THE EFFECT OF USING WORD MAPPING STRATEGY TO THE STUDENTS' VOCABULARY MASTERY AT SMPN 15 IT BINJAI

THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training UINSU Medan as a Partial Fulfillment of the Requirement for S-1 Program

By :

IRMA JUNIARNI

NIM: 03.04.16.10.20

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

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Medan, 20 Agustus 2020

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Assalamualaikum Wr. Wb.

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Judul : **THE EFFECT OF USING WORD MAPPING STRATEGY TO THE STUDENTS' VOCABULARY MASTERY AT SMPN 15 IT BINJAI.**

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 20 Agustus 2020

Yang Membuat Pernyataan

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ABSTRACT

THE EFFECT OF USING WORD MAPPING STRATEGY TO THE STUDENTS' VOCABULARY MASTERY AT SMPN 15 IT BINJAI

THESIS

IRMA JUNIARNI

03.04.16.10.20

Keywords : Word Mapping Strategy, Vocabulary

The aim of this research is to find out the effectiveness of Word Mapping Strategy on the students' vocabulary mastery at SMPN 15 IT Binjai, which was observed from the students of seventh grade at SMPN 15 IT Binjai. The method in this research was the quantitative method with the experimental research. The population of this research was the students of SMPN 15 IT Binjai. This research was conducted with two group namely experimental class by using Word Mapping Strategy and control class without using Word Mapping Strategy. First, the researcher gave a pre-test to both of class. After that, the researcher gave the post-test to both of class. The scores of pre-test and pot-test were collected from multiple choice. Then, it was analyzed by using SPPS window. The finding of this reserach shows that teaching vocabulary using Word Mapping Strategy was effective. The mean of experimental class from pre-test was 21,33 and post-test was 26,33. It was proved by t_{value} (5.094) which is higher than t_{table} in the degree significance 5%. Futhermore, the hypothesis test that sig 2-tailed (p) was 0.00 while alpha (α) was 0.05 ($0.00 < 0.05$). It is mean that H_o was rejected and H_a was accepted. So, the use Word Mapping Strategy in teaching vocabulary give significant effect on the students vocabulay mastery.

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Bismillahhirrahmanirrahim

All praises to Allah SWT, Lord of the worlds who has given His Loving and blessing until the writer can finish her "Skripsi". Peace and gratitude may always be upon the Prophet Muhammad who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, the constructive suggestion is needed for the progress of the next study. The writer hope that this research give an information and important constribution to the Department of English Education. May God always bless us and lead us in His right path, Aamiin.

Medan, July 2020

The Researcher

Irma Juniarni

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is a part of a language that is very important in the learning process. Vocabulary did not separate from the other parts in English such as speaking, writing, listening, and reading because vocabulary is a unity in their part. According to Hornby (2006 : 164), is all words that a person often uses in their daily activities and all words in a particular language.[1] Besides that, vocabulary is important in communicating. Vocabulary is also a group of words in which a perfect sentence structure will be formed if it is better understood especially in English.

The students do not have a lot of vocabulary so difficult be able to understand, and also to make a good article (Yusran Pora, 2011 : 1).[2] The students must be able to improve vocabulary because to increased vocabulary affects the making of English sentences correctly. Therefore, a lot of vocabulary is more recommended in learning English because vocabulary an important connection in the learning process and for realizing into daily activity. According to Pikulski (2004 : 4), the students or the learners have to increase their vocabulary around 3.000 words a

[1] Hornby, (2006), *Oxford Advanced Learner's Dictionary of Current English,* London : Oxford University Press, P.164.

[2] Yusran, Pora, (2011), *Enrich Our Vocabulary Through Reading and Idiom*, Yogyakarta : Pustaka Belajar, P.1.

year.[3] It's mean that the number of vocabulary will influence well for the students' language.

The researcher chose SMPN 15 IT Binjai because there are reasons that strongly encouraged research in the school. First, this school included the junior high school that has a good reputation. Second, adequate facilities but in the syllabus are not explained about how to teach vocabulary. Third, the students enthusiasm in learning English belongs to the high category. This research focus to increase the students vocabulary at SMPN 15 IT Binjai, the writer found that most of the students got problems in learning English because of the vocabulary lackness.

The strategies of the teacher in delivering the material especially in vocabulary are not suitable to make the students feel bored, sleepy, and not focused on learning. So based on the problem that the teacher finds the difficult to teach vocabulary due to insufficient time. Besides that, the teacher reminds the students to always diligent in finding the new vocabulary. It could be through in books (storybook, English textbook), speech, news, dictionary, and songs.

From the problem above a suitable strategy is needed to increase the students vocabulary so that helped the teacher convey learning in the classroom. So, the researcher using the word mapping strategy helped the students connection between previous vocabulary and new vocabulary. According to Graves (2008 : 94), word mapping strategy is one of the way or powerful to approach teaching

[3] Pikulski, John J and Shane, T, (2004), *Teaching and Developing Vocabulary : Key to Long-Term Reading Success,* United State of Amerika : Houghton Mifflin Company, P.4.

vocabulary because made the students to explore about the word relationships.[4] This strategy showed that the concept emphasizes the words. Word mapping strategy is useful for conceptualizing how the students develop a common meaning in certain words. This can be made into a group (such as a small group or large group), and an individual. This strategy is very helpful for the students to increased a previously owned vocabulary. So, vocabulary is very important in learning English because English like the strength of English.

B. Identification of the Study

Based on the background of the study above, the identification of study as the following :

1. The students do not have a lot of vocabulary.
2. The students difficult to express, understanding, memorizing, or practicing their vocabulary.
3. The teacher active but the students passive.
4. The teacher used a little reference in learning process.

C. Formulation of the Study

Based on the explanation above, the researcher formulated the problem of study in this research : "Is there any influence of using word mapping strategy to the students' vocabulary mastery at SMPN 15 IT Binjai ?

D. Objective of the Study

Based on the formulation above, the objective of the research that can be specified is to investigate the influence of using word mapping strategy to the students' vocabulary mastery at SMPN 15 IT Binjai.

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[4] Graves, M, (2008), *What Research Has to Say About Vocabulary Instruction*, Newark : International Reading Association, P.94.

E. Limitation of the Study

Based on the significance above, this research focused on the effect of using word mapping strategy to the students' vocabulary mastery at SMPN 15 IT Binjai.

F. Significance of the Study

This study focused on using word mapping game strategy to the students vocabulary mastery. In this research, the researcher only focused on the effect of using word mapping game to the students' vocabulary mastery at SMPN 15 IT Binjai.

1. Theoretical Benefit
   a. This research can provide additional knowledge in the field of education.
   b. The result of this research can be used as a reference for further research.
2. Practical Benefit
   a. For the Researcher
      1. To increase knowledge about English lessons especially in vocabulary.
      2. Can apply the knowledge gained as well as experience during the research carried out.
   b. For the English Teachers
      1. The result of this research gave the information to the teacher about the importance of teaching strategy, especially in vocabulary.
      2. Using a word mapping strategy can be a solution in the teaching process to increase students vocabulary.
   c. For the Students

Using a word mapping strategy helps the students memorize the vocabulary easily. This strategy helped the students' in the learning process feel comfortable and supported more conducive situations in the classrooms so they were more interested in participating in the learning process. This strategy makes it easy to increase their vocabulary than before using this strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Vocabulary

1. Definition of Vocabulary

In English, vocabulary is very important. The vocabulary also is the first stage if English learning because without vocabulary we can not write, speak, read, and listen in English. This is the reason must increase the vocabulary for the first.

According to Thornbury (2002 : 13), vocabulary is all of the words in the whole language that used in particular variety.[5] Vocabulary is a collection of the words that created by own language and then gives the meaning when use it (Suyanto, 2008 : 48)[6]. Vocabulary has a important role in English learning or the basic in English. Vocabulary is a list of the words that individuals speaker use in the language (Hatch and Brown). The only system around the alphabet. So, it is a choice to select or methods used in teaching vocabulary as the important factors. Besides that, it has been said that science is important so everyone has the right to get it. Based on Koran Ar-Rum verse 29 :[7]

بَلِ ٱتَّبَعَ ٱلَّذِينَ ظَلَمُوٓاْ أَهۡوَآءَهُم بِغَيۡرِ عِلۡمٖۖ فَمَن يَهۡدِي مَنۡ أَضَلَّ ٱللَّهُۖ وَمَا لَهُم مِّن نَّٰصِرِينَ ۝

[5] Thornbury, Scott, (2002), *How to Teach Vocabulary,* English : Longman, P. 13.

[6] Suyanto. Kasihani K.E, (2008), *English for Young Learners Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik,* Jakarta : Bumi Aksara, P.48.

[7] Via Al-Quran Indonesia.

Meaning : “Nay, but those who do wrong follow their lusts without knowledge. Who can guide him whom Allah hath sent astray? For such there are no helpers.”

Beside that, according to Bamhart (2008 : 697) vocabulary is (a) a set of the words that are used by a person, class of people, profession, (b) a collection of the words that usually alphabetic. Vocabulary can roughly as the words teach in a foreign language. The words can be made up of one or two words that can explain a single idea. Vocabulary has a conceptual knowledge of the words that go in the dictionary definition. It is shown that the vocabulary has the meaning of each and how to used because in the dictionary have all the vocabulary from the basic words until the hard words and have the meaning for each the words.

Vocabulary is not only about the development skill or only about anything that can be seen as fully mastered but also elaborating the words that can be used for a lifetime (Hiebert and Kamil, 2005 : 2).[8] Vocabulary also an important aspect that has to be learned in learning a language. The students have a lot of vocabulary in order to speak fluently, write easily, understand what people said and do not feel confused to build the communication with each other. From Abu Huraira that Prophet of Muhammad SAW as follows :

[8] Hiebert and Kamil, (2005), *Teaching and Learning Vocabulary Bringing Research to Practice, (*London : Mahwah, New Jersey, P.2.

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

Meaning : "Those who believe with Allah and the last day good or let him be silent (Barang siapa yang beriman kepada Allah dan hari akhir maka ia hendak berkata baik atau diam)". (Al-Bukhari and Moslem)[9].

From the hadits above can be concluded that something good and bad can be taken or chosen in communication. The students must be good in choosing words to say, if the words spoken are not good then it is better to be quiet than the useless words.

Vocabulary is the importance of a students academic because if make a good conversation or make a sentence so the students have enough of their vocabulary. A lot of the students found difficulties in learning English because of the students lack of vocabulary. The lack of vocabulary makes the students feel not confident to say something to what are they think. This is the reason for the teacher must fully understand about vocabulary and how the teach vocabulary to the students.

Based on the explanation above, the researcher can be concluded that vocabulary is one of the important in foreign language especially in English, with the vocabulary that makes people easy to communicate, convey what is thought, and also the core components of language skills in the learning process.

[9] Athirah Mustajab. (2014). https://muslimah.or.id/5118-bicara-baik-atau-diam.html.

2. Types of Vocabulary

There are some experts who have classified types of vocabulary. Milton (2009 : 3), there are many types of vocabulary involved to use words properly and effectively in a foreign language.[10] It's mean that the students must know the clear the meaning of the word, also about the definition.

Shepherd (1980 : 1) make a classifies the vocabulary into two kinds are a receptive vocabulary and expressive vocabulary (or productive vocabulary). Then, Shepherd explains about the receptive vocabulary is the words when the students listens and reads. Receptive vocabulary can be called as the passive process because in the types the students only receive thought to others. Receptive vocabulary also is the basic of the vocabulary. Then, the expressive vocabulary is defined as the words used when the students speak and writers. If there is a passive process so there is an active vocabulary is when the students have been thought then the students will recognize when they meet each other but not sure be able to produce the words (Harmer : 159).

