# Influence of media learning strip story to improve memorization of mufrodat students in class x at MAN 2 Ciamis

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**A B S T R A C T**

All efforts to improve students' memorization can be done with strip story media so that students will change the pattern of inactive learning activities and teachers to use the media, in order to foster superior motivation and interest in learning. In this study, the focus is on the media strip story which is used to improve students' memorization skills. This study uses an experiment that is quantitative in its data using numbers. Meanwhile, for data collection by observation, pretest and posttest questionnaire tests with the experimental group in the class. The results of the research, that there is an effect of learning strip story media to improve the memorization of mufrodat students in class X at MAN 2 Ciamis. In this case, it shows the experimental class with learning using strip story media by obtaining an n-gain score with a "Medium" level with an average value of 0.56. While the results of the N-gain value in the control class get the 'Medium' category (Slightly higher than the experimental class value) with an average of 0.64. Thus, the Strip Story learning media is effective for use in learning Arabic.

## Introduction

Arabic is very important for Muslims. Because Arabic is the language of science and religion. Religious studies including tafsir, hadith and tawhid are mostly written in Arabic. Stories of the past, economics, politics, and social sciences used in Arabic).(Anshor 2009:hal. 1) Language is a set of sounding signs that certain people use in communication. They will understand the value of language as an adult. Thus, linguists and professionals in language theory and practice recognize that citizens will lose speaking without language (Anshor 2009:hal. 2).

The language according to the term is *Lughah*. These languages include English, French, German, Japanese, Dutch, and Sanskrit. Each of these concepts refers to inclusive cultural characteristics, therefore, concepts that are not easily limited.(Umam 1980:hal. 7) Arabic language learning can be carried out in formal as well as non-formal institutions. The process of learning Arabic takes time, as does learning other sciences. There are two more essential elements in learning and teaching, such as: firstly the way of teaching and secondly the tools used in teaching. These aspects, will be interrelated.

sorting out how to teach for the influence of teaching media tools. Other factors need to be considered when choosing media include goals, classes, assignments, and student responses, as well as learning context and characteristics. It can be said that one of the main tasks of learning media is to influence the weather, circumstances, and learning environment created by the teacher.(Anshor 2009:hal. 3)

That in learning Arabic in Indonesia, there are not a few problems that arise when in the place of learning. This is largely due to the fact that Arabic is the third language spoken by the majority of the population, after their mother tongue and the national language. Some difficulties will face learners, such as first, Saying some vocabulary that is not the same in the national language, secondly, writing down words and sentences that are not the same in the national language. Language is understood by learners, 3) adjusting the meaning of the word structure is very diverse in Arabic. 4) sentence preparation has been different from the language already mastered by students and others.(Abdul 2008:hal. 169)

From the problems occurring will hinder in learning activities if and handled correctly by the teacher. So in the teaching and learning process, it is necessary to find a method or strategy that suits the needs and abilities of students. The teaching and learning method is considered not difficult and runs smoothly and can suit the needs of students using the game method. Through the play method, students will feel joy and not bored in following the learning so that the learning process will take place effectively, and media is needed.

The main purpose of teaching Arabic is to help students become fluent language communicators and writers. Language skills refer to a teacher's ability to use language effectively in the classroom. There are four language skills: listening, speaking, reading, and writing.

Viewed in theory and practice in class X MAN 2 Ciamis there is no best result that is so appropriate/sufficient with the education system designed by the ministry of education, namely Curriculum 13, especially on learning Arabic. It has a number of obstacles and problems that can be influenced, from the hind factors of students who come from junior high school and rural graduates. The teacher is less professional in delivering material using strategies or methods in learning and the learning media is not yet optimally qualified.

Teachers must be able to use the equipment provided by the school, and it is impossible for such equipment to keep up with the development of the world of education. Educators can basically use tools that are simple and effective even if they seem simple, one of the things that must be relied on to achieve teaching goals. In addition to using existing equipment, teachers must develop skills in creating learning media that will be used if the media does not yet exist.

So educators are firmly encouraged to use media in the teaching and learning process, this will build the nature of teaching. Although the media is tied to successful learning, it is also related to acquiring knowledge. as evidence of successful scientific acquisition, but the media is also related as evidence of success in a teaching system and educators such as teachers, students, methods, strategies, facilities, infrastructure,

support and assessment. Therefore, learning media is a method of delivering news to those who are actively involved in the learning process.

