wednesday, 25th January 2023. A post-Test was very crucial to conduct. This part was intended to elicit the result of learning outcomes after taught using Qomik Qur'an. There were 10 questions in the post-test. Unfortunately, one student was absent and should catch up the test several days after. However, the learning process of teaching English using Qomik Qur'an was officially ended in 28th January 2023.

As mentioned in the previous chapter, there were several techniques to collect data. The early thing to do was observing the population. This kind of activity was conducted to decide the most appropriate sample, learning materials, methods, and media in the learning process. The consideration of choosing fourth graders are based on their maturity, independence and thinking skills that has grown as well. Moreover, the unit of the learning materials was more relatable to teach in the students' daily activity than the other grades.

There was no lesson plan and syllabus that were supposed to be applied by the teacher. Lembar Kerja Siswa

(LKS) was the only source of learning. Hence, the researcher was interested to apply Qomik Qur'an as the medium of learning. The process of data collection was continued by arranging try-out questions for this grade. The 40 numbers of try-out questions, in multiple choice, were answered by each student of the fourth grade completely. Before continuing to the next process of pre-test, the 40 items of questions **(attached in Appendix 3)** must be measured as valid instruments. Therefore, The 1999 Standards for Educational and Psychological Tseting was an authorative reference work on test validity.and other test matters.

The validity of instruments should be accordance with the criteria: score (1) was given to the correct answers; score (0) was attached to the incorrect answers. To judge the validity of each item could be seen from the coloumn corrected item-total correlation (rcount) compared with rtable. If rcount > rtable that item was valid or otherwise using $\alpha=0.05$. The result of the validity test was interpreted in this following table:

No	Indicator	r count (result of Biseral correlation)	r table	Information
1	item1	0,67580	0,361	Valid (Asterisk)
2	item2	0,77501	0,361	Valid (Asterisk)
3	Item4	0,82223	0,361	Valid (Asterisk)
4	Item8	0,67580	0,361	Valid (Asterisk)
5	Item10	0,79790	0,361	Valid (Asterisk)
6	Item11	0,63391	0,361	Valid (Asterisk)
7	Item12	0,70703	0,361	Valid (Asterisk)
8	Item14	0,46076	0,361	Valid (Asterisk)
9	Item17	0,52219	0,361	Valid (Asterisk)
10	item18	0,79911	0,361	Valid (Asterisk)
11	item 19	0,91098	0,361	Valid (Asterisk)
12	Item20	0,63391	0,361	Valid (Asterisk)
13	Item21	0,52219	0,361	Valid (Asterisk)
14	Item23	0,53381	0,361	Valid (Asterisk)
15	Item24	0,65532	0,361	Valid (Asterisk)
16	Item25	0,53568	0,361	Valid (Asterisk)

17	Item27	0,59362	0,361	Valid (Asterisk)
18	Item31	0,46662	0,361	Valid (Asterisk)
19	Item33	0,81889	0,361	Valid (Asterisk)
20	Item38	0,59362	0,361	Valid (Asterisk)

Table 4.1.1 The Validity of Instrument

There were 20 valid items from the total of 40 questions answered by the students. The valid items were questions number 1, 2, 4, 8, 10, 11, 12, 14, 17, 18, 19, 20, 21,

No.	Variable	*Kuder Richardson KR 20*	Reliability Standards	Information
1.	Amount	0,83	0,60/0,361	Reliable

23, 24, 25, 27, 31, 33, and 38. Furthermore, It was needed to check either the instruments were reliable to apply or not. The result of reliability was written in table 4.1.2 below:

Table 4.1.2 The Reliability of Instrument

The table showed that the reliability standards was 0.60/0.361 which indicated that the instrument was appropriate to be applied in the current research. Those applicable number

of questions were distributed equally into pre-test and post-test. The pre-test were conducted before giving the treatment (teaching vocabulary using Qomik Qur'an). This part included questions number 1, 4 , 10, 12, 17, 19, 21, 23, 25, and 31. In the other hand, the questions number 2, 8, 11, 14, 18, 20, 24, 27, 33, and 38.