Then, according to Kamil and Hiebert (2004) said that vocabulary is the knowledge meaning the words. Kamil and Hiebert explains there are two forms of words that are oral and written. Oral vocabulary includes words that are recognized in listening and speaking. Then written vocabulary includes the words that are recognized in reading and writing. So, there are two types of vocabulary are :

[10] Milton, James, (2009), *Measuring Second Language Vocabulary Acquisitio*, Toronto : Short Run, 2009, P.3.

1. Productive vocabulary

   Productive vocabulary is a set of words that an individual can use when writing and speaking.

2. Receptive or recognition vocabulary

   Receptive or recognition is a set of words which an individual in listening or reading. It is the skill in English, the words that are often well known by the students and less frequent when using it.

Based on Koran, Ar-Ra'd verse 37 :[11]

وَكَذٰلِكَ اَنْزَلْنٰهُ حُكْمًا عَرَبِيًّا ۗ وَلَىِٕنِ اتَّبَعْتَ اَهْوَاۤءَهُمْ بَعْدَمَا جَاۤءَكَ مِنَ الْعِلْمِ ۙ مَا لَكَ مِنَ اللّٰهِ مِنْ وَّلِيٍّ وَّلَا وَا قٍ

Meaning : "Thus have We revealed it, a decisive utterance in Arabic; and if thou shouldst follow their desires after that which hath come unto thee of knowledge, then truly wouldst thou have from Allah no protecting friend nor defender."

Besides that, suggested by Anderson and Freebody stated that in vocabulary acquisition is very useful to distinguish between breadth or word knowledge and depth of word knowledge. The breadth of knowledge is referred to the words the students know and the depth of knowledge is refers to what the students' know about the words. From these types, the students are required to learn both of the types. Learn more about vocabulary both of definition, synonym, antonym, and how to use in the sentences. Some deficiencies can make the students confused because of the ambiguity of the terms breadth and depth breadth. Therefore, every student must be careful in finding new vocabulary words and to understand the vocabulary. In the breadth vocabulary section only if

[11]Ibid. Via Al-Quran Indonesia.

the students know that the word is a word that is derived from the seeing and which can be remembered to be seen or heard. Then, breadth vocabulary must also be tested with a translation test or like others to know the extent of the vocabulary that the students have but the concept into vocabulary will be more difficult to explain because it involves extensive knowledge, collocation, and also the corresponding function of words.

Table 2.1 Involve in knowing a word

Form	Spoken	R	What the word voice like...
		P	How is pronounce the word is...
	Written	R	What the word refers to...
		P	How the word can be written and spelled like...
	Word part	R	What kinds of word are recognized in the word...
		P	What the word kinds are needed to express meaning...
Meaning	Form and meaning	R	What the meaning word from signal...
		P	What the word can be used to express meaning...
	Concepts and Referents	R	What the word includes...
		P	What the article can the concept refer to...
	Associations	R	What the words does this word make us think...
		P	What the words we use...
Use	Grammatical functions	R	In the formula, does the word occur...
		P	In the formula, must use this word...
	Collocations	R	What the words or kinds of words occur with this one...
		P	What the words or kinds of words must we use with this one...
	Constraints	R	Where, when, and how can we found this

	and use		word...
		P	Where, when, and how often can we use this word...

Note :

R = Receptive

P = Productive

From the table above, it shows that the use of receptive vocabulary and productive vocabulary based on each structure and also can make to easy understand of distinguished between two types.

3. The Importance of Vocabulary

Vocabulary is an important part of English that should be learned and taught. The students want to learn English so the students must know about the vocabulary. Vocabulary is the basic part of English. The four skill in English such as reading, writing, listening, and speaking also needs a enrich vocabulary. The students have a lot of vocabulary, it is easy to understand about all material in English, easy to understand what people say or easy to deliver what they want.

The importance of vocabulary is a science that is very useful for every students because from the vocabulary will not be left with the material lessons. Vocabulary can be also used for the literary that is used more frequently in daily life. To communicate in a foreign language it is necessary to master grammar. Besides that, it is needed to sufficiently improve the existing vocabulary so that the communication that is established will be more effective. By mastering grammar and enough vocabulary, the students will confident to delivered their idea to convey and can be accepted by their listeners.

Based on Koran, At-Taha verse 98 :[12]

إِنَّمَآ إِلَٰهُكُمُ ٱللَّهُ ٱلَّذِى لَآ إِلَٰهَ إِلَّا هُوَ ۚ وَسِعَ كُلَّ شَىْءٍ عِلْمًا

Meaning : "Your Allah is only Allah, than Whom there is no other Allah . He embraceth all things in His knowledge."

In a foreign language, it is necessary to develop an adequate vocabulary of about 1.200 core words that are sufficient to be learned to the students to convey the things they want to say (Nation : 93). In the fact that vocabulary is important because it influences what is desired and avoids confusion as to what is being said.

Vocabulary is the core of a foreign language that must be mastered and improved continuously without stopping, adding vocabulary is very profitable because have many vocabularies it will be more visible to the quality of self-understanding of a language. You should to try develop your vocabulary, not only because you want to do something as material to read, listening, or write but having a lot of vocabulary is also a matter of increasing the importance of your life. The fact that vocabulary determines the quality and quantity of a person or students, the importance of vocabulary is very helpful for someone to achieve success in communicating with other people or the speakers. It shows that increasing vocabulary always helps students personally determine their capacity in a particular field and also to add insight to science.

Vocabulary is very related to grammar. If someone knows the meaning of all the words, grammar also is better used or the message to be conveyed can be run well while if someone who does not know about the words then little will be

[12] Opcit. Via Al-Quran Indonesia.

conveyed from the message. Vocabulary has full control over what someone wants to say. Vocabulary is also the most important role in using a language.

From the point of view, there are several reasons why the students cannot say what they want to say. One of the reason because they do not know enough about the vocabulary, this problem continues to increase in each the students then the teacher must work using effective ways to improve the students vocabulary by using strategies and techniques that are more active and efficient, it is shown that vocabulary is a very important part of a language, having the ability to interpret the meaning of words. This is the reason why vocabulary to be important in English so that the ability to get better than before. This is greatly supports the ability of the students to move in the future. If the students already know if vocabulary is important then they will little by little to dig up about vocabulary in English, with the help of the teacher then the process will be more easily and there is a support system.

4. Teaching Vocabulary

Nation (2008 : 5), teaching vocabulary in the school do not have special material to depth study.[13] So, the teacher also teaches vocabulary only when discussing certain material and takes notes or only to underlines the vocabulary that is found to be not understood by the students. It is a weakness factor for the students to be able to increase vocabulary from before.

Beside that, the factors that encourage that the students must know a lot about the words learns, the learning process requires a lot of vocabulary unknown to the students, teaching vocabulary does not have a specific time in the

[13] Nation, I.S.P, (2008), *Teaching Vocabulary Strategies and Techniques*, Heinle : Cengage Learning, P.5.

classroom. It is affects the learning process that takes place. Every students should be able to know a series of aspects of a word including meaning, form, and use. Usually in the book has a small box that contains the vocabulary of what was explained in the previous material.

Thornbury said that there are many ways in teaching vocabulary that can be used by the teacher to explain the material such as :

1. Translation

   It is an easy step to increase the meaning of difficult words.

2. Explanation

   One of the ways the teacher has revealed the word and explain it.

3. Synonym

   Here, the teacher gives a word that has the same meaning or same type.

4. Antonym

   It is almost the same as synonym but an antonym is to find the opposite of the words.

5. Showing the real object

   The teacher gives a picture then explains how the picture is and also what happens in the picture.

Besides that, according to Tankersly (2005), there are three strategies to increase vocabulary are :

1. Intensive reading and conducting oral discussions
2. Provide support for the students to be able to experiment with words and develop it.

3. Directly to teach students to know the meaning of words and also implement word-learning strategies.

In learning, the teacher usually always focuses on enriching and expanding the vocabulary of the students. The teacher helps the students by building their abilities to make words more effective, it is take place every day to get satisfying the results.

6. Learning Vocabulary

The students start learning about something because they are given learning material from the book, the students will begin to read and discover new words that have not been found before. At the same time, the students begin to curious about the meaning of the word and try to start a conversation or discussion about the words and realize the words in their lives.

For English students who have a low income they need to listen carefully to what someone is saying, they are asked to speak, write about the words before. Then, the students' must understanding and writing the words. The students must be able to expand their words, makes an active group discussion to solve new vocabularies that have not to be found before. If the students find new vocabulary that has not been found before then the teacher needs guidance to understand the meaning of these words. After getting an understanding from the teacher, the students are then guided to make the new vocabulary into sentences so that the new vocabulary knows better how to use it.

One of the strategies that the students can do is writing or storing words into the notebooks. This notebook can be decorated so that it has a more attractive appearance so the students are excited to write new words they find. These new

words can be found wherever the students are. In this notebook can be arranged according to the students want, can be from the alphabet, or based on what words have been found. After that, the students can find the meaning of the word in the dictionary and understand the meaning of the words. Give the meaning to certain words depending on the students tastes or interpret them through sentences or a picture. If the students already understand this then they will use these words. They will write a conversation every day.

Another way is connecting the words with what they feel for example from their experience or an image. From their experience that has happened then can organize these words into a map or graphic that can help the students to get involved in terms of connecting the words and also to find synonym or antonym by using long-term memory or use a picture to help students recall into better and last a long time.

From the explanation above, it can be seen an important lesson that teaching vocabulary is more than just introducing or knowing new words. It must also recall all of the vocabulary where the students can use it, according to their respective contexts and uses.

In the fact, in learning vocabulary many students have difficulty because the words they remember do not reach in long-term memory, so that if the students remember those words they will be quickly forgotten. Therefore, it is very important to present detailed information about the vocabulary learned that is often recalled so that it can be stored in long-term memory and it can help the students in developing concepts or compiling information categories of information. So, if do not want to forget the words that have been found on how to

read the books and written sentences according to the students wants, also based on the words and their uses. It can often remember these words and can be stored in long-term memory.

7. The Principles of Teaching Vocabulary

There some the principles of teaching vocabulary and learning vocabulary such as :

1. Aims

This point about the teacher must have a clear goal in teaching vocabulary, otherwise it will difficult how to successful the learning process is. It can be said that the teacher must know what the students will learn from this learning. The learning has an aim so the learning process can be run well.

2. Quantity

After determining the learning objectives, the teacher must be considered the amount of vocabulary that will be learned by students'. How much the students learn depends on various factors used by the teacher in teaching in the classroom. If the vocabulary is too little then the students feel lazy but if too many so the students feel confused and frustrated. For that, learning vocabulary by following the acceptance that can be accepted by students.

3. Need

The teacher is someone who transfers the knowledge to their students. Then the teacher provides teaching about vocabulary to the students based on the students needs and interests so the students will be easy to remember.

4. Frequent exposure and repetition

The students can remember new simple words even just by listening once. Besides that, there needs to be an introduction to find evidence that the words learned have been memorized and these words must be used as often as possible.

5. Meaningful Presentation

The students must understand clearly the meaning of these words even though it involves other things. Beside that, the words given by the teacher must have perfect, clear, and unambiguous word denotations.

6. Presentation in context

Beside that, the students must also use the words by following the correct context for example know to use the words to whom and where they will speak. The function of presentation in the context to do not misscomunnication with the other. So, the students more pay attention to use the word based on whom they are speaking.

7. Situational Presentation

Learning vocabulary that is learning words according to the context of the situation. Learning words in situations that they are used correctly is the right way.

8. Learning in the mother tongue and the target language

Using the mother tongue and target language is a way that must be tried by the teacher because the teacher must provide this type of teaching so that the students will know the words in the source language with the target language, it is related to the translation.

9. Indifference procedure in vocabulary learning

In this case, the students may not be able to master all the vocabulary of certain languages. So, the students need a dictionary to understand the words even though not all of the words they can know the real meaning.