According to Acep Hermawan, Strip stories are pieces of paper that can be displayed easily spoken and understood by students. Usage is based on the assumption that the main purpose of speaking in the classroom is to easily express their thoughts in a foreign language, not to be ashamed and embarrassed. Meanwhile, according to Azhar Arsyad, Strip Story is a piece that is often used in teaching foreign languages. Besides being cheap and easy to make, the strip story technique is also simple and does not require any special skills to use it.(NASRUDDIN 2020:hal. 108) Thus, the name media strip story is a visuality medium needed by students' vision in capturing learning materials, message visualizations, information or concepts that will be conveyed to students to develop in various forms or patterns, namely illustrations, images, graphs, charts and others. Based on the foundation above, the researcher is interested in researching with the title "The Influence of Learning Strip Story Learning Media to Improve The Memorization of Learners' *Mufrodat*".

## Result and Discussion

### Definition of Strip Story Learning Media

The term media comes from the Latin medius, which means "center", "intermediary", or "presentation". In Arsyad, Gerlach and Ely define media as "individuals, products, or opportunities that shape conditions and prepare students to receive information, abilities, or views". Media is often defined in learning systems as realistic, visual, or electrical devices capable of capturing, manipulating, and processing visual and verbal data. Meanwhile, Gaggne and Briggs in Arsyad stated that learning media combines the instruments used to communicate information.(Apriliyani and Gazali 2019:hal. 111) From the above understanding it can be concluded that the media is a real device used in the learning system to work with students in obtaining information, abilities, and perspectives.

Learning media serves as a channel between the sender and recipient of the message. Film, television, graphics, print media, and other forms of media are examples of media. Some of these media can be used as learning media if they can convey messages that help students achieve their learning goals. Furthermore, there must be a link between media, messages, and plans.(Ardiyanti, Bandu, and Usman 2018:hal. 178)

Strip story is a type of learning material that uses pieces of paper that contain stories or conversations that are deliberately cut into pieces. As stated by Ali Ahmad Madkur that the pieces of paper are in the form of learning media cards, especially cards containing story parts, each student is approached to arrange cards containing story pieces into a complete story. In Arabic, this media is usually called *Al-Qishah Al-Muqathi'ah.* The use of this media is very successful in teaching foreign dialects which aim to secure four skills, namely listening, conversation/discussion, reading and writing (Apriliyani and Gazali 2019:hal. 113).

Students can use the Strip Story technique to combine sentences or poems into one sentence. A similar method for arranging words into phrases can be used by using cards

containing words, which are arranged randomly, and students are assigned to read sentences including the cards correctly and accurately. students correctly. On the back of the card can be written the meaning of the word, this will train students and understand the word with its meaning.

In addition to cards, you can also use pocket boards or flannel pockets, pieces of card are placed into the board pocket. If the cards are arranged, the correct sentence will be transferred to the board, in a row the card pouches can be shifted or transferred to several small cardboard papers that are written in Arabic *mufrodat*.(Azhar Arsyad 2010:hal. 82) This technique through the media is based on an approach that prioritizes actual communication activities so that later, students can quickly and do not hesitate in speaking foreign (foreign) languages.(Azhar Arsyad 2010:hal. 83)

Thus, the media strip story serves as an intermediary or instrument for teachers to deliver subject matter by utilizing pieces of paper to compose vocabulary in one sentence, cards containing pieces of vocabulary are arranged randomly, and students are assigned to read. Arabic sentences in the correct order.

**Media Roles and Functions**

At first the media only functioned as an instrument in learning and practice, especially as a means that could provide visual encounters to students to support learning inspiration, explaining, and working with practical and dynamic ideas to be easy, and simple to understand.