1. Test of Normality

The normality test aimed to test whether in the regression model, the residual variable has a normal distribution. The basis for decision making in the normality test was If the sig. (Asymp. Sig. (2-tailed)) < 0.05, then the data is not normally distributed. If the sig. (Asymp. Sig. (2-tailed)) > 0.05, then the data is normally distributed.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre_Test	30	62,90	12,109	30	84
Post_Test	30	69,03	9,076	50	90

Table 4.2.1 The Descriptive Statistics of Pre-Test and

Post-Test

One-Sample Kolmogorov-Smirnov Test

		Pre_Test	Post_Test
N		30	30
Normal Parameters[a,b]	Mean	62,90	69,03
	Std. Deviation	12,109	9,076

Most Extreme Differences	Absolute	,148	,164
	Positive	,115	,097
	Negative	-,148	-,164
Kolmogorov-Smirnov Z		,822	,915
Asymp. Sig. (2-tailed)		,508	,372

a. Test distribution is Normal.

b. Calculated from data.

Table 4.2.2 The Result of Normality Test

From the output, it could be seen that the Significance value (Asymp Sig) is 0.508 (0.508 > 0.05), then Ho was rejected. It was concluded that the distribution of the Pre Test data was normally distributed.

The Significance value (Asymp Sig) is 0.372 (0.372 > 0.05), then Ho was rejected. It defined that the distribution of the Post Test data was normally distributed. Therefore, the data were analyzed through parametric statistics.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	62,90	30	12,109	2,175
	Post_Test	69,03	30	9,076	1,630

Table 4.2.3 Pre-Test and Post-Test Sample Statistics

The mean - Pre Test is 62.90 while the mean - Post Test was 69.03. This means that there were differences in the results of the group pairs, where the Pre-Test Results and Post-Test Results were not the same.

Paired Samples Test

		Paired Differences					t	df	Say. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-6,129	6,612	1,188	-8,554	-3,704	-5,161	30	,000

Table 4.2.4 The Result of N-Gain

This section consisted of the results of the r test (correlation test) of sample pairs. From the r test, the r value was 0.843 with a significance of 0.000. Based on the decision criteria for the r test above, it could be concluded that the sample pairs of the variables analyzed had a significant correlation (Sig. 0.000 <0.05).

2. **T- Test**

The third cycle of data analysis aimed to answer the main question of this research. The data were normally distributed and belonged to Wilcoxon Signed Ranked Test. It was analyzing the significant influence of teaching Qomik Qur'an and the students' vocabulary quantity development. The result was displayed on these following tables:

Test Statistics[a]

	Post_Test - Pre_Test
WITH	-3,968[b]
Asymp. Sig. (2-tailed)	,000

Table 4.3.1 The Result of T-Test

In the Test Statistics table, the calculated Z value is -3.968, while the Z table value was obtained from the Z table with an alpha of 5% or 0.05, the value is around -1.645 (the negative sign was adjusted depending on the output of the Z count). Meanwhile, the Asymp value. Sig (2-tailed) obtained 0.000.

Because Z count > Z table, namely -4.109 > -1.645 or a sig value of 0.000 <0.05 according to the statistical test that we use, H0 was rejected, so accept H1. There was a significant difference between the Post Test and Pre Test**.**

G. DISCUSSION

This study was strenghthen by several previous research, mentioned in chapter II, that gave reinforcement to the process, the use of appropriate methodology, statistical analysis. Small group instruction in the form of scavenger hunt activity also supported the learning mechanism which gave a big impact to the outcome. The use of Qur'an Comic might be the alternative medium to apply in vocabulary teaching. It was in accordace to the finding above that there was a significant difference of students' vocabulary especially in their new words accomplishment after taught by Qomik Qur'an Juz 7 and 8. The data showed positive enhancement of students' role in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion which were needed to complete this research are explained in this chapter.

A. **The Difference of The Students' Vocabulary Before and After using Qur'an Comic Supported with Scientific Instruction at MI NU Miftahul Ma'arif**

Based on the findings of the research and analysis, it was concluded in some points as follow:

The process of teaching and learning vocabulary using Qomik Qur'an was conducted at MI NU Miftahul Ma'arif for eight days, started on Saturday, 21st January 2023 and ended on Saturday 28th January 2023. The sample of this research were 30 students of the fourth grade. The researcher tried to observe the students' understanding by givng an instrument included total of 40 questions related to *Asking and Offering Help and Things at School.* These units were chosen for the students because of the closest materials in their school activity. The students

answered the questions by crossing the option a, b, c, or d. There were 20 valid items from the total of 40 questions answered by the students. The valid items were questions number 1, 2, 4, 8, 10, 11, 12, 14, 17, 18, 19, 20, 21, 23, 24, 25, 27, 31, 33, and 38. The pre-test were conducted before giving the treatment (teaching vocabulary using Qomik Qur'an). This part included questions number 1, 4 , 10, 12, 17, 19, 21, 23, 25, and 31.