B. Word Mapping Strategy

1. Definition of Strategy

A strategy is an approach or a way about a series of actions that the teachers can use to choose the right way to convey the contents of learning to the students. By using the strategy the learning that will be conveyed will run smoothly and get effective result.[14]

According to several authors, strategies are needed in effective learning in language teaching because they can involve the students in the learning process in the classroom and can also develope the skills possessed by students. By using a strategy the learning process as expected, the results obtained will be better than not using a learning strategy. It is found in Hadits that narrated by Muslim as following :

عَنْ أَنَس بْن مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْه وَسَلَّم قَالَ يَسِّرُواوَلاَتُعَسِّرُواوَبَشِّرُواوَلاَتُنَفِّرُوا

(اخرجه البخاري في كتاب العلم)

[14] Haidir & Salim, (2012), *Strategi Pembelajaran,* Medan : Perdana Publishing, P.102.

Meaning : "From Anas bin Malik from the Prophet Muhammad SAW, "make it easy and do not be difficult. Delight and do not make you run (Dari Anas bin Malik dari Nabi Muhammad SAW, "buatlah mudah dan jangan sulit. Senang dan tidak membuatmu lari)". (Narrated by Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi).[15]

From the hadits above it can be concluded that the learning process is made easier and run smoothly by using the right strategy so that the learning process can be conveyed properly, making the classroom atmosphere not bored and the students interest in using this strategy.

In the process of learning English, learning strategies can influence to get good results. Learning strategies can be applied in the classroom and the teacher can convey learning using appropriate strategies and make the students learning interest higher than before.

2. Definition of Word Mapping Strategy

Word mapping strategy is one way to teach vocabulary because can involved the students to think critically about the words (Graves, 2008 : 56-57).[16] This strategy can help the students to develop a general concept words. This strategy focuses on three question likes "what is it?", "what is it like?", and "what are some examples?", from these questions has a meaning separately to make the students aware of the types of information that can form a definition of something and how to arrange the information.

[15] Ahmadi Toha, (2018), *Terjemah Sahih Bukhori*, Jakarta : Pustaka Panjiman, P. 89, retrieved in March 2018.

[16]Ibid. Graves, M. P.56-57.

According to Sinatra, Gemake, and Berg, using a word mapping strategy in junior high school can help the students' with the instruction. Word mapping strategy is a visual way that can develop vocabulary, starting from a slightly increased vocabulary and can also add information related to the word. This strategy is very helpful for the students' in developing concepts and definitions, synonyms or antonyms of origin the words.

The strategy used in the learning process has the following meanings are methods, approaches, selection of media sources used in learning, a grouping of audiences or students' and measuring success.[17] Besides that, strategy of learning process is the ways used to be able to achieve or improve the quality of learning determined.[18] This strategy supports the students to be able to actively explore the relationship of words, directing the students to understand the deeper meaning of words by developing knowledge of concepts related to the words. Then, this strategy can also be adjusted to the class level of the students vocabulary instruction. For example, to develop words through synonyms, antonyms, and definition. Besides that, it can also ask the students to find between example and non examples of words. Using word mapping strategy can organize the students' in providing information related to word concepts by making the students' focus on relevant words. Besides that, the students can distinguish between essential and nonessential words or between easy and difficult words.

Word mapping strategy is a strategy that will help the students think of a term from a word. To understand this strategy, the students must be able to make

[17] Ibid. Haidir & Salim. P.54.

[18] Sudjana, H, (2005), *Metode dan Teknik Pembelajaran Partisipatif, (*Bandung : Falah Production, P.37.

an understanding of words according to their own words. This word mapping strategy is a strategy that helps students word create schemes that will create new words written from their original words.

Using the word mapping strategy, the students can make a word definition and how to use words correctly according to different contexts and situations in a sentence. In English, some words have have different meanings so this strategy can help the students to make new words that are appropriate to the origin of the words.

From the explanation above, word mapping strategy is a simple strategy that can help the students; get to know words in English, and also increased the students vocabulary by writing based on keywords.

3. Teaching Vocabulary Through Word Mapping Strategy

From the explanation above, word mapping strategy have a five boxes that explained about the words can be from the definition, synonyms, antonyms, and so on. Here, the box of word mapping strategy (Schwart and Raphael).

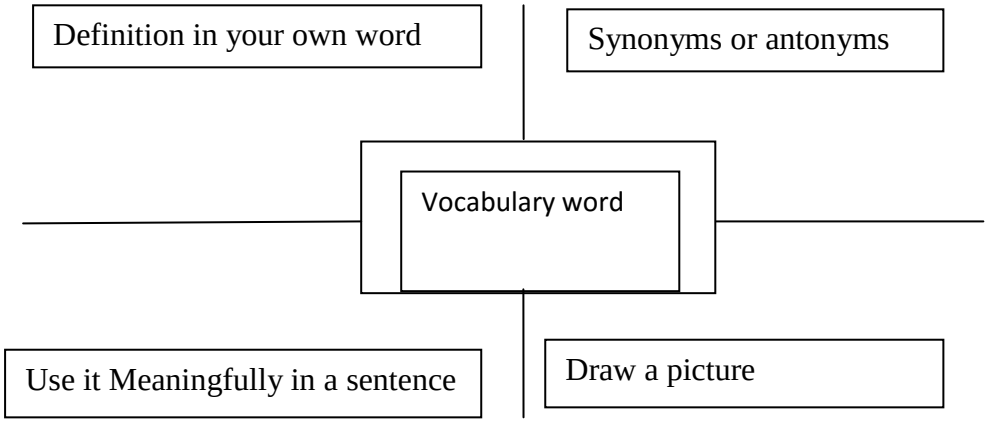

Table 2.2 Graphic Organizer Word Mapping Strategy

From the graphic above, the students will be write down the vocabulary word based on definition, synonyms, or antonyms. From the origin words, the students can be written down the meaning of the word, can see the picture, and then explain it based on their own words.

4. Steps of Using Word Mapping Strategy

There are five steps of using word mapping in the classroom, they are :

1. The teacher gives the instruction to the students to put a key vocabulary in the center box.

   The first step, the teacher asked the students to make five boxes. One box in the corner of another four boxes, then the students to write a key of vocabulary that going to define in the center box.
2. The teacher asks the students to list essential characteristics or examples of the word in the upper right-hand box.

   The students wrote and list the characteristics that are suitable with the keyword in the upper right-hand box (can be also synonym or antonym).
3. The teacher asks the students to write their own definitions of the word in the upper left-hand box.

   The teacher tells the students to write the definition based on their own definition after looking at the meaning from the dictionary.
4. The teacher tells the students to make their own sentences of the word in the lower left-hand box.

   After making a definition so the teacher asked the students to make a sentence based on their own opinion in the lower left-hand box.

5. The teacher encourages the students to draw the picture of the keyword in the lower right-hand box.

   In the last step, the students to draw the suitable picture of the keyword in the lower right-hand box.

5. The Advantages and Disadvantages of Using Word Mapping Strategy

According to Graves (2006 : 96), there are the advantages and disadvantages using word mapping strategy are :[19]

5.1 The Advantages

1. May be used a small group, large group, or individually.
2. Can be created easily and spontaneously based on the context and situation.
3. The students can related vocabulary with their own words.
4. Make the students be an actived learner.
5. Make the students motivation to increase their vocabulary.
6. The students be more fun and interesting when the learning process using a word mapping strategy.
7. This strategy easier if using in the classroom.
8. To increase the students' vocabulary.
9. The students have a good mindset about the words.

5.2 The Disadvantages

1. Not efficient.
2. The students who have low incidence disability so their impact on this strategy.

[19] Grave, M.F, (2006), *The Vocabulary book : Learning and Instruction,* New York : Teachers College Press, P.96.

So, using of word mapping strategy is to know every students in the learning process at the students abilities and considered using this strategy. If possible to use this strategy so word mapping strategy can be used or applied in the classroom. Then, to apply this strategy by optimizing the time in the classroom and providing targeted direction to the students can easily understand it.

C. Related Study

To support this study thus the researchers take some of the related study that also focused on increasing the vocabulary using word mapping strategy in teaching-learning. The first research from Dwi Wahyu Utami (2017). This research finished at seven grade of SMPN 1 Plupuh, the population was 224 students. In her study entitled "The Effectiveness of Using Word Mapping Strategy in Teaching Vocabulary", this study was effective in improved vocabulary students. She said that the students' can improving the vocabulary using a word mapping strategy, and could be an effective strategy (word mapping strategy).

The second research from Widyawati (2016). Her study entitled "Investigating The Impact of Word Mapping on the Students Vocabulary Achievement and the Students' Perception at Junior High School Level". Her analysis at SMPN 20 Bandar Lampung. Therefore, she takes the sample form the students of VII E and VII F. It showed the significance of this research that the students vocabulary achievement who were taught by word mapping or not. She said that using word mapping can help the students to recognize new vocabulary and this strategy is incredibly useful that the perception of students is positive.

The third research from Satuna Indah Wardani (2015). This research at third grade of the Accounting Department at State Vocational School 1 Pemakasan that consists of 34 students. The results of this research of a test in preliminary until the last test of cycle two showed that there was the advancement of the mount of students who passed the test by using the word mapping strategy.

From the related study above, the researcher recommended that using a word mapping strategy is very useful to the students especially to increase their vocabulary in English learning.

D. Hypothesis

Hypothesis is a significant effect of the object in the research (Sugiyono, 2013 : 65-66).[20] Hypothesis has two kinds are zero hypothesis (Ho) and alternative hypothesis (Ha). Zero hypothesis state there is not significant effect in the research but the alternative hypothesis is a negative hypothesis, inversely proportional to Ho. The criteria of the test are :

Ha : Using word mapping strategy is effective to increase vocabulary at SMPN 15 IT Binjai.

Ho : Using word mapping strategy is not effective to increase vocabulary at SMPN 15 IT Binjai.

E. Conceptual Framework

Vocabulary is an important role in English, vocabulary is the basic of English learning such as in spoken or written. So, the students must have enough vocabulary to build a good English lesson, vocabulary more helped the students to

[20] Sugiyono, (2013), *Metod Penelitian Pendidikan Pendekatan Kuantitatif*, Bandung : Alfabeta, P.65-66.

build communication with the other. Vocabulary makes the conversation or written become more organized.

In the fact, there are still many the students who have a lack of vocabulary so make the students feel not confident with their skill. From this problem, many students difficulty listening, speaking, reading and writing because lack of vocabulary. For problem solving, the teacher must find a good strategy to taught vocabulary to the students and easy to receive the material. One of the good strategies to teach about vocabulary is using a Word Mapping Strategy.

Word Mapping strategy is one of the effective strategies to teach vocabulary in the classroom. Word mapping strategy is a strategy that helped the students to think of a term from a word. Besides that, word mapping is a strategy that helps students to create schemes word that makes a create new words written from their original words.

This strategy using in the learning process, so the following meanings are methods, approaches, selection of media sources, a grouping of students, and measuring success. The strategy also is able to achieved or improved the quality of learning. Using the word mapping strategy, the students can make a word definition based on their own words and able to use words correctly according to different contexts and situations in sentences.

Then, there are advantages of using this strategy such as the students confidence with their own words, the students more create to makes the sentences, the students more active from before, and the learning process more interesting, not make bored. Besides that, the disadvantages of using this strategy is not efficient in the school.

From the explanation above, can be concluded that using a word mapping strategy helped the teachers in teaching students vocabulary better even though takes a long time. Beside that, during the learning process, it makes the students more interesting and more active to express what they are thinking. The students more confidence in expressing their opinions or idea with more enthusiasm.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

This research is conducted in experimental research by using a quantitative approach, with two random groups is pre-test and post-test. Quantitative research is designed by images or pictures that aim to find out the update condition which then served as a descriptive study, which explains after found the problem in a study.[21] A quantitative approach is research begins with a causal hypothesis, the next step doing a test followed by given treatment into an experiment group and the last measure gives a post-test (Suwartono, 2014 : 159).[22]

The purpose of the experimental study is determined about cause and effect relationships. According to Arikunto (2006 : 310), the purpose of an experimental study to investigated the effect on something that treats the subject of research. Besides that, the experimental study to observe the cause and effect relations and using a post-test and pre-test.