Hamalik revealed "using teaching media in the learning process will grow a desire and interest in new things, to generate motivation and foster learning stimuli and can be influenced by psychology by students. In addition to increasing students' desires and interests, educational media can help students increase their knowledge in providing interesting and reliable facts, assisting in parsing data, and condensing information.(Nasruddin 2020:hal. 106)

According to Kemp and Dayton, the benefits of media in the learning process include facilitating contact between lecturers and students so that learning is more effective and efficient. However, there are some clearer benefits of media, such as showing some of the benefits of media in the learning process, such as:

1. Submission of subject matter can be equated.

2. The learning process becomes clearer and more interesting.

3. Learning will be more effective.

4. Efficient in time and effort.

5. Media can be used in various places and at any time to carry out the learning process.

6. With the learning process media will grow a positive attitude of students.

7. Change the teacher's role in a better and creative direction.(Isran Rasyid, Karo-Karo S 2018:hal. 94)

The application of a systems approach in the educational environment has motivated education experts in Indonesia to incorporate media into their teaching programmes. As a result, the media program is carried out methodically based on needs and characteristics, with the aim of discussing the desired behavior of students. Today, media in education serve a variety of purposes:

1. Facilitate the learning of students and teachers.

2. Provide a more actual / concrete experience.

3. Attract the attention of students in the learning process.

4. The five senses of students in the sense of balancing one of the weak senses with other senses.

5. Will attract the attention and curiosity of students towards learning

6. Can develop the world of theory with practice.(nasruddin 2020:hal. 107)

According to the various views above, it can be concluded that learning media plays an important role in the world of education which will foster the desire to learn and the enthusiasm of students in the teaching and learning process in special spaces or open spaces. This piece of paper is intended to be a tool for teachers and students in the classroom. They should help teachers with the teaching process, and also help teachers get students excited about learning in the classroom. As a way to make students more active in the learning process, keep them from getting bored during the teaching and learning process in class, and make them not shy or embarrassed when speaking in a foreign language.

**Types of Learning Media**

The types of media used to improve learning activities (*al Nasyathath al ta'limiyah*) include rihlah and travel activities (*Ziyaroh*), exhibitions, dramas (*Masrahiyah*), competitions (*Musabaqah*), language camps (*mukhayam lughawi*), healthy walks, and so on. -other. Meanwhile, media related to the human senses used to gather knowledge are classified into three types: visual media (*Bashariyah*), auditory media (*Sam'iyah*), and audio-visual media (*Sam'iyah-bashariyah*)(Abdul 2008:hal. 107) :

a. Media sees (*Bashariyah*) : Looking at media, such as natural objects, actors and events, and reproduction, is a teaching aid. Natural objects that can be easily given to the school or shown directly on the display media that are very effective for use, such as school equipment, sports equipment, and objects around the school, can be said to be quite effective for use. If natural products cannot be supplied, they can be replaced with fakes, which are relatively easy to obtain today.

b. Media of hearing (*Sam'iyah*) : Hearing media can be used such as radio broadcasts, recorders, and laboratories are examples of auditory media that can be used for language teaching. Language. Radio broadcasting is not good for learning Arabic because Arabic-language broadcasts do not exist in our country, only in Middle Eastern countries, and are not suitable for young Indonesians to listen to. Use in the laboratory. Language is a technique in the process of language learning that has been recognized by professional language educators for its usefulness.

c. Audio Visual Media : The most complete language teaching medium is audio-visual media, because there will be an interconnected process between the senses of hearing and sight with this medium. Examples of media such as television, video, computers, and sophisticated language laboratories are examples of this form of media (Abdul 2008:hal. 178).

## Mufrodat (Vocabulary) Arabic

Vocabulary is one aspect of language that foreign language learners must know in order to communicate in that language. However, learning a language is not synonymous with acquiring vocabulary, which means that simply memorizing vocabulary will not give you language skills. According to Savier in Fries, 1970, "Foreign language trainees cannot use a language through a dictionary" (Effendy 2005:hal. 96).

The meaning of a word can be divided into two, namely denotative meaning (*ashli*) and connotative meaning (*idhafi*). The dictionary definition is denotative meaning. Denotative meaning is divided into two types, namely intrinsic meaning and figurative meaning. The term al-Umm literally translates to "mother who gives birth." While the term al-Umm in the sentence *"Umm al-kitab"* has a symbolic meaning. The original meaning and the meaning of the phrase can also be separated from the denotative meaning. The original meaning of the word *al-hatif* is "those who whisper", while the meaning of the term is "phone". Connotative meaning is an additional purpose contained in it, certain nuances or sensations as a result of the experience of language users. For example, the connotative meaning of the word *al-Umm* is compassion and protection.

Vocabulary is divided into two components based on its function: *mufradat mu'jamiyah* and *mufradat wazhifiyah*. The first is vocabulary with dictionary definitions, such as *bayt, qalam*, and *sayyarah* (house, pen, car). The second type of vocabulary is functional vocabulary, such as the letters al-jar and the like.