The researcher taught the students using Qomik Qur'an in 2JP (60 minutes). The first material, entitled *Berbagi Tugas ala Semut (haring Jobs like Ants)* in Juz 7 (page 105-114) and Badu… Dudidudidam Juz 8 (page 55-64). The students read aloud the dialogue in the chapter with their chairmates, then the students looked for the familiar and unfamiliar vocabularies (verbs and nouns). After writing those words in a paper, the students was doing *Scavenger Hunt*. The students in a different chair give a word for their friends. The other students should find the word and the meaning in the existing page. Students had to use their cognitive skills and

maximize their adroitness in this session. The students also might give some clues using the real things in a classroom to visualize the vocabularies. The mentioned words and their meaning were written by the researcher on the whiteboard, so the students knew the Indonesian translations. The next activity was an assignment. The students were asked to make 10 simple sentences, previously was given an example by the researcher, using the words in chapter 7 and 8. The reasearcher, as the teacher, also checked their undersanding by giving some questions to the students. The main point of the materials were highlighted at the end of the teaching and learning process. A post-Test was very crucial to conduct. This part was intended to elicit the result of learning outcomes after taught using Qomik Qur'an within the questions number 2, 8, 11, 14, 18, 20, 24, 27, 33, and 38.

The Significance value (Asymp Sig) is 0.508 (0.508 > 0.05) and The Significance value (Asymp Sig) is 0.372 (0.372 > 0.05), then Ho was rejected. It defined that the distribution of the Pre-Test and the

Post-Test data were normally distributed. Z count > Z table, namely -4.109 > -1.645 or a sig value of 0.000 <0.05 according to the statistical test that we use, H0 was rejected, so accept H1. There was a significant difference between the Post Test and Pre Test. Those results indicated that the use of Qur'an Comic may develop students' vocabulary.

B. Suggestion

The aim of this research was to develop students' vocabulary quantity. Furthermore, the researcher suggested:

1. Qomik Qur'an Juz 7 and 8 could be implemented at MI NU Miftahul Ma'arif might be expanded as a new learning media.

2. The content of Qomik Qur'an Juz 7 and 8 could be the additional materials to develop students' vocabulary quantity.

3. The future research might be inspired conducting some related media to support the students' vocabulary development.

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LESSON PLAN

School : MI NU Miftahul Ma'arif Kaliwungu

Subject/Skill : English/Reading

Class/Semester : IV/2

Material School : Asking and Offering Help, Things at School

Time Allocation : 2 x 30 minutes

1. Learning Objectives
By the end of this learning using Qomik Qur'an Juz 7 and 8 students able to determine the situation on the exsisting dialogue, find the familiar and unfamiliar words, know the meaning of knew vocabularies related to Asking and Offering Help and Things at School.
2. Learning Activities
- Teacher greets students, prays, checks students' attendant, and conveys learning objectives, learning steps and assessment technique. **Observing**   - Students determine the situation happens in Qomik Qur'an Juz 7 page 105-114 and Juz 8 page 55-64.   - Students read aloud the dialogue within their chairmates. **Questioning**   - Students give some questions to their chairmates based on observation. Students.

3

Exploring.
- Students wite the familiar and unfamiliar words in a paper.
- Students do Scavanger Hunt (a student mentioned some words and other students should find in what page the words exist.
  Associating
- Students look at the the classroom, then point and mention the real things in the school environment
  Creating
- Students make 10 sentences based on the chosen words.
  Communicating
- Students read one of their most favorite sentences.
  Reflecting
- Students and teacher review the impotant points related to Asking and Offering Help and Things at School.
- Teacher checks students' understanding.
- Students make reflection about the lesson.

3.	Assessment

Assessment technique (assessment of spiritual, assessment of attitude, assessment of knowledge, and assessment of skill).

A. Material
❖ **Asking and Offering Help**
❖ **Things at School**

B. Assessment
a. Assessment of Spiritual

No	Criteria	Score
1	Very often pray before beginning the study.	5

2	Often pray before beginning the study.	4
3	Several times pray before beginning the study.	3
4	Ever pray before beginning the study.	2
5	Never pray before beginning the study.	1

    b.   Assessment of Attitude

No	Criteria	Score
1	Very often show an honest and care attitude.	5
2	Often show an honest and care attitude.	4
3	Several times show an honest and care attitude.	3
4	Ever show an honest and care attitude.	2
5	Never show an honest and care attitude.	1

    c.   Assesment of Knowledge

No	Criteria	Score
1	Students	5
2	Students only mastering some topic of the material that have learned.	3
3	Students not mastering the material that have learned.	1

d. Assessment of Skill
    Assessment instrument : Written test
    Instrument form : Creating 10 sentences