Table 3.1 Experimental Research Design.

Randomly Assigned	Pre-test	Treatment	Post-test
Experimental Class	√	T (using Word Mapping)	√
Control Class	√	U (without using Word Mapping)	√

[21] Dr.Masganti, Sitorus, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan : IAIN Press, P.29

[22] Suwartono, (2014), *Dasar-Dasar Metodologi Penelitian*, Yogyakarta : Andi Offset, P.159.

Pre-test giving to the control class and experimental class to know the quality of both groups. The treatment of the control class does not using a Word Mapping, it was a conventional method or usually teacher's oriented class. Then, the experimental class is taught by using a Word Mapping. The treatment is effected on students vocabulary. Finally, the post-test give after doing the treatment.

B. Location and Time

This research was conducted at SMPN 15 IT Binjai at VII grade students', academic year 2019/2020 in the second semester at Labu Street, Payaroba, Binjai City. This research was conducted in June. First did the observation, SMPN 15 IT Binjai is the first school "Islam Terpadu" in Binjai. So, many students are interested enter in this school because in this school learn more about religion, different from another school. There are three classes for seventh grade. The facilities of SMPN 15 IT Binjai are library, laboratory, business administration, and headmaster office.

C. Population and Sample

1. Population

According to Arifin (2012 : 215) stated that the population is subjects of the research consists of people, objects, events, or places.[23] Besides that, Sugiono (2013 : 350), the population is the generalization consist of an object of a subject that has the quality and the particular characteristics and then drawn the

[23] Arifin, Zainal, (2012), *Penelitian Pendidikan,* Bandung : PT. Remaja Rosdakarya, P.215.

conclusions.[24] So, the population is all the students in the school but the sample that the researcher used it or population is an object or subject which has a certain quantity and character previously determined by the researcher so that the conclusions can draw from available data.[25]

The population of the research is the VII grade class of SMPN 15 IT Binjai in the academic year 2019/2020. It consists of three classes consists of 32 students, the total population consists of 96 students.

2. Sample

According to Arikunto and Suharsismi (2006 : 38), sample is a group of individuals who presented the whole (seventh grade consist three classes) in the population.[26] It comprised members of the population. Besides that, not all the elements of the population would from the sample.

From the explanation above and the population in the SMPN 15 IT Binjai are 96 students for VII grade consists of VII 1, VII 2 and VII 3, the sample is taken from the total population using the certain rules. So, the sample is taken from VII 1, VII 2, VII 3, and taken in one class.

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[24] Sugiono, (2013), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D,* Bandung : Alfabeta, P.350

[25] Indra, Jaya, (2018), *Penerapan Statistik Untuk Pendidikan,* Medan : Perdana Publishing, P. 20.

[26] Arikunto, Suharsimi, (2006), *Prosedur Penelitian Pendidikan Praktik (Edisi Revisi VI),* Jakarta : Rineka Cipta, P.38.

D. The Instrument of Collecting Data

The instrument of collecting data in this research was observation, documentation, and test (pre-test and post-test). The test was conducted in both groups are the experimental group and control group. The test consists of 40 questions, the test a multiple choice. Each item of the test included options a, b, c, d. Then, the students chosen the correct answer.

E. The Procedure of Research

1. Pre-Test

The pe-test gives both of the classes, experimental group, and control group before treatment. Pre test was find out the quality of the sample. Then, the function of the pre-test, to know the mean scores of the experimental and control group before receiving the treatment.

2. Treatment

Treatment was given to the experimental group, after doing the pre-test using by word mapping strategy. The procedures of the experimental group as follows :

Table 3.2 Procedures of Experimental Class

No.	Teacher's Activities	Students Activities
Pre-Test	- The teacher gives the test consists of 40 items	- The students doing the test by individually
Treatment	- The teacher gives a topic material about vocabulary	- The students give their attention to the teacher explanation
	- The teacher gives a picture from on the material	- The students mention name in the picture
	- The teacher asks the students the definition/synonym/antonyms of	- The students write down on the instruction

	words based on their own word	
Post-Test	- The teacher gives a test consists of 40 items like in pre-test	- The students doing the test by individually

Table 3.3 Procedures of Control Group

No.	Teacher's Activities	
Pre-Test	- The teacher gives the material	- The students pay to attention
	- The teacher asks the students to find out the word in the classroom	- The students search the vocabulary
	- The teacher asks the students to find out the meaning from the dictionary	- The students search the meaning of the word
Post-Test	- The teacher gives a text to the students that have been learned in the last meeting	- The students do the test

3. Post-Test

After doing the treatment, then given a post-test to both groups. This test exactly the same as the pre-test is the final test in this research. It was to measure whether significantly affected or not.

F. The Validity and Reliability of the Test

1. The Validity of the Test

According to Arikunto (223), the validity test is the test can be measured by what the purpose to measure. This research using validity tests that it is how well the test measure of the subject.

Validity data is data that showed the data in research was not differ from the facts, it means that that validity data by following the conditions in the research.[27]

2. The Reliability of the Test

Reliability is one of the characteristics of good a test. Reliability is an instrument used to measure the object or the result of data (Sugiyono, 2010 : 173).[28] So, reliability using when the measurement has different results but may not be repeated too much in a test.

G. Technique of Analyzing the Data

To find out the effect of using word mapping strategy to increase students vocabulary so mean of the experimental group and control group compare by using t-test. Before using the t-test, the researcher will be testing the data with normality testing by using liliefors and homogeneity testing.

1. Normality Testing

Normality testing aimed to show whether or not the data came from a normal distribution. In this research the researcher using SPSS for windows. The normality was done both of pre-test and post-test (from control class and experimental class). According to Budi Susetyo (2010 : 144-148), normality testing of the data ; if the significance > 0.05 it meant that the data was normally distributed and if the significance < 0.05 it meant that the data was not normally distributed.[29]

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[27] Zulkarnain, Lubis, (2010), *Penggunaan Statistika Dalam Penelitian Sosial*, Medan : IKAPI, P.29.

[28] Sugiyono, (2010), *Statistika Untuk Penelitian*, Bandung : Alfa Beta, P.173.

[29] Budi, Susetyo, (2010), *Statistika untuk Analisis Data Penelitian*, Bandung : Refika Aditama, P.144-148

2. Homogeneity Testing

According to Budi Susetyo (2010 : 160), homogeneity testing aimed to know the homogeneity or similarity of the data between the population in control class and experimental class.[30] This research the researcher using a SPSS for windows. So, homogeneity testing was done both pre-test and post-test from control class and experimental class.

[30] Ibid. P.160

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of Data

This research was conducted by applying experimental research. There were two groups in this research namely the experimental class and control class. This research applied a multiple-choice test in which the total is 40 questions. The pre-test was given before the treatment and the post-test was given after the treatment. The researcher gave the treatment to the students in the experimental class by Word Mapping Strategy while control class without Word Mapping Strategy.

The researcher measured the students vocabulary mastery by using a multiple-choice test. The validity and reliability instrument test was conducted before the researcher administrated the test to both of classes. There were 40 numbers of questions given to the 30 students' of VII at SMPN 15 IT Binjai. Then, the validity and reliability test, there were 35 valid questions from 40 questions which was gained, more information about validity and reliability result can be seen in Appendix 5.

After conducting the researcher got the data of the students scores in pre-test and post-test from both experimental and control classes.

Table 4.1 The Score of Pre Test and Post Test of Experimental Class

No.	Students Initial	Pre Test	Post Test
1.	AAS	50	57.5
2.	AP	52.5	87.5
3.	APY	50	62.5
4.	AS	47.5	57.5
5.	CP	57.5	62.5
6.	DA	62.5	72.5
7.	DR	62.5	72.5
8.	DRP	42.5	57.5
9.	EYA	57.5	67.5
10.	GR	50	62.5
11.	IA	52.5	62.5
12.	JZ	57.5	62.5
13.	KP	47.5	70
14.	MC	50	57.5
15.	MJ	47.5	62.5
16.	MN	57.5	62.5
17.	MR	57.5	72.5
18.	MPP	50	75
19.	MSR	52.5	62.5
20.	ND	52.5	62.5
21.	NMR	50	67.5
22.	PNN	47.5	62.5
23.	RD	57.5	57.5
24.	RRN	52.5	67.5
25.	SR	57.5	72.5
26.	SAP	62.5	75
27.	SRAP	52.5	75
28.	TSF	47.5	62.5
29.	US	62.5	57.5

30.	VDZ	52.5	67.5
Σn=30		$\Sigma X_1 = 1600$	$\Sigma X_2 = 1975$
Average		53.3	65.8
Min		42.5	57.5
Max		62.5	87.5

From the table above, it can be seen that the average of the pretest in the experimental class is 53.3 while in post-test is 65.8. The lowest score in pre-test is 42.5 and the highest is 62.5. While in post-test the lowest score is 57.5 and the highest is 87,5 points.

Table 4.2 The Score of Pre Test and Post Test of Control Class

No.	Students Initial	Pre Test	Post Test
1.	AP	50	57.5
2.	BS	47.5	52.5
3.	DAS	37.5	42.5
4.	EPS	37.5	52.5
5.	FA	42.5	50
6.	FNA	47.5	52.5
7.	HHA	50	57.5
8.	IP	42.5	52.5
9.	IS	50	50
10.	KP	52,5	52.5
11.	LV	47.5	57,5
12.	MAV	57.5	52.5
13.	MAAN	50	52.5
14.	MI	52.5	62.5
15.	MP	42.5	50
16.	NP	52.5	57.5
17.	PA	47.5	57.5

18.	PAM	52.5	67.5
19.	PP	52.5	57.5
20.	R	50	57.5
21.	RAM	47.5	52.5
22.	RP	50	62.5
23.	SA	52.5	67.5
24.	SIP	47.5	62.5
25.	SNK	52.5	67.5
26.	SA	52.5	67.5
27.	SAZ	50	50
28.	TI	37.5	52.5
29.	UNK	52.5	52.5
30.	WK	42.5	47.5
ΣXn=30		ΣX_1=1447	ΣX_2 =1670
Average		48.2	55.6
Min		37.5	42.5
Max		52.5	67.5

From the table above, it can be shown that the average of the pre-test in the control class is 48.2 while in post-test is 55.6. The lowest score in pre-test is 37.5 and the highest is 52.5. Then, in post test the lowest score is 42.5 and the highest score is 67.5 points.

Based on the table above, the average score of both the experimental class and control class increased. However, the experimental class score increased more significantly rather than the control class. This can be seen through the range points gained by two groups. The experimental class increased 12.5 while the control class increased 7.4.

2. Analysis of Data

1. Normality Test

In this research, the normality test was tested by using Lilliefors in SPSS to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less then in the result in Lilliefors table with the number of sample is 30.

Table 4.3 Normality of Pre Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest_Control	.186	30	.002	.880	30	.003
Pretest_Experiment	.196	30	.005	.924	30	.034

a. Lilliefors Significance Correction

Based on the table 4.3, it is shown by the significance in Lilliefors table, so the data is significant. Based on the table that known the significance of the experimental class data is 0.005 while the significance of control class data is 0.002. Both of significances of experimental class and control class are much less than the calculation Lilliefors table. So, can be concluded that the pre-test results in both experimental and control class are normally distributed.

Table 4.4 Normality of Post Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest_Control	.247	30	.033	.882	30	.003
Posttest_Experiment	.220	30	.113	.888	30	.004

a. Lilliefors Significance Correction

Based on the table 4.4, it is shown that the data of the experimental class 0.113 while the data of the control class is 0.033. It can be stated that the data of the experiment and control class are much less than the calculation Lilliefors table. So, can be concluded the post-test results in both experimental and control class are normally distributed.