It should be noted that among *mufradat mu'jamiyah* there are (1) various words that have the same meaning, such as *ra'a, nazhara, la hazha, syahada* which can more or less be matched with the Indonesian word "look, look. , pay attention, witness". (2) Several terms with the same denotative meaning but different connotative meanings, such as *ma:ta* and *tuwuffiya*, or in Indonesian between the words *ma: ta* and *tuwuffiya*, or in Indonesian between "dead, died, died." , died, passed away." (3) Words that have several different meanings, such as the word *fashl*, which can mean "class" and "season" (Effendy 2005:hal. 97) .

## Important Things to Consider in Teaching Mufrodat

Several factors must be considered in teaching mufradat, including the following:

a. *Mufradat* teaching alone is not enough : *Mufradat* is not taught as a separate subject, but in conjunction with the teachings of *muthala'ah, istima', insya'*, and *muhadatsah*.

b. Limiting meaning : A word may have many meanings. This is a very problematic issue for foreign language learners. In this regard, for beginners, teachers should only teach meaning based on the context, so as not to interfere with students' attention and memory. For example, at a higher level, explanations of meaning can be

expanded so that students have a comprehensive understanding of the meaning of words.

c. Contextual Vocabulary : Many vocabularies cannot be adequately understood unless they are used in sentences. This type of language must be taught in context so that students' understanding is not confused.

d. Translate in vocabulary instructions : Teaching the meaning of words by translating them into the mother tongue is the simplest method, but it has some drawbacks, including reduced student spontaneity when using it in expressions, lack of stickiness in students' memory, and not all vocabulary in English. foreign languages have their counterparts. precise in the mother tongue Such translation is only recommended as a last resort, unless the wording is abstract or difficult to display.

e. Level of difficulty : It should be noted that Arabic vocabulary for students in Indonesia can be classified into three levels of difficulty, including:

1. Simple words, because there are similarities with Indonesian words. Example: كتاب علماء, رحمة, كرسي

2. Words that are not difficult to pronounce even though there is no equivalent in Indonesian. Example: شوق, مدينة, ذهب, رجع

3. Words that are difficult to pronounce because of their shape and pronunciation.(Effendy 2005:hal. 98) Example: استولى تدهور, استبق,

**Experimental Results About the Use of Media Strip Story**

Teaching and learning activities that are practiced in the experimental class are the use of strip story media. Initially, the learning activities given by a pretest quiz to students were a measure of ability from the beginning of memorizing *mufrodarat* to students. At the end of the learning activity, the students were given another posttest quiz to reconsider the results of using the story strip media in learning activities.

Likewise, in the learning control room, the same pretest quiz will be given to the experimental class in measuring the students' memorization ability first, and so on, they will be refined in learning activities without using other media. Then finally, in the learning process activities, a posttest quiz will be presented to compare the students' memorization quiz scores.

a. Learning Outcomes in the Experimental Group : It is necessary to know the Effect of Learning Media Strip Sotry to Improve Students' Mufrodat Memorization in the class X Arabic subject at MAN 2 Ciamis in the 2020/2021 academic year, the author in submitting a number of Pretest and Posttest quizzes to the Experiment class. The following table contains the results of the pretest and posttest quizzes for experimental group students.

**Table 1.1** Posttest and Pretest Quiz Results In the Experimental Group

| No. | Class X | Score | |
|---|---|---|---|
| | Student's name | Pretest | Posttest |