Kudus, 21 January 2023

Acknowledge by

Kepala Madrasah
Teacher

English

Ali Farchan, S.Pd.I

Musarofah, S.Pd.I

Appendix 2

SURAH IN THE HOLY QUR'AN

No.	Surah	Arabic	Verse
1	Al-Fatihah	الفاتحة	7
2	Al-Baqarah	البقرة	286
3	Ali 'Imran	ال عمران	200
4	An-Nisa'	النسآء	176
5	Al-Maidah	المآئدة	120
6	Al-An'am	الانعام	165
7	Al-A'raf	الاعراف	206
8	Al-Anfal	الانفال	75
9	At-Taubah	التوبة	129
10	Yunus	يونس	109
11	Hud	هود	123
12	Yusuf	يوسف	111

13	Ar-Ra'd	الرّعد	43
14	Ibrahim	ابراهم	52
15	Al-Hijr	الحجر	99
16	An-Nahl	النّحل	128
17	Al-Isra'	الاسراء	111
18	Al-Kahf	الكهف	110
19	Maryam	مريم	98
20	Ta-Ha	طه	135
21	Al-Anbiya	الأنبيآء	112
22	Al-Hajj	الحجّ	78
23	Al-Mu'minun	المؤمنون	118
24	An-Nur	النّور	64
25	Al-Furqan	الفرقان	77
26	Asy-Syu'ara'	الشّعراء	227
27	An-Naml	النّمل	93

28	Al-Qasas	القصص	88
29	Al-'Ankabut	العنكبوت	99
30	Ar-Rum	الرّوم	60
31	Luqman	لقمان	34
32	As-Sajdah	السّجدة	30
33	Al-Ahzab	الاحزاب	73
34	Saba'	سبآء	54
35	Fatir	فاطر	45
36	Yasin	يسَ	83
37	As-Saffat	الصّآفّآت	182
38	Sad	صَ	88
39	Az-Zumar	الزّمر	75
40	Ghafir	غافر	85
41	Fussilat	فصّلت	54
42	As-Syura	الشّورىَ	53

43	Az-Zukhruf	الزّخرف	89
44	Ad-Dukhan	الدّخان	59
45	Al-Jasiyah	الجاثية	37
46	Al-Ahqaf	الأحقاف	35
47	Muhammad	محمّد	38
48	Al-Fath	الفتح	29
49	Al-Hujurat	الحجرات	18
50	Qaf	قَ	45
51	Al-Dzariyat	الذّاريات	60
52	At-Tur	الطّور	49
53	An-Najm	النّجم	62
54	Al-Qamar	القمر	55
55	Ar-Rahman	الرّحمان	78
56	Al-Waqi'ah	الواقعة	96
57	Al-Hadid	الحديد	29

58	Al-Mujadalah	المجادلة	22
59	Al-Hasyr	الحشر	24
60	Al-Mumtahanah	الممتحنة	13
61	As-Saff	الصّفّ	14
62	Al-Jumu'ah	الجمعة	11
63	Al-Munafiqun	المنافقون	11
64	At-Taghabun	التغابن	18
65	At-Talaq	الطّلاق	12
66	At-Tahrim	التحريم	12
67	Al-Mulk	الملك	30
68	Al-Qalam	القلم	52
69	Al-Haqqah	الحاقّة	52
70	Al-Ma'arij	المعارج	44
71	Nuh	نوح	28
72	Al-Jinn	الجنّ	28

73	Al-Muzammil	المزمّل	20
74	Al-Mudatsir	المدثّر	56
75	Al-Qiyamah	القيمة	40
76	Al-Insan	الإنسان	31
77	Al-Mursalat	المرسلات	50
78	An-Naba'	النبآء	40
79	An-Nazi'at	النّزعت	46
80	'Abasa	عبس	42
81	At-Takwir	التكوير	29
82	Al-Infitar	الإنفطار	19
83	Al-Muthaffiffiin	المطفّفين	36
84	Al-Insyiqaq	الإنشقاق	25
85	Al-Buruj	البروج	22
86	At-Tariq	الطّاررق	17
87	Al-A'la	الأعلى	19