2. Homogeneity Test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS to test the similarity of both experimental and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of the data calculation is higher than 0.05 the result as follows.

Table 4.5

Pre Test of Homogeneity of Variences Both Control and Experimental Test of Homogeneity of Variences

Test of Homogeneity of Variances

Pretest_Experimental

Levene Statistic	df1	df2	Sig.
2.384	6	58	.128

From on the table, shows that the significance of pre-test homogeneity result between experiment and control class was 0.128. Therefore, it can be concluded that the data of pre-test was homogenous because 0.128 is higher than 0.05.

Table 4.6

Post Test of Homogeneity of Variences Both Control and Experimental Test of Homogeneity of Variences

Test of Homogeneity of Variances

Posttest_Control_Experiment

Levene Statistic	df1	df2	Sig.
1.707	3	57	.197

From on the table 4.6 it showed that the significance of post-test between experiment and control class was 0.197. Therefore, the data of post-test was homogenous because it was higher than 0.05.

3. T-Test

After measuring the normality and homogeneity test then the researcher calculated data by using a t-test in SPSS to know the significant difference between the students vocabulary mastery in experimental class and control class. The researcher used a t-test to get the effect of word mapping strategy to the students vocabulary mastery by using SPSS. The researcher used the data from post-test experimental and control class and gained the score from both classes. The t-test result of post-test score both control and experimental class as follows :

Table 4.7

The T-Test Result of Post Test both Experimental and Control Class

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	30	65.833	7.1116	1.2984
	2	29	56.103	6.3209	1.1738

Note :

1 = Experimental Class

2 = Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.457	.502	5.548	57	.000	9.7299	1.7538	6.2179	13.2419
	Equal variances not assumed			5.559	56.610	.000	9.7299	1.7503	6.2245	13.2353

The result of post-test both experimental and control class was conducted after doing the treatment. Based on the data 11, it can be seen that there was a significant difference between the experiment class (M=65.883 and SD=7.1116) and control class (M=56.103 and SD=6.3209).

Then, the researcher was compared t_{value} and t_{table} to know whether word mapping strategy in teaching vocabulary is effective to improve students' vocabulary or not. After calculating the data in table 11, it shows that the result of t_{value} = 5.548 with the Sig. (2-tailed) = 0.00, and t_{table} of 0.05 (5%) as the significance level is 1.671 with df 58 degree of freedom (df). It can be found that t_{value} = 5.548 > t_{table} = 1.671 and the sign (2-tailed) is 0.00<0.005. It means that the word mapping strategy is effective toward students vocabulary mastery.

3. Hypothesis Test

The last calculation was testing the hypothesis. This was the crucial calculation to answer the problem formulation of this research that whether there is a significant effect of using word mapping strategy to the students vocabulary mastery at SMPN 15 IT Binjai. So, the conclusion as follows :

H_a : There is a significance difference in students vocabulary mastery between students who are taught by word mapping strategy and students who are taught without using word mapping strategy.

H_o : There is no significance difference in students vocabulary mastery between students who are taught by using word mapping strategy and students who are taught without using word mapping strategy.

Then, the criteria of the hypothesis test as follows :

1. H_a accepted if $t_o > t_{table}$ or if the Sig. (2-tailed) <0.05.
2. H_o accepted if $t_o < t_{table}$ or if the Sig. (2-tailed) >0.05

Based on the result of post test experiment and control class, it can be found that $t_{value} = 5.548 > t_{table} = 1.671$ and in the significance level of 0.05(5%) and the Sign. (2-tailed) is 0.00<0.005. Then, to sum up the $t_{value} > t_{table}$ and the Sign. (2-tailed) < 0.05, it means that H_a is accepted. So, the researcher can be concluded that the word mapping strategy is effective toward students vocabulary mastery.

B. Discussion

Based on the analysis data in VII grade students at SMPN 15 IT Binjai, there is a significant effect on the students vocabulary mastery who are taught by using word mapping strategy. The result of the data from the test divided pre-test and post-test. The students those were taught by using word mapping strategy had a higher score than the students those who were taught without word mapping strategy.

After being calculated the normality test by using SPSS it can be proved that the data of both experimental and control class pre-test and post-test were

distributed normally. It can be stated the data of experimental and control classes are much less than the calculation Lilliefors table which critical points of 30. The result of the data pre-test in experimental class is 0.196 while the data of control class is 0.186 and the result of the data post-test in experimental class 0.220 while the data of control class 0.247. It can be concluded that the whole data used in this research were normal.

Next, based on the result of the homogeneity test the data of both experimental and control classes were divided as the homogenous group of data. It can be seen from the results that the significant result of pre test both of control and experiment class are which is higher than the significance value 0.005 and the significant result of post-test of both control and experiment class are 0.128 which is higher than the significant value 0.005. Therefore, the groups of the data were proved to be categorized as homogenous data.

In analyzing the data, the researcher analyzed the hypothesis of pre-test and post-test both experimental class and control class to know whether using word mapping strategy is significant toward the students vocabulary mastery or not. The researcher analyzed by conducting t-test using SPSS with 5% (0.05) the significant level, then the criteria is $t_{value\ \ got}$ 5.548 and $t_{table\ is\ 1.671}$; the sign. (2-tailed) is 0.000 < 0.005. The calculation, it means that the hypothesis null (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It can be conducted that there is a significant difference on the students' vocabulary mastery by using word mapping strategy in the learning process.

Based on the explanation above so the researcher concluded that the using word mapping strategy had a significant effect on students vocabulary mastery especially to the students at SMPN 15 IT Binjai.

CHAPTER V

CLOSING

A. Conclusion

After experimenting with teaching vocabulary by using word mapping strategy in the experimental class and without using word mapping strategy in control class, the researcher got the data in the experimental class are the lowest score is 57.5 and the higher score is 87.5. Meanwhile, in control class are the lowest score is 42.5 and the higher score is .67.5. Then, the researcher continues to has been calculated the data, so the researcher concluded the data is a significant difference of students vocabulary mastery is the experiment and control class. Then, the result showed that the gain score of the experimental class which given word mapping strategy as a treatment and without treatment in control class.

It can be concluded from the data about so using word mapping strategy in the learning process in the classroom has a significant effect on the students vocabulary mastery.

B. Implication

The implication is drawn from the research finding. The discussion of the data from the research finding points out that teaching vocabulary by using word mapping strategy is effective toward students mastering in vocabulary. It was shown by the students test in mastering vocabulary by using word mapping strategy is performed better than the students who did not have the treatment of word mapping strategy.

Then, it happened because the students have their own experience about the meaning (definition, antonym, synonym, etc) of the vocabulary. So, the strategy helped the students to more remember a vocabulary easily.

C. Suggestion

Based on the result of the research, the researcher suggested as follows :

1. Teacher

   For English teachers, the teacher can use word mapping strategy as an alternative in learning vocabulary. Then make the students became the students active learners.

2. Researcher

   For the researcher, hopefully using word mapping strategy can be operated in conducting further research or for obtaining the better results.

3. Further Researcher

   For further researcher, this research can give information more about word mapping strategy in teaching vocabulary in the classroom.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Control Class)

Sekolah	:	**SMP Negeri 15 IT Binjai**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VII/Genap**
Alokasi Waktu	:	**1 kali Pertemuan (2 JP)**

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

KD 3	KD 4
3.4. Mengidentifikasifungsisosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsure kebahasaan dan kosa kata terkait *article a* dan *the, plural* dan *singular*).	4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

K KD 3.4	K KD 4.4
3.4.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan dari teks interaksi transaksional lisan dan tulis terkait dengan benda, binatang, dan bangunan umum di lingkungan sekitar. 3.4.2. Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan dari beberapa teks interaksi transaksional lisan dan tulis terkait dengan benda, binatang, dan bangunan umum di lingkungan sekitar.	4.4.1. Menyajikan informasi terkait fungsi sosial, struktur teks dan unsure kebahasaan yang diperoleh dari teks Interaksi transaksional lisan. 4.4.2. Menyajikan informasi terkait fungsi sosial, struktur teks dan unsure kebahasaan yang diperoleh dari teks interaksi transaksional tulisan. 4.4.3. Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public. 4.4.4. Menulis deskripsi pendek dan sederhana dengan meminta dan

	memberi informasi terkait nama dan jumlah binatang, benda, dan bangunan public.

D. Materi Pembelajaran

1. Materi pembelajaran

a. Teks lisan dan tulis tentang kosakata untuk menyebutkan dan menanyakan definisi,

b. Fungsi sosial :
Sesuai tema/konten (kosakata)

c. Struktur teks:
Menyebutkan macam-macam kosakata

E. Kegiatan Pembelajaran

1. Pertemuan Pertama: 2 JP

a. Kegiatan Pendahuluan (10menit)

1) Guru member salam dan mengajak peserta didik berdoa sebelum memulai pelajaran.
2) Guru mengecek kehadiran peserta didik.
3) Guru mempersiapkan kondisi fisik kelas dengan mengecek kebersihan dan kerapian kelas.
4) Guru menyampaikan garis besar cakupan materi, yaitu teks interaksi transaksional lisan yang melibatkan tindakan **memberi dan meminta informasihewan, benda dan bangunan publik**, serta kegiatan yang akan dilakukan, yaitu kegiatan pembelajaran yang meliputi kerja kelompok, berpasangan dan individu dalam kegiatan menyimak.
5) Guru meminta siswa memperhatikan sebuah gambar transaksional meminta dan memberi informasi tentang definisi, sinonim atau antonim, nama dan jumlah benda,binatang, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

b. Kegiatan Inti (60 menit)

Merumuskan Masalah

1. Guru membimbing dan memfasilitasi peserta didik untuk merumuskan dan memahami masalah nyata yang telah disajikan tentang hewan, benda dan bangunan public disekitar siswa

Mengumpulkan Data

1. Siswa diminta untuk mencari kosakata yang ada dilingkungan sekitarnya.

c. Kegiatan Penutup (12 menit)

Merumuskan kesimpulan

1. Guru menyampaikan tugas yang dikerjan dirumah/PR.
2. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

Binjai, 29 Maret 2020

Mengetahui :

Guru Mata Pelajaran	Mahasiswa
Juni Lisma S.Pd	Irma Juniarni

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Experiment Class)

Sekolah	:	**SMP Negeri 15 IT Binjai**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VII/Genap**
Alokasi Waktu	:	**1 kali Pertemuan (2 JP)**

A. Kompetensi Inti

1.	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

KD 3	KD 4
3.5. Mengidentifikasifungsisosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsure kebahasaan dan kosa kata terkait *article a* dan *the, plural* dan *singular*).	4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

K KD 3.4	K KD 4.4
3.4.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan dari teks interaksi transaksional lisan dan tulis terkait dengan benda, binatang, dan bangunan umum di lingkungan sekitar. 3.4.4. Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan dari beberapa teks interaksi transaksional lisan dan tulis terkait dengan benda, binatang, dan bangunan umum di lingkungan sekitar.	4.5.1. Menyajikan informasi terkait fungsi sosial, struktur teks dan unsure kebahasaan yang diperoleh dari teks Interaksi transaksional lisan. 4.5.2. Menyajikan informasi terkait fungsi sosial, struktur teks dan unsure kebahasaan yang diperoleh dari teks interaksi transaksional tulisan. 4.5.3. Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public. 4.5.4. Menulis deskripsi pendek dan

	sederhana dengan meminta dan memberi informasi terkait nama dan jumlah binatang, benda, dan bangunan public.

1.Materi pembelajaran

i. Teks lisan dan tulis untuk menyebutkan dan menanyakan definisi, antonim, sinonim, nama dan jumlah benda, binatang, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

ii.Fungsi sosial :

Berdasarkan benda yang ada disekeliling siswa seperti di ruangan kelas.

iii.Struktur teks:

- *What the definition of ....*
- *What the synonym or antonym of ...*
- *What is it ?*

iv.Unsur kebahasaan teks:

D. Kosakata
- Nama benda dan binatang di sekitar rumah dan sekolah siswa: *bag, ruler, pencil, hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes*.
- Nama bangunan umum: the post office, the bank, the hospital..