| 1 | Aas Nusyamsiah | 70 | 95 |
|---|---|---|---|
| 2 | Ai Nurrohmah | 75 | 90 |
| 3 | Anisa Khoirunisa | 65 | 85 |
| 4 | Anisa Nurul Paujiah | 70 | 90 |
| 5 | Athiyya Putri Nurjanah | 70 | 85 |
| 6 | Diana Yuni Astuti | 75 | 90 |
| 7 | Dinda Aulia Nur Fauziah | 70 | 90 |
| 8 | Hilmi Dafa Laksana | 65 | 85 |
| 9 | Hisyam Hibatuloh | 70 | 85 |
| 10 | Ikhsan Maulana Lutfi | 65 | 80 |
| 11 | Ikma Mustaqimah | 65 | 85 |
| 12 | Indri Pebrianti | 80 | 90 |
| 13 | Khansa Muzhaffarah | 70 | 85 |
| 14 | Luthfi Nur Azizah | 70 | 85 |
| 15 | Mada Eka Dewida | 70 | 95 |
| 16 | Manda Zahra Juniar | 75 | 90 |
| 17 | Marvi Mizpa Jifaldy | 65 | 90 |
| 18 | Mayang Sri Aurelia Hanafi | 65 | 90 |
| 19 | Muhammad Faizul Anwar | 70 | 90 |
| 20 | Muhammad Hisan Mubarok | 70 | 85 |
| 21 | Nabila Aulia Rahmah | 70 | 85 |
| 22 | Nining Nirmala | 65 | 85 |
| 23 | Nisa Nurul Wahidah | 70 | 80 |
| 24 | Nunik Apriliani | 70 | 85 |
| 25 | Pian Sopian | 80 | 90 |
| 26 | Razif Aqil Mursidan | 70 | 85 |
| 27 | Roby Maulana | 70 | 85 |
| 28 | Sabila Al Arifa | 80 | 90 |

| 29 | Sinta Nurfadillah | 70 | 85 |
|----|------------------|----|----|
| 30 | Siti Sarah Pebriyanti | 70 | 85 |
| | Amount | 2110 | 2615 |
| | Average | 70 | 87 |

Table 1.1 is known from the results of the quiz pretest to posttest there is a difference.And so on from these results will be analyzed to get the gain and N-gain with the formula:

$$\text{N-Gain} = \frac{\text{S Postest} - \text{S Pretest}}{\text{S Maks} - \text{S Pretest}}$$

N-gain = normalized gain (N-Gain)

S Max = max score of the first test and final test

S Pre = test value first

S Post = final exam score

High and low gains will be normalized (n-gain) in groups including:

If g > 0.7, then the resulting n-gain is included in the high category

If 0.7 > g > 0.3, then the resulting n-gain is included in the sufficient category

If g < 0.3, then the resulting n-gain is included in the low category. (Shirley 2014:hal. 105)

**Table 1.2** Average N-gain Experimental Group

| No. | Class X | Score | | Gain | N-GAIN SKORE |
|-----|---------|-------|------|------|--------------|
| | Student's name | Pretest | Posttest | | |
| 1 | Aas Nusyamsiah | 70 | 95 | 25 | 0,83 |
| 2 | Ai Nurrohmah | 75 | 90 | 15 | 0,6 |
| 3 | Anisa Khoirunisa | 65 | 85 | 20 | 0,57 |
| 4 | Anisa Nurul Paujiah | 70 | 90 | 20 | 0,67 |
| 5 | Athiyya Putri Nurjanah | 70 | 85 | 15 | 0,5 |
| 6 | Diana Yuni Astuti | 75 | 90 | 15 | 0,6 |
| 7 | Dinda Aulia Nur Fauziah | 70 | 90 | 20 | 0,67 |
| 8 | Hilmi Dafa Laksana | 65 | 85 | 20 | 0,57 |
| 9 | Hisyam Hibatuloh | 70 | 85 | 15 | 0,5 |
| 10 | Ikhsan Maulana Lutfi | 65 | 80 | 15 | 0,43 |

| 11 | Ikma Mustaqimah | 65 | 85 | 20 | 0,57 |
| 12 | Indri Pebrianti | 80 | 90 | 10 | 0,5 |
| 13 | Khansa Muzhaffarah | 70 | 85 | 15 | 0,5 |
| 14 | Luthfi Nur Azizah | 70 | 85 | 15 | 0,5 |
| 15 | Mada Eka Dewida | 70 | 95 | 25 | 0,83 |
| 16 | Manda Zahra Juniar | 75 | 90 | 15 | 0,6 |
| 17 | Marvi Mizpa Jifaldy | 65 | 90 | 25 | 0,71 |
| 18 | Mayang Sri Aurelia Hanafi | 65 | 90 | 25 | 0,71 |
| 19 | Muhammad Faizul Anwar | 70 | 90 | 20 | 0,67 |
| 20 | Muhammad Hisan Mubarok | 70 | 85 | 15 | 0,5 |
| 21 | Nabila Aulia Rahmah | 70 | 85 | 15 | 0,5 |
| 22 | Nining Nirmala | 65 | 85 | 20 | 0,57 |
| 23 | Nisa Nurul Wahidah | 70 | 80 | 10 | 0,33 |
| 24 | Nunik Apriliani | 70 | 85 | 15 | 0,5 |
| 25 | Pian Sopian | 80 | 90 | 10 | 0,5 |
| 26 | Razif Aqil Mursidan | 70 | 85 | 15 | 0,5 |
| 27 | Roby Maulana | 70 | 85 | 15 | 0,5 |
| 28 | Sabila Al Arifa | 80 | 90 | 10 | 0,5 |
| 29 | Sinta Nurfadillah | 70 | 85 | 15 | 0,5 |
| 30 | Siti Sarah Pebriyanti | 70 | 85 | 15 | 0,5 |
|  | Amount | 2110 | 2615 | 490 | 16,93 |
|  | Average | 70 | 87 | 16,83 | 0,56 |