88	Al-Ghasyiyah	الغاشية	26
89	Al-Fajr	الفجر	30
90	Al-Balad	البلد	20
91	As-Syams	الشمس	15
92	Al-Lail	اليل	21
93	Ad-Dhuha	الضّحى	11
94	Al-Insyirah	الإنشرح	8
95	At-Tin	التّين	8
96	Al-'Alaq	العلق	19
97	Al-Qadr	القدر	5
98	Al-Bayyinah	البيّنة	8
99	Al-Zalzalah	الزلزلة	8
100	Al-'Adiyat	العاديات	11
101	Al-Qari'ah	القارعة	11
102	At-Takatsur	التكاثر	8

103	Al-'Asr	العصر	3
104	Al-Humazah	الهمزة	9
105	Al-Fil	الفيل	5
106	Quraisy	قريش	4
107	Al-Ma'un	الماعون	7
108	Al-Kautsar	الكوثر	3
109	Al-Kafirun	الكافرون	6
110	An-Nasr	النّصر	3
111	Al-Lahab	اللّهب	5
112	Al-Ikhlas	الإخلاص	4
113	Al-Falaq	الفلق	5
114	An-Nas	النّاس	6

Appendix 3

LIST OF THE FOURTH GRADERS

NO	NAME	CODE
1.	Airlangga Rijalul faqih	AR-1
2.	Aizzah Fathimatuzahra	AR-2
3.	Akbar Ahsanul Haq	AR-3
4.	Akmal Baihaqi Noor	AR-4
5.	Alfin Andriawan Alfaro	AR-5
6.	Annisa Ayu Fatimah	AR-6
7.	Ayyatul Husna	AR-7
8.	Azmy Nailal Haq	AR-8
9.	Dimas Andrian Maulana	AR-9
10	Ikvi Warda Mukmila	AR-10
11	Jihan Himatur Rahma Aulia	AR-11
12	Meisya Putri	AR-12
13	Misdalifah	AR-13
14	Muhammad Aidil Majid	AR-14
15	Muhammad Andika Firmansyah	AR-15
16	Muhammad Ferdiyanto	AR-16
17	Muhammad Rizqi Ramadhan	AR-17
18	Muhammad Setia Andi Darma	AR-18
19	Muhammad Ziiqri Pabyza	AR-19
20	Najiyah Muflikhah	AR-20
21	Narju Barokah Naba	AR-21
22	Naufal Abdul Gani	AR-22
23	Neysa Kayla Azzarenka	AR-23
24	Nizam Baihaqi Azka Alfatah	AR-24
25	Rafa Auriel Alvano	AR-25
26	Sailin Nihayatun Ni'mah	AR-26
27	Saqila Hasna Almira	AR-27
28	Shanti Anggraeni	AR-28
29	Syeif Adli Alfarisi	AR-29
30	Anisa Alya Putri	AR-30

THE TEST INSTRUMENT

Answer the questions correctly by choosing a, b, c, or d!

1. **Sharing jobs like ants.**
   The word *Ant* in Indonesian is…….

   a. Gajah
   b. Semut
   c. Beruang
   d. Kucing

2. What is the English of *Berbagi*?
   a. Ask
   b. Borrow
   c. Share
   d. Want

3. The spelling of *Jobs* is…..
   a. Jey- ou- bi- es
   b. Jey- ei- bi-es
   c. Jey- ai- bi- es
   d. Jey- i -bi- es

4. What the picture is this?
   a. Bus
   b. Car
   c. Airplane

d.   Train

5. **Citereup is one of the cities in West Java.**
    The word **West Java** in Indonesian is…..

    a.   Jawa Tengah
    b.   Jawa Barat
    c.   Jawa Timur
    d.   Jakarta

6. What is *Utara* in English?
    a.   South
    b.   East
    c.   West
    d.   North
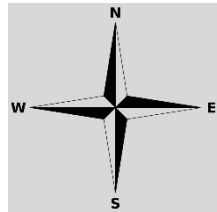
7. What is *Timur* in English?
    a.   West
    b.   East
    c.   North
    d.   South

8. **The swans are swimming.**
    The correct picture for the word *Swan* is…..

    a.   b.   c.

d.

9. Come on kids, let's ………. first.
   a. Eating
   b. Reading
   c. Gather
   d. Gathering

10. *Kids* in Indonesian are…..
    a. Anak-anak
    b. 1 Anak
    c. Orang tua
    d. Guru

11. Teacher: "Ok, It's clear. You will be divided into two big groups. **Male** and female."
    Students: "Hooray!"

    How many groups will be available?

    a. 4
    b. 3
    c. 2
    d. 1

12. The word *Male* can be replaced by…….
    a. Girl
    b. Boy
    c. Old
    d. Young

13. **You will _____ In Minahasa traditional house.**
    a. Sweep
    b. Stay
    c. Watch
    d. Hear

14. This is your home while you stay here.
    Which one is the correct picture of home?

a.   b.   c.

d.