E. Tata bahasa
- Pola kalimat *Simple Present Tense,* misalnya *This is cat, they are cows, that is a rules,* dsb.
- *Be forms of simple present*
- *Present verb forms,* misalnya *live, work,, teach, grow,* dsb.

3) Pengucapan
- *Animals, things, public places vocabulary.*

- Kata ganti it, *they, this, that, those, these*.
- Kata tanya *What?*
- Penyebutan kata benda singular dengan *a* dan *the,* dan plural *(-s).*
- Ungkapan *There is/are..., Are there ...?*

2. Materi pembelajaran pengayaan

Pengembangan topik kosakata (*More topics on animals, things and public places)*

3. Materi pembelajaran remedial

a. Teks Lisan

Pola kalimat *simple present*

Kosakata lain terkait topik

2. **Kegiatan Pembelajaran**

3. **Pertemuan Pertama: 2 JP**

d. Kegiatan Pendahuluan (10menit)

1) Guru memberi salam dan mengajak peserta didik berdoa sebelum memulai pelajaran.

2) Guru mengecek kehadiran peserta didik.

3) Guru mempersiapkan kondisi fisik kelas dengan mengecek kebersihan dan kerapian kelas.

4) Guru menyampaikan garis besar cakupan materi tentang kosakata, yaitu teks interaksi transaksional lisan yang melibatkan tindakan **memberi dan meminta informasi hewan, benda dan bangunan publik**, serta kegiatan yang akan dilakukan, yaitu kegiatan pembelajaran yang meliputi kerja kelompok, berpasangan dan individu dalam pembelajaran menggunakan word mapping strategy yang sudah di tunjukkan oleh guru di papan tulis berupa mind mapping untuk memudahkan siswa.

5) Guru meminta siswa memperhatikan sebuah gambar transaksional meminta dan memberi informasi tentang definisi, sinonim atau antonim, nama dan jumlah benda,binatang, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

e. Kegiatan Inti (60 menit)

Merumuskan Masalah

1. Guru membimbing dan memfasilitasi peserta didik untuk merumuskan dan memahami masalah nyata yang telah disajikan tentang hewan, benda dan bangunan public disekitar siswa yang telah guru buat dalam bentuk mind mapping di papan tulis.

Merumuskan Hipotesis

1. Guru memberi kesempatan kepada peserta didik untuk mengidentifikasi fungsi dan struktur dari gambar perkiraan kemungkinan jawaban dari suatu permasalahan yang dikaji tentang teks interaksi transaksional hewan, benda dan bangunan public disekitar siswa.

Menguji Hipotesis

1. Guru meminta siswa untuk memperhatikan struktur teks meminta dan memberi informasi tentang nama dan jumlah benda,binatang, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
2. Guru membimbing peserta didik untuk membuat jawaban sementara tentang fungsi dan struktur teks tentang definisi, antonim atau sinonim, nama dan jumlah benda,binatang, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari berdasarkan mind mapping yang telah di tunjukkan oleh guru.
3. Guru membantu peserta didik.
4. Guru menanyakan siswa tentang informasi yang dituliskan.
5. Guru meminta beberapa siswa membacakan hasil yang didapatkan di depan kelas dan selanjutnya secara saling berpasangan.

Mengumpulkan Data

1. Guru menyuruh siswa menyampaikan hasil penemuannya dengan cara mencocokkan penemuannya dengan teman lainnya.
2. Guru memberi penegasankan hasil yang didapatkan siswa.
3. Guru meminta siswa mengerjakan tes tertulis.
4. Guru bersama siswa membahas hasil tes tertulis dan memperbaiki kesalahan.
5. Guru meminta siswa menuliskan informasi khusus dari sebuah teks.
6. Guru membahas hasil yang dikerjakan.

Kegiatan Penutup (12 menit)

Merumuskan kesimpulan

1. Guru memfasilitasi peserta didik membuat butir-butir simpulan mengenai materi yang sudah di jelaskan menggunakan mind mapping di papan tulis.
2. Guru memberikan penegasan tentang kemampuan yang harus dikuasai siswa.
3. Guru bersama-sama peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran (yaitu kegiatan stimulasi, merumuskan pertanyaan, mengumpulkan informasi, pengolahan informasi, pembuktian dan penarikan kesimpulan).
4. Guru guru memberi umpan balik peserta didik dalam proses dan hasil pembelajaran dan juga guru mereview kembali pembelajaran yang sudah berlangsung dan membuat sebuah kesimpulan.
5. Guru menyampaikan tugas yang dikerjan dirumah/PR.
6. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya.

4. Penilaian

1. Sikap Spiritual

a. Teknik Penilaian	:	Observasi
b. Instrumen	:	Jurnal Perkembangan Sikap Spiritual
c. Contoh Instrumen	:	Fotokopi gambar materi

2. Sikap Sosial

a. TeknikPenilaian	:	Observasi
b. Instrumen	:	JurnalPerkembanganSikapSosial
c. Contoh Instrumen	:	Gambar

3. Pengetahuan

a. Teknik Penilaian	:	Tes Tertulis
b. Bentuk Instrumen	:	Pilihan ganda
c. Contoh Instrumen	:	Lihat Lampiran.
d. Pedoman penskoran	:	Setiap jawaban benar diberi skor (satu)

4. Keterampilan

a. Teknik Penilaian : Kinerja

b. Bentuk Instrumen : Rubrik observasi

c. Contoh Instrumen : Lihat Lampiran

d.Pedoman penskoran : Terlampir

Instrumen Penilaian Pengetahuan dan Ketrampilan

Kisi-Kisi dan Sosial

No	**Indikator**	**Soal**	**Tehnik atau Bentuk Penilaian**
3.4.1	Mengidentifikasi fungsi sosial, strukture teks, dan unsur kebahasaan dari teks interaksi transaksional lisan dan tulis terkait dengan benda, binatang dan bangunan umum di sekitar lingkungan	a. Defintion of vocabulary : 1. What the definition of ruler ? 2. What the definition of handphone ?	Pilihan Ganda atau Essay
4.4.1	Menyajikan informasi terkait fungsi sosial, struktur tekan unsure kebahasaan yang diperoleh dari teks interaksi transaksional lisan.	b. Antonym or synonyms : 1. Black 2. Hard 3. Young 4. Beautiful	Pilihan Ganda atau Essay

Rubrik Penilaian dan Pedoman Penskoran

a. Rubrik Penilaian Pengetahuan:

ASPEK	KRITERIA	SKOR	Jumlah Soal	Skor Perolehan
Fungsi Sosial	Sangat sesuai			
	Sesuai			
	Kurang Sesuai			
Strukture Teks	Benar dan Tepat	20	5	100
	Benar tapi kurang tepat	15	5	75
	Kurang Tepat	10	5	50
Unsur Kebahasaan	Sangat tepat	20	5	100
	Tepat	15	5	75
	Kurang Tepat	10	5	50
Total Skor				

Keterangan :
Nilai Akhir = Nilai Perolehan : Total Skor x 100

b. Rubrik Penilaian Keterampilan (Praktik/Lapangan/Project)

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Mampu menyebut kan secaralisan nama hewan, benda dan gedung umum yang ada di sekitar.	Lancar mencapai fungsi sosial, struktur lengkap dan unsure kebahasaan.	89 – 100	...
	Lancar dan kosa kata dan kalimat berkembang, serta	76-88	...
	Sesekali melihat teks, kosa kata terbatas tapi lancer	61-75	...
	Membaca script, kosa kata terbatas, dan tidak lancer	0-60	...
	JUMLAH SKOR		...

5. Pembelajaran Remedial dan Pengayaan

- Pembelajaran Remedial

  Siswa yang belum mencapai KKM di kegiatan pembelajaran maka remedial berupa menemukan kata-kata yang memberikan informasi tentang nama hewan, benda, gedung umum yang ada di sekitar berdasarkan mind mapping yang telah di jelaskan oleh guru.

- Pembelajaran Pengayaan

  Siswa yang memperoleh nilai diatas KKM diberi pengayaan dengan meminta siswa tersebut membuat daftar nama nama hewan, benda dan gedung umum yang ada di sekitar berdasarkan mind mapping yang telah dijelaskan oleh guru.

6. Media/alat, Bahan dan Sumber Belajar

Media/Alat

Menggunakan fotokopi gambar tentang materi.

7. Bahan

   Kertas, spidol warna.

8. Sumber Belajar

   Kementerian Pendidikan dan Kebudayaan. 2013. *BahasaInggris: When English Rings the Bell*. Jakarta: Puskurbuk Kemdikbud.

Binjai, 29 Maret 2020

Mengetahui :

Guru Mata Pelajaran	Mahasiswa
Juni Lisma S.Pd	Irma Juniarni

APPENDIX III

Name :

Class :

Post-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, “I’m the (1) ... animal!” The tortoise said to the hare, “I can (2) ... you. Do you want to (3) ...?” The hare (4) ... and said, “Are you crazy? I’m much faster than (5) ...”. The tortoise said, “Then, let’s race”.

The race started and the hare ran quickly down the road. The tortoise smiled and (6) ... slowly after the hare. After thirty minutes, the hare was (7) .... he looked back and didn’t (8) ... the tortoise. The hare said, “Hmmm, the tortoise will never (9) ... me. I think I’ll take a short nap”. The hare (10) ... to sleep.

1. a. Fastest b. Slowly c. Sleep d. Run
2. a. Cut b. Take c. Beat d. Eat
3. a. Race b. Sleep c. Eat d. Drink
4. a. Sing b. Cry c. Lazy d. Laughed
5. a. I b. You c. They d. We
6. a. Run b. Walked c. Talk d. Speak
7. a. Tired b. Walked c. Lazy d. Talked
8. a. Laugh b. See c. Cry d. Talk
9. a. Catch b. Walk c. Beat d. Cut
10. a. Eating b. Drink c. Went d. Talking
11. A tool for writing things. What is it ?
    a. Pen c. Book
    b. Ruler d. Eraser
12. She is very ....
    a. Friendly c. Lazy
    b. Ignorant d. Hate

13. We can find anything in school except ...

a. Classroom c. Laboratory

b. Teacher d. Market

14. The doctor gives the .... to the patient.

a. Sugar c. Medicine

b. Tea d. Bottle

15. In the kitchen, there are many things ....

a. Plate c. Laptop

b. Book d. Handphone

Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blue. She wears a blue (18) ... on his (19) ...

16. a. Student b. Doctor c. Patient d. Teacher

17. a. Uniform b. Dress c. Custom d. Shoes

18. a. Shoes b. Bag c. Hat d. Book

19. a. Head b. Stomach c. Teeth d. Face

20. You can find book story in ....

a. Library c. Hospital

b. Market d. Railway

21. In the station, many a ....

a. Mall c. Dental hospital

b. Supermarket d. Train

A rainbow ! How does a (22) ... form ? When we see a rainbow, we see almost (23) ... different colours. The seven (24) ... are violet, indigo, blue, green, yellow orange and red. If you look carefully, you will see the violet clearly but you will see the red only partially.

A rainbow is another one of nature's (25) ... creations. This phenomenon is seen once the sun shines immediately after it (26) ... The light from the (27) ... is reflected through the raindrops. This forms a (28) ...

Now, if you (29) ... to form your own rainbow, it is very (30) .... All you have to do is get a hosepipe with a shower nozzle facing the sun and you will (31) ... a little rainbow.