**Tabel 1.3** Average N-gain Score Experimental Group and Control Group (SPSS Version 20.0)

| Descriptives | | | | |
|---|---|---|---|---|
| | Class | | Statistic | Std. Error |
| n_Gain | experiment | Mean | ,5648 | ,02020 |
| | | 95% Confidence Interval for Mean | Lower Bound | ,5235 | |

| | | | | Upper Bound | ,6061 | |
|---|---|---|---|---|---|---|
| | | 5% Trimmed Mean | | | ,5609 | |
| | | Median | | | ,5000 | |
| | | Variance | | | ,012 | |
| | | Std. Deviation | | | ,11062 | |
| | | Minimum | | | ,33 | |
| | | Maximum | | | ,83 | |
| | | Range | | | ,50 | |
| | | Interquartile Range | | | ,12 | |
| | | Skewness | | | ,819 | ,427 |
| | | Kurtosis | | | ,967 | ,833 |
| | Control | Mean | | | ,3353 | ,03592 |
| | | 95% Confidence Interval for Mean | Lower Bound | | ,2619 | |
| | | | Upper Bound | | ,4088 | |
| | | 5% Trimmed Mean | | | ,3547 | |
| | | Median | | | ,3750 | |
| | | Variance | | | ,039 | |
| | | Std. Deviation | | | ,19673 | |
| | | Minimum | | | -,50 | |
| | | Maximum | | | ,63 | |
| | | Range | | | 1,13 | |
| | | Interquartile Range | | | ,15 | |
| | | Skewness | | | -2,666 | ,427 |
| | | Kurtosis | | | 10,922 | ,833 |

**Tabel 1.4** Average Student Learning Outcomes In the Experimental Group

| Group | Pretest | Postest | Gain | N-Gain | Interpretation N-gain |
|---|---|---|---|---|---|
| Experiment | 70 | 87 | 16,83 | 0,56 | Medium |

From table 1.4, it is known from the results obtained that the average pretest of the students' learning outcomes before the implementation of learning activities in the experimental group is 70. And it is known from the gain of the experimental group that the results are 16.63 with a "high" level. While the value of n-gain in the experimental group is obtained by growing understanding or mastering the concept with a result of 0.56 with a sufficient category

b.  Control Group Learning Outcomes

The following table 2.1 the results of the pretest and posttest quiz scores of students in the control class.

**Table 2.1** Pretest and Posttest Quiz Results In Control Group

| No. | Class | Score | |
|---|---|---|---|
| | Nama Siswa | Pretest | Posttest |
| 1 | Aas Nusyamsiah | 60 | 85 |
| 2 | Ai Nurrohmah | 70 | 80 |
| 3 | Anisa Khoirunisa | 60 | 80 |
| 4 | Anisa Nurul Paujiah | 60 | 75 |
| 5 | Athiyya Putri Nurjanah | 65 | 80 |
| 6 | Diana Yuni Astuti | 70 | 75 |
| 7 | Dinda Aulia Nur Fauziah | 65 | 80 |
| 8 | Hilmi Dafa Laksana | 60 | 75 |
| 9 | Hisyam Hibatuloh | 65 | 80 |
| 10 | Ikhsan Maulana Lutfi | 60 | 75 |
| 11 | Ikma Mustaqimah | 70 | 80 |
| 12 | Indri Pebrianti | 60 | 75 |
| 13 | Khansa Muzhaffarah | 65 | 80 |
| 14 | Luthfi Nur Azizah | 65 | 80 |
| 15 | Mada Eka Dewida | 65 | 85 |
| 16 | Manda Zahra Juniar | 66 | 84 |