15. **Kids were _____ to go to toilet.**
    a. Lining up
    b. Dining
    c. Living
    d. Cooking

16. **If we are tired, _____.**
    a. I will sleep
    b. We will sleep
    c. You will sleep
    d. She will sleep

17. Teacher: "Is that clear?"
    Students: "Clear sir."

    What is the Indonesian translation of *Clear*?

    a. Rapi
    b. Bersih
    c. Jelas
    d. Baik

18. **The game show began. Razak's team fell.**
    Whose team that fell in the game?

a. Rafi's team
b. Argha's team
c. Razak's team
d. Ramzi's team

19. like – an - it – is - ant.
The correct sentence is…..

a. It is an like ant.
b. An ant like is it.
c. Is ant like an it.
d. It is like an ant.

20. Ant is……
a. A plant
b. An animal
c. A star
d. A color

21. What picture is this?
a. Hospital
b. Mosque
c. Apartment
d. School

22. English   : W _ _ T
Indonesia   : Telah pergi

a. E,N
b. I,N

c. O,M
d. E,E

23. They went to the ……… (kelas).
    a. Bathroom
    b. Administration office
    c. Classroom
    d. Front office

24. "The next morning, Badu goes to school."
    The translation of the underlined words is…….

    a. Keesokan paginya
    b. Kemarin pagi
    c. Lusa
    d. Semalam

25. Teacher: "Make Groups of 4."
    Students: "Okay, Madam."

    a. Three
    b. Four
    c. Eight
    d. Six

26. **I feel sorry for Badu.**
    The translation of the underlined words is…….

    a. Bahagia
    b. Minta maaf

c. Kasihan
d. Bersyukur

27. What picture is this?
    a. Bell
    b. Remote
    c. Phone
    d. Cassette

    Number 28-29

28. A: "Right, it is the <u>second time</u> he has been refused."
    B: "I don't care about that."

    The underlined words mean…..

    a. Pertama kali
    b. Kedua kali
    c. Ketiga kali
    d. Keempat kali

29. The phrase "don't care" means….
    a. Peduli
    b. Tidak peduli
    c. Sangat peduli
    d. Memaafkan

30. A: "When did you go for your holiday?"
    B: "I went to grandma's house in Bogor?"

    The word "holiday" can be replaced by the word……..

a. Vacation
b. Work
c. Weekend
d. Weekdays

Number 31-35

31. Badu: "Sir, I don't have a group."
Teacher: "Really? Ask your classmates if they haven't got a group either."

Who is Badu?

a. Administration staff
b. Teacher
c. Student
d. Headmaster

32. Where does the dialogue probably take place?
a. House
b. Classroom
c. Mosque
d. Hospital

33. Which one is the correct picture for classroom?
a.   b.

c.

d.

34. The word "group" in the dialogue means….
    a. Guru
    b. Kelompok
    c. Murid
    d. Kelas

35. anybody – need – does – more – one – member ?
    a. Does anybody need one more member?
    b. Need anybody does one member more?
    c. Does member need one more anybody?
    d. Does one more member need anybody?

36. **We must be able to forgive others.**
    The word *forgive* means…..

    a. Menerima
    b. Terima kasih
    c. Sampai jumpa
    d. Memaafkan

37. Teacher: "Come to the front, Badu!"

Badu: "I?"

Teacher: "Yes."

The underlined words can be replaced by….