22. a. Tree	b. Cloud	c. Rainbow	d. Sun
23. a. Five	b. Six	c. Sevem	d. Eight
24. a. Colours	b. White	c. Green	d. Yellow
25. a. Ugly	b. Lazy	c. Beautiful	d. Diligent
26. a. Run	b. Walk	c. Sun	d. Rain
27. a. Sun	b. Cloud	c. Rainbow	d. Tree
28. a. Sun	b. Rainbow	c. Tree	d. Cloud
29. a. See	b. Look	c. Want	d. Went
30. a. Difficult	b. Easy	c. Quickly	d. Slowly
31. a. See	b. Walk	c. Run	d. Cry

32. Doni will do the **best** the examination.

The synonym of underlined word is ...

a. Bad c. Good
b. Lazy d. Dumb

33. My brother is **short.**

The antonym of underlined word is ...

a. Tall c. Thin
b. Thick d. Long

34. The king of forest is ...

a. Lion c. Elepant

b. Cat d. Snake

35. The teacher always ... the material to the students.

a. Give c. Catch

b. Take d. Borrow

36. She is the **ugly** student in the class.

The antonym of underlined word is ..

a. Beautiful c. Handsome
b. Diligent d. Clever

37. The antonym of **black** is ...

a. White c. Green

b. Yellow d. Blue

38. The weather is so **hot.**

The antonym of underlined is ...

a. Warm c. Frozen
b. Cold d. Cool

39. I'm so **happy** today because my grandmother is coming.

The underlined of this word is ...

a. Worried c. Sad
b. Happiness d. Stress

40. Farhan is a man that **outgoing** with another people.

The synonym underlined word is ...

a. Uncommunicative c. Friendly
b. Sad d. Introverted

Key Answer

1. A
2. C
3. A
4. D
5. B
6. B
7. A
8. B
9. A
10. C
11. A
12. A
13. D
14. C
15. A
16. A
17. A
18. C
19. A
20. A
21. D
22. C
23. C
24. A
25. C
26. D
27. A
28. B
29. A
30. B
31. A
32. C
33. A
34. A
35. A
36. A
37. A
38. B
39. C
40. C

APPENDIX IV

Name :

Class :

Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...

a. Door c. Broom

b. Chair e. Table

2. If you need a book, you can go to ...

a. Hospital c. Market

b. Library d. Party

3. My mom **requires** a clothe.

The synonym of underlined word is ...

a. Has c. needs

b. Have d. For

4. Doni wear a **white** hat.

The antonym of underlined word is ...

a. Dress c. Black

b. Clothe d. Table

5. The teacher ask the students to **remember** bring exercise book.

The antonym of underlined word is ...

a. Remind c. Tell

b. Memorize d. Forget

My Cat

I have a ... (6). It's name is Manis. It has black and orange ... (7). It has a beautiful eyes. It ... (8) a soft fur. It ... (9) fish and ... (10) milks. It plays with me

when i come back from the school. It likes to ... (11) ball in the garden. (12.**It's**) very adorable. It ... (13) in a (14.**small**) bakset near my bed. I ... (15) my cat very much and take care of it.

6. a. Cat c. Chicken

b. Dog d. Pig

7. a. Colours c. Nose

b. Eyes d. Teeth

8. a. Is c. Has

b. Are d. Am

9. a. Eat c. Sleep

b. Drink d. Walk

10. a. Eat c. Sleep

b. Drink d. Walk

11. a. Walk c. Sit

b. Run d. Play

12. a. Cat c. Bear

b. Dog d. Baby

13. a. Eat c. Drink

b. Sleep d. Walk

14. Antonym the underlined word is ...

a. Big c. Long

b. Near d. Short

15. a. Hate c. Miss

b. Love d. Forget

16. Doni will do the **best** the examination.

The synonym of underlined word is ...

c. Bad c. Good

d. Lazy d. Dumb

17. My sister is **short.**

The antonym of underlined word is ...

c. Tall c. Thin

d. Thick d. Long

18. She is the **ugly** student in the class.

The antonym of underlined word is ..

c. Beautiful c. Handsome

d. Diligent d. Clever

19. The weather is so **cold.**

The antonym of underlined is ...

c. Warm c. Frozen

d. Hot d. Cool

20. Mira is a man that **outgoing** with another people.

The synonym underlined word is ...

c. Uncommunicative c. Friendly

d. Sad d. Introverted

21. Monas is **well-known** in Indonesia.

The synonym of underlined word is ...

a. Famous c. Unique

b. Oldest d. Complete

22. The students must be **honest**.

The antonym of the underlined word is ...

a. Fair c. Honorable

b. Strong d. Faith

23. She always **comelate**.

The word underlined it is mean ...

a. Lazy c. Smart
b. Diligent d. Busy

24. My little brother has a **funny** smile.

The antonym of underlined word is ...

a. Handsome c. Horrible
b. Kind d. Humorous

25. She have **easy** to speak English.

The synonym of underlined word is ...

a. Difficult c. comfortable
b. Hard d. Easier

26. You can find book story in ....

a. Library c. Hospital
b. Market d. Railway

27. In the station, many a ....

a. Mall c. Dental hospital
b. Supermarket d. Train

28. The teacher always ... the material to the students.

a. Give c. Catch
b. Take d. Borrow

29. He is the **ugly** man in my enviroment.

The antonym of underlined word is ..

a. Beautiful c. Handsome
b. Diligent d. Clever

30. Doni **buys** some book in the bookstore.

The synonym of underlined word is ...

a. Sell c. Take

b. Bring d. Order

There are the table in my classroom. It's ... (31) is brown. It's ... (32) is not too big but enough to put my ... (33). Table is an object that has a rectangular ... (34). It's made of ... (35). The ... (36) in front of my chair. Table also has a ... (37) to write.

31. a. Colour c. Shape

b. Size d. Unique

32. a. Shape c. Colour

b. Size d. Colourful

33. a. Shoes c. Book

b. Tie d. Chair

34. a. Size c. Unique

b. Colour d. Shape

35. a. Wood c. Water

b. Plastic d. Sand

36. a. Located c. Size

b. Shape d. Colour

37. a. Function c. Differences

b. Definition d. Similarity

38. It's **large**. The anytonym of underlined word ...

a. Big c. Thin

b. Tall d. Small

39. My story book is **thick**.

The antonym of underlined word is ...

a. Thin c. Short

b. Long d. Tall

40. My uncle gives ... to the chicken.

a. Feed c. Sunrise

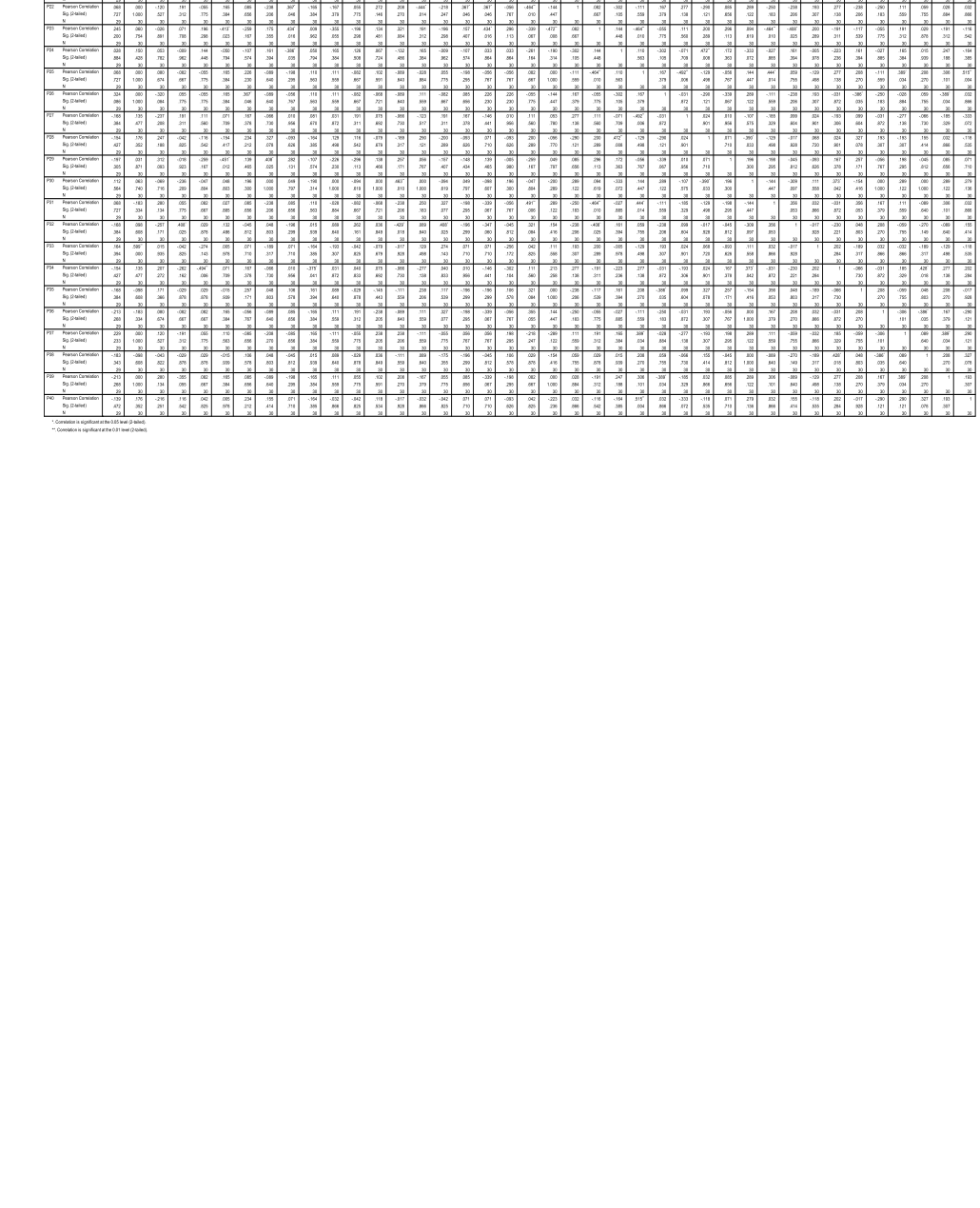
b. Book d. Magnet

Key Answer.

1. C
2. B
3. C
4. C
5. D
6. A
7. A
8. C
9. A
10. B
11. D
12. A
13. B
14. A
15. B
16. C
17. A
18. A
19. B
20. C
21. A
22. C
23. A
24. C
25. D
26. A
27. D
28. A
29. C
30. D
31. A
32. B
33. C
34. D
35. A
36. A
37. A
38. D
39. A
40. A