| 17 | Marvi Mizpa Jifaldy | 70 | 80 |
|----|---------------------|-----|-----|
| 18 | Mayang Sri Aurelia Hanafi | 70 | 75 |
| 19 | Muhammad Faizul Anwar | 65 | 80 |
| 20 | Muhammad Hisan Mubarok | 80 | 70 |
| 21 | Nabila Aulia Rahmah | 65 | 70 |
| 22 | Nining Nirmala | 60 | 75 |
| 23 | Nisa Nurul Wahidah | 60 | 70 |
| 24 | Nunik Apriliani | 65 | 75 |
| 25 | Pian Sopian | 70 | 80 |
| 26 | Razif Aqil Mursidan | 75 | 80 |
| 27 | Roby Maulana | 65 | 80 |
| 28 | Sabila Al Arifa | 75 | 80 |
| 29 | Sinta Nurfadillah | 65 | 80 |
| 30 | Siti Sarah Pebriyanti | 65 | 75 |
|    | Amount | 1976 | 2339 |
|    | Average | 65 | 77 |

Table 2.1 is known from the results of the pretest to posttest quizzes that there is a difference. And so on from these results will be analyzed to get the gain and N-gain with the formula:

$$N\text{-Gain} = \frac{S\ Postest - S\ Pretest}{S\ Maks - S\ Pretest}$$

N-gain = normalized gain (N-Gain)

S Max = max score from the first test and the last test

S Pre = first test score

S Post = last test score

The high and low gain will be normalized (n-gain) in groups including:

If $g > 0.7$, then the resulting n-gain is included in the high category

If $0.7 > g > 0.3$, then the resulting n-gain is included in the sufficient category

If $g < 0.3$, then the resulting n-gain is included in the low category

**Table 2.2** Average Student Learning Score ResultsControl Group

| No. | Class X | Score | | GAIN | N-GAIN SKORE |
| --- | --- | --- | --- | --- | --- |
| | Student's name | Pretest | Posttest | | |
| 1 | Aas Nusyamsiah | 60 | 85 | 25 | 0,63 |
| 2 | Ai Nurrohmah | 70 | 80 | 10 | 0,33 |
| 3 | Anisa Khoirunisa | 60 | 80 | 20 | 0,5 |
| 4 | Anisa Nurul Paujiah | 60 | 75 | 15 | 0,38 |
| 5 | Athiyya Putri Nurjanah | 65 | 80 | 15 | 0,43 |
| 6 | Diana Yuni Astuti | 70 | 75 | 5 | 0,17 |
| 7 | Dinda Aulia Nur Fauziah | 65 | 80 | 15 | 0,43 |
| 8 | Hilmi Dafa Laksana | 60 | 75 | 15 | 0,38 |
| 9 | Hisyam Hibatuloh | 65 | 80 | 15 | 0,43 |
| 10 | Ikhsan Maulana Lutfi | 60 | 75 | 15 | 0,38 |
| 11 | Ikma Mustaqimah | 70 | 80 | 10 | 0,33 |
| 12 | Indri Pebrianti | 60 | 75 | 15 | 0,38 |
| 13 | Khansa Muzhaffarah | 65 | 80 | 15 | 0,43 |
| 14 | Luthfi Nur Azizah | 65 | 80 | 15 | 0,43 |
| 15 | Mada Eka Dewida | 65 | 85 | 20 | 0,57 |
| 16 | Manda Zahra Juniar | 66 | 84 | 18 | 0,53 |
| 17 | Marvi Mizpa Jifaldy | 70 | 80 | 10 | 0,33 |
| 18 | Mayang Sri Aurelia Hanafi | 70 | 75 | 5 | 0,17 |
| 19 | Muhammad Faizul Anwar | 65 | 80 | 15 | 0,43 |
| 20 | Muhammad Hisan Mubarok | 80 | 70 | -10 | -0,5 |
| 21 | Nabila Aulia Rahmah | 65 | 70 | 5 | 0,14 |
| 22 | Nining Nirmala | 60 | 75 | 15 | 0,38 |
| 23 | Nisa Nurul Wahidah | 60 | 70 | 10 | 0,25 |
| 24 | Nunik Apriliani | 65 | 75 | 10 | 0,29 |
| 25 | Pian Sopian | 70 | 80 | 10 | 0,33 |
| 26 | Razif Aqil Mursidan | 75 | 80 | 5 | 0,2 |