a. Come forward
b. Turn back
c. Go away
d. Go outside

38. T – R – E – A – H – C
The correct word is….

a. Teacher
b. Atcher
c. Cherat
d. Chrate

39. C – S – H – O – L – O
The correct word is….

a. Oschol
b. Loosch
c. School
d. Chools

40. O – M – O – C – A – S – S – L – R
a. Roomclass
b. Classroom
c. Mocarolss
d. Classmoor

THE RESULT OF TRY-OUT, PRE-TEST, AND POST TEST

No	Name	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	TRY OUT RESULT OF THE FOURTH GRADERS																
1	Airlangga Rijalul faqih	AR-1	1	1	0	1	0	1	1	1	0	1	0	0	1	1	0
2	Aizzah Fathimatuzahra	AR-2	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0
3	Akbar Ahsanul Haq	AR-3	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
4	Akmal Baihaqi Noor	AR-4	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0
5	Alfin Andriawan Alfaro	AR-5	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1
6	Annisa Ayu Fatimah	AR-6	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1
7	Ayyatul Husna	AR-7	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1
8	Azmy Nailal Haq	AR-8	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0
9	Dimas Andrian Maulana	AR-9	1	0	0	1	1	1	0	1	0	0	1	1	0	1	1
10	Ikvi Warda Mukmila	AR-10	1	1	0	1	0	1	1	0	1	0	0	1	1	1	0
11	Jihan Himatur Rahma Aulia	AR-11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
12	Meisya Putri	AR-12	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
13	Misdalifah	AR-13	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1
14	Muhammad Aidil Majid	AR-14	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0
15	Muhammad Andika Firmansyah	AR-15	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
16	Muhammad Ferdiyanto	AR-16	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1
17	Muhammad Rizqi Ramadhan	AR-17	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0
18	Muhammad Setia Andi Darma	AR-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Muhammad Ziiqri Pabyza	AR-19	1	1	0	0	0	0	1	1	1	1	1	0	1	1	1
20	Najiyah Muflikhah	AR-20	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0
21	Narju Barokah Naba	AR-21	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1
22	Naufal Abdul Gani	AR-22	0	1	1	1	0	0	1	1	1	1	1	1	1	0	0
23	Neysa Kayla Azzarenka	AR-23	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0
24	Nizam Baihaqi Azka Alfatah	AR-24	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0
25	Rafa Auriel Alvano	AR-25	1	1	1	0	0	0	1	1	1	0	0	0	1	1	0
26	Sailin Nihayatun Ni'mah	AR-26	0	0	1	0	0	0	0	1	1	1	1	0	1	1	1
27	Saqila Hasna Almira	AR-27	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1
28	Shanti Anggraeni	AR-28	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1
29	Syeif Adli Alfarisi	AR-29	1	0	1	1	0	0	1	0	1	0	0	1	0	0	1
30	Anisa Alya Putri	AR-30	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1
1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	0	1	1	1	0
0	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1
0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0
0	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0
1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0

NO	CODE	PRE-TEST	POST-TEST
1.	AR-1	30	50
2.	AR-2	62	68
3.	AR-3	54	70
4.	AR-4	66	54
5.	AR-5	74	72
6.	AR-6	68	74
7.	AR-7	76	76
8.	AR-8	72	74
9.	AR-9	66	70
10.	AR-10	58	68
11.	AR-11	72	78
12.	AR-12	74	80
13.	AR-13	56	64
14.	AR-14	60	68
15.	AR-15	72	78
16.	AR-16	70	74
17.	AR-17	62	64
18.	AR-18	64	78
19.	AR-19	70	70
20.	AR-20	38	50
21.	AR-21	44	52
22.	AR-22	62	70
23.	AR-23	64	68
24.	AR-24	84	90
25.	AR-25	52	64
26.	AR-26	74	74

27.	AR-27	68	70
28.	AR-28	72	78
29.	AR-29	70	70
30.	AR-30	54	60

Appendix 6

THE STUDENTS' WORK

nama: m. Ziari Faeza
kelas: 4
+2A4

S: 32
B: 8
26

TRYOUT QUESTIONS

Answer the questions correctly by choosing a, b, c, or d!

1. Sharing jobs like ants.
   The word *Ant* in Indonesian is.......
   ☒ Gajah
   b. Semut
   c. Beruang
   d. Kucing

2. What is the English of *Berbagi*?
   a. Ask
   b. Borrow
   ☒ Share
   d. Want

3. The spelling of *Jobs* is.....
   a. Jey- ou- bi- es
   b. Jey- ei- bi-es
   c. Jey- ai- bi- es
   d. Jey- i -bi- es

4. What the picture
   a. Bus
   ☒ Car
   c. Airplane
   d. Train

5. Citereup is one of the cities in West Java.
   The word *West Java* in Indonesian is.....
   a. Jawa Tengah
   b. Jawa Barat
   c. Jawa Timur
   d. Jakarta

6. What is *Utara* in English?
   ☒ South
   b. East
   c. West
   d. North

7. What is *Timur* in English?
   a. West
   b. East
   c. North
   d. South

8. The swans are swimming.
   The correct picture for the word *Swan* is.....
   a.   b.   ☒

   d.

9. Come on kids, let's .... first.
   a. Eating
   b. Reading
   c. Gather
   d. Gathering

10.   Kids in Indonesian are.....

TRYOUT QUESTIONS

Answer the questions correctly by choosing a, b, c, or d!

1. Sharing jobs like ants.
   The word *Ant* in Indonesian is.....
   a. Gajah
   ☒ Semut
   c. Beruang
   d. Kucing

   S: 10
   B: 30

   80

2. What is the English of *Berbagi*?
   a. Ask
   b. Borrow
   ☒ Share
   d. Want

3. The spelling of *Jobs* is.....
   ☒ Jey- ou- bi- es
   b. Jey- ei- bi-es
   c. Jey- ai- bi- es
   d. Jey- i -bi- es

4. What the picture
   ☒ Bus
   b. Car
   c. Airplane
   d. Train

5. Citereup is one of the cities in West Java.
   The word *West Java* in Indonesian is.....
   ☒ Jawa Tengah
   b. Jawa Barat
   c. Jawa Timur
   d. Jakarta

6. What is *Utora* in English?
   ☒ South
   b. East
   c. West
   d. North

7. What is *Timur* in English?
   ☒ West
   b. East
   c. North
   d. South

8. The swans are swimming.
   The correct picture for the word *Swan* is.....
   ☒   b.   c.

   d.

9. Come on kids, let's .... first.
   ☒ Eating
   b. Reading
   c. Gather
   d. Gathering

10.   Kids in Indonesian are.....

THE DOCUMENTARY OF LEARNING PROCESS

Appendix 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

Nomor : 240/Un.10.3/D1/TA.00.01/01/2023   Semarang, 19 Januari 2023
Lamp : -
Hal   : Permohonan Izin Riset
          a.n   : Ummy Izzatunida
          NIM : 1603046015

Yth.
Kepala MI NU MIFTAHUL MA'ARIF
di Kudus

Assalamu'alaikum Wr.Wb
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama   : Ummy Izzatunida
NIM   : 1603046015
Alamat   : Desa Kaliwungu RT 05 / 03 kec. Kaliwungu Kab.Kudus
Judul skripsi :
                USING MEDIA OF QOMIK QUR'AN JUZ 7 AND 8 TO
                DEVELOP STUDENTS' VOCABULARY QUANTITY AT MI
                NU MIFTAHUL MA'ARIF KALIWUNGU KUDUS

Pembimbing :
 1. Sayyidatul Fadlilah, M.pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 21 Januari 2023 sampai dengan tanggal 28 Januari 2023

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb

a.n Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :
Dekan FITK UIN Walisongo Semarang (sebagai laporan)

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Appendix 9

BADAN PELAKSANA PENDIDIKAN MA'ARIF NU
CABANG KUDUS
المدرسة الإبتدائية نـهضـة العلماء مفتاح المعارف
MI NU MIFTAHUL MA'ARIF
STATUS : TERAKREDITASI A
Alamat : Jl Balai Desa Kaliwungu 500m RT 07/I Kudus 59332 Telp.(0291)
4245725 HP.081 228 467 319
Email : minu_miftahulmaarif_kds@yahoo.co.id

SURAT KETERANGAN
Nomor: 013/MIMM/III/2023

Yang bertanda tangan

Nama   : Ali Farchan, S.Pd.I

Jabatan   : Kepala Madrasah

Menerangkan bahwa

Nama   : Ummy Izzatunida

NIM   : 1604036015

Fakultas   : Fakultas Ilmu Tarbiyah dan Keguruan

Mahasiswa tersebut di atas telah melakukan riset dengan judul skripsi **"USING MEDIA OF QOMIK QUR'AN JUZ 7 AND 8 TO DEVELOP STUDENTS' VOCABULARY QUANTITY AT MI NU MIFTAHUL MA'ARIF KALIWUNGU KUDUS"** di madrasah tersebut selama delapan hari terhitung sejak tanggal 21 Januari 2023 hingga 28 Januari 2023.

Demikian surat penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Kudus, 04 April 2023
Kepala Madrasah

Ali Farchan, S.Pd.I

CURRICULUM VITAE

A. Identities

1. Name : Ummy Izzatunida

2. Birth : 21 July 1998

3. Address : Kaliwungu RT 05/03, Kaliwungu, Kudus

4. HP : 085327641120

5. Email : ummyizzatunida@gmail.com

B. History of Education

1. MI NU Mafatihul Ulum (2003-2009)

2. MTs Mu'allimat NU Kudus (2010-20013)

3. MA Mu'allimat NU Kudus (2014-2016)

4. UIN Walisongo Semarang (2016-2023)

Semarang, March 22th 2023

The Researcher

Ummy Izzatunida