| 27 | Roby Maulana | 65 | 80 | 15 | 0,43 |
|----|--------------|-----|------|-------|------|
| 28 | Sabila Al Arifa | 75 | 80 | 5 | 0,2 |
| 29 | Sinta Nurfadillah | 65 | 80 | 15 | 0,43 |
| 30 | Siti Sarah Pebriyanti | 65 | 75 | 10 | 0,29 |
|    | Amount | 1976 | 2339 | 353 | 9,81 |
|    | Average | 65 | 77 | 23,09 | 0,64 |

**Table 2.3** Average N-gain Score Experimental Group and Control Group (SPSS Version 20.0)

| | Class | | | Statistic | Std. Error |
|---|---|---|---|---|---|
| n_Gain | Experiment | Mean | | ,5648 | ,02020 |
| | | 95% Confidence Interval for Mean | Lower Bound | ,5235 | |
| | | | Upper Bound | ,6061 | |
| | | 5% Trimmed Mean | | ,5609 | |
| | | Median | | ,5000 | |
| | | Variance | | ,012 | |
| | | Std. Deviation | | ,11062 | |
| | | Minimum | | ,33 | |
| | | Maximum | | ,83 | |
| | | Range | | ,50 | |
| | | Interquartile Range | | ,12 | |
| | | Skewness | | ,819 | ,427 |
| | | Kurtosis | | ,967 | ,833 |
| | Control | Mean | | ,3353 | ,03592 |
| | | 95% Confidence Interval for Mean | Lower Bound | ,2619 | |
| | | | Upper Bound | ,4088 | |

| | | 5% Trimmed Mean | ,3547 | |
|---|---|---|---|---|
| | | Median | ,3750 | |
| | | Variance | ,039 | |
| | | Std. Deviation | ,19673 | |
| | | Minimum | -,50 | |
| | | Maximum | ,63 | |
| | | Range | 1,13 | |
| | | Interquartile Range | ,15 | |
| | | Skewness | -2,666 | ,427 |
| | | Kurtosis | 10,922 | ,833 |

**Table 2.4** Average Student Learning Outcomes In Control Group

| Group | Pretest | Postest | Gain | N-Gain | Interpretation N-gain |
|---|---|---|---|---|---|
| Average | 65 | 77 | 23,09 | 0,64 | Medium |

From table 2.4, it is known from the results of the scores obtained that the average pretest quiz from the learning outcomes of students before the implementation of learning activities in the control group is 65. And it is known from the gain from the control group that the results are 23.09 with a "high" level. Meanwhile, the n-gain value in the experimental group was obtained by growing understanding or mastering the concept with a result of 0.64 with the "Medium" category.

**Research Analysis Results**

After analyzing the group's pre and post-test data, the experiment and control were assigned. The improvement of the posttest quiz scores in the class (experimental group) was superior to the results of the posttest quiz scores in the class (control group). Thus, it can be seen from the pretest to posttest quizzes that the average value is obtained. The students in teaching and learning activities using the Strip Story media got quiz scores with an average of 87, while the learning students as usual did not use Strip Story media to get quiz results with an average score of 70, it can be seen from the posttest quiz in the experimental group was greater than the control group.

N-gain indicates a determination to improve student learning outcomes by showing an increase in student learning outcomes after completion of teaching. The average of the experimental group was 0.56, while the average of the control group was 0.64. Thus, the N-gain in the control group was greater than the N-gain in the experimental group. Regarding the criteria, the N-gain in the Experimental class is moderate, while the N-gain in the control group is considered to be slightly higher than the experimental group.

## Conclusion

It is known from the results of research and discussions that have been carried out with the increase in the final score of the posttest quiz in the experimental class. Must know in this research the effect of learning the media strip story to improve the memorization of students' mufrodat at MAN 2 Ciamis. It can be seen in the results of the experimental class with learning using strip story media by obtaining an n-gain score with a "Medium" level with an average value of 0.56. While the results of the N-gain value in the control class get the "Medium" category (Slightly higher than the experimental class value) with an average of 0.64. Thus, the Strip Story learning media is effective for use in learning.

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