APPENDIX V

RESULT OF VALIDITY



Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32	P33	P34	P35	P36	P37	P38	P39	P40	Total
P1	Pearson Correlation	1	.124	.166	.026	.026	-.052	.187	.112	.088	.302	.229	.303	.108	.112	.213	.029	.201	.080	.080	-.095	.187	.088	.046	.026	.038	.098	.024	.108	.154	.157	.112	.068	.169	.164	.164	.165	.213	.229	.183	.213	.178
	Sig. (2-tailed)		.521	.074	.884	.884	.111	.320	.564	.647	.111	.233	.108	.472	.564	.268	.884	.045	.727	.727	.581	.320	.727	.200	.884	.727	.898	.394	.427	.205	.564	.727	.364	.364	.427	.364	.280	.233	.345	.288	.472	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P2	Pearson Correlation	.124	1	.170	.220	.296	.030	.217	.088	.048	.221	.193	.123	.224	.898	.163	.120	.217	.031	.040	.080	.080	.080	.040	.150	.008	.898	.135	.178	.831	.863	.163	.866	.087	.165	.086	.163	.086	.000	.176		
	Sig. (2-tailed)	.521		.364	.260	.169	.875	.250	.898	.806	.264	.334	.520	.235	.806	.334	.520	.250	.871	.833	.674	.740	.740	.833	.428	.968	.806	.476	.345	.743	.234	.858	.000	.647	.665	.344	.665	.688	.000	.352		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P3	Pearson Correlation	-.166	-.170	1	-.170	-.418	-.251	.139	-.043	.108	.022	.008	.307	-.196	.262	.100	-.170	.286	-.083	-.083	.170	.247	-.132	-.083	.022	.008	-.328	-.227	.247	.318	-.308	.260	-.227	.315	.257	.171	-.083	.132	-.043	.260	-.216
	Sig. (2-tailed)	.574	.364		.365	.021	.183	.588	.822	.568	.782	.874	.948	.299	.838	.527	.365	.191	.659	.659	.365	.189	.489	.659	.907	.948	.079	.229	.189	.089	.086	.165	.316	.229	.825	.182	.876	.657	.527	.822	.134	.251	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P4	Pearson Correlation	.026	-.220	-.170	1	.071	.281	-.016	.117	.207	-.009	-.055	.803	.833	-.321	.862	-.166	-.016	.250	.250	-.083	-.378	-.191	.071	-.009	-.082	.858	.191	.842	-.818	-.236	.855	.468	-.342	-.250	-.009	-.083	-.191	-.009	-.365	.116
	Sig. (2-tailed)	.884	.251	.365		.709	.164	.933	.539	.030	.962	.776	.743	.901	.864	.897	.299	.933	.747	.747	.183	.039	.311	.829	.823	.209	.775	.311	.829	.823	.209	.775	.315	.825	.162	.870	.997	.312	.979	.095	.540	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P5	Pearson Correlation	-.025	-.289	-.418	.071	1	.130	-.297	-.117	.157	.009	-.052	.205	.154	.029	.355	-.363	.015	.157	.296	-.295	-.231	-.095	.198	.144	-.055	-.055	.111	-.118	-.259	.347	.952	.329	-.274	-.494	.029	.082	.095	.029	.082	.042	
	Sig. (2-tailed)	.895	.159	.021	.709		.493	.109	.539	.409	.962	.847	.276	.451	.818	.776	.743	.933	.403	.115	.276	.370	.679	.295	.448	.775	.775	.558	.558	.542	.167	.059	.805	.867	.870	.143	.880	.834	.667	.776	.878	.667	.826	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P6	Pearson Correlation	-.062	.030	.261	.281	.130	1	.197	.747	.457	.009	.158	.724	.638	.105	.962	.864	.360	.864	.960	.880	.384	.043	.784	.384	.384	.706	.417	.812	.803	.865	.960	.878	.700	.900	.384	.561	.606	.384	.678		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P7	Pearson Correlation	-.187	.217	.169	-.016	-.297	.197	1	.139	-.148	-.107	.328	-.018	-.208	.166	.098	-.018	-.208	.166	.098	-.289	-.107	.228	.307	.197	.234	.139	.198	.865	.944	.377	.867	.297	-.096	-.096	.139	.080	.234			
	Sig. (2-tailed)	.305	.250	.580	.933	.109	.274	.463	.574	.434	.574	.807	.923	.271	.806	.605	.923	.271	.806	.605	.121	.574	.225	.046	.313	.213	.463	.300	.656	.812	.710	.276	.717	.787	.606	.613	.463	.680	.213	.650	.212	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P8	Pearson Correlation	.112	.088	-.043	.117	-.117	.747	.139	1	.139	-.279	-.558	.629	.218	-.111	.208	-.155	.169	.169	-.043	.029	.080	-.236	.175	.161	-.029	-.558	.327	.808	.808	.208	.843	.169	-.086	.043	-.086	.139	.080	.169			
	Sig. (2-tailed)	.564	.650	.822	.536	.539	.000	.463	.463	.463	.134	.002	.000	.247	.558	.208	.355	.370	.370	.819	.674	.650	.208	.355	.370	.879	.002	.080	.000	.000	.000	.268	.803	.370	.819	.650	.272	.650	.463	.680	.414	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P9	Pearson Correlation	.080	-.340	.169	.307	.157	.457	-.148	.139	1	.157	-.308	.206	.139	.139	.169	.139	.139	.139	.120	-.060	-.060	-.236	.175	.161	-.029	-.059	.139	.198	.865	.944	.169	.843	.377	.865	.169	.865	.139	.080	.169		
	Sig. (2-tailed)	.647	.065	.580	.000	.407	.012	.434	.578	.027	.474	.094	.273	.464	.464	.370	.464	.464	.464	.527	.751	.207	.464	.355	.370	.879	.756	.464	.298	.000	.000	.370	.000	.043	.370	.000	.370	.464	.650	.680	.370	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	.302	-.211	.053	-.089	.089	.086	-.107	-.279	-.107	1	.165	-.417	-.208	.161	.302	.261	-.247	-.247	.312	.144	.080	-.182	.089	.052	.110	.110	.801	-.164	-.107	.165	.113	.815	-.164	-.277	.161	.165	.165	.015	.162	.184	
	Sig. (2-tailed)	.111	.264	.782	.662	.651	.674	.578	.134	.578	.474	.379	.021	.270	.394	.302	.164	.189	.189	.093	.448	.674	.334	.642	.784	.779	.558	.558	.000	.384	.578	.379	.550	.000	.384	.139	.384	.379	.384	.939	.384	.295	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P11	Pearson Correlation	.229	-.183	-.083	-.055	-.052	.247	.328	-.058	.206	.165	1	.668	-.612	.206	.165	.219	.378	.247	.797	.084	.230	.077	.080	.379	.055	-.055	.111	.631	.328	.206	.165	.828	.193	.631	.083	.111	.165	.165	.111	.111	.632	
	Sig. (2-tailed)	.233	.334	.674	.770	.687	.188	.087	.759	.604	.384		.867	.809	.259	.378	.247	.787	.884	.230	.677	.080	.379	.675	.784	.884	.558	.557	.128	.228	.604	.384	.872	.498	.230	.1.000	.894	.840	.387	.872	.840	.599	.589	.640	.599	.886	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P12	Pearson Correlation	.263	.120	.087	.063	.295	.279	.074	.028	.028	.417	.852	1	.200	.417	.151	.963	.315	.315	.120	.063	.295	.095	.196	.126	.063	.052	.191	.118	.208	.894	.852	.852	.242	.940	.063	.191	.095	.063	.042		
	Sig. (2-tailed)	.160	.529	.646	.743	.276	.136	.703	.879	.113	.023	.897		.288	.838	.312	.743	.933	.933	.527	.743	.299	.776	.698	.508	.697	.897	.311	.642	.113	.819	.897	.761	.833	.693	.870	.312	.775	.879	.775	.825	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P13	Pearson Correlation	-.139	.224	.196	.033	.134	.087	-.209	.218	.139	-.209	.612	.208	1	.838	.442	.301	.311	.884	.035	.087	.209	.272	.134	.087	.102	.068	.378	.158	.808	.858	.839	.870	.870	.145	.226	.226	.036	.132	.118		
	Sig. (2-tailed)	.472	.234	.299	.861	.481	.650	.271	.193	.406	.270	.000	.268		.000	.014	.106	.094	.000	.855	.647	.149	.094	.481	.646	.592	.721	.040	.406	.000	.000	.000	.000	.000	.000	.445	.230	.230	.850	.485	.534		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P14	Pearson Correlation	.112	.088	.087	.307	.029	.079	.139	.139	.139	.158	.206	.963	.838	1	.442	.301	.311	.884	.035	.087	.209	.272	.134	.087	.102	.068	.378	.158	.808	.858	.839	.870	.870	.145	.226	.226	.036	.132	.118		
	Sig. (2-tailed)	.564	.650	.536	.084	.879	.676	.559	.299	.559	.278	.304	.278	.808	.849	.705	.809	.812	.570	.570	.191	.1.000	.270	.084	.498	.646	.646	.738	.317	.171	.810	.206	.810	.928	.730	.550	.640	.290	.550	.270	.928	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P15	Pearson Correlation	.213	-.163	.100	.062	.355	.192	.198	.238	.606	.302	.197	.151	.442	.308	1	.862	.586	.229	.339	.327	.086	.444	.181	.160	.038	.111	.123	.298	.808	.808	.293	.889	.109	.277	.298	.111	.111	.089	.167	.032	
	Sig. (2-tailed)	.260	.334	.527	.687	.775	.195	.290	.208	.757	.105	.378	.312	.014	.755		.987	.394	.230	.067	.077	.1.000	.014	.312	.394	.894	.558	.517	.121	.707	.1.000	.810	.163	.643	.888	.100	.283	.559	.559	.640	.870	.866	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P16	Pearson Correlation	.029	.130	-.170	.196	-.063	.086	-.016	-.175	-.016	.261	.218	.863	-.301	-.667	.862	1	.016	-.272	-.157	.472	.180	-.218	-.196	-.039	.055	-.055	.191	-.208	-.157	.894	.207	.858	.274	.940	.157	.207	-.055	-.175	.055	-.042	
	Sig. (2-tailed)	.884	.533	.365	.290	.743	.652	.933	.355	.933	.164	.247	.743	.938	.807	.000		.933	.141	.407	.008	.341	.247	.295	.582	.775	.775	.507	.311	.268	.421	.819	.277	.833	.143	.833	.550	.277	.775	.355	.818	.775	.825	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P17	Pearson Correlation	.207	.217	.286	-.016	.016	-.033	-.000	.139	.139	.158	.247	.926	.816	.211	.843	.667	.816	1	.120	-.060	-.060	.236	.175	.161	.029	.059	.139	.198	.865	.944	.169	.843	.377	.865	.169	.865	.139	.080	.169		
	Sig. (2-tailed)	.045	.250	.169	.923	.923	.864	.999	.578	.469	.159	.707	.923	.894	.812	.894	.923	.000	.527	.751	.751	.207	.464	.355	.370	.879	.756	.464	.298	.000	.000	.370	.000	.043	.370	.000	.370	.464	.650	.680	.370	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P18	Pearson Correlation	.080	.331	-.083	.250	.157	.172	-.148	.139	.438	-.247	.505	.418	.484	.308	.229	-.272	.282	.120	1	.120	-.060	-.236	.228	-.146	.071	.118	.059	.139	.198	.858	.339	-.347	.377	-.140	-.196	-.229	.095	-.045	-.339	.071	
	Sig. (2-tailed)	.727	.075	.610	.181	.181	.363	.434	.578	.016	.189	.004	.026	.006	.109	.226	.141	.133	.527		.527	.751	.207	.230	.443	.713	.658	.756	.464	.298	.000	.000	.059	.059	.043	.459	.219	.145	.629	.811	.811	.067	.710	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P19	Pearson Correlation	.080	-.340	-.083	.250	.296	.030	-.148	-.045	.139	.312	.228	.120	.938	.308	.339	-.157	-.060	1.000	.120	-.060	-.236	.228	.175	.161	-.029	-.059	.139	.198	.858	.339	.843	.377	-.290	-.060	.139	.198	.139	.198	-.059		
	Sig. (2-tailed)	.727	.065	.610	.181	.110	.864	.434	.812	.469	.090	.216	.527	.806	.318	.867	.407	.751	.000	.527	.751	.207	.464	.355	.370	.879	.756	.464	.298	.000	.000	.059	.000	.043	.059	.000	.370	.464	.650	.680	.370	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P20	Pearson Correlation	.080	.080	.170	-.083	-.295	.296	.228	.028	.139	.312	.228	.063	.938	.308	.339	-.157	-.060	.120	1	.120	-.060	-.236	.228	.175	.161	-.029	-.059	.139	.198	.858	.339	.843	.377	-.290	-.060	.139	.198	.139	.198	-.059	
	Sig. (2-tailed)	.861	.764	.380	.743	.276	.992	.113	.878	.027	.448	.077	.743	.846	.101	.077	.808	.027	.000	.527		.000	.010	.047	.194	.697	.775	.698	.208	.927	.804	.806	.884	.833	.560	.884	.000	.247	.676	.647	.820		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P21	Pearson Correlation	-.197	.063	.347	-.378	-.191	.048	.049	.000	.098	.899	.808	-.238	.808	.808	.808	.899	.899	-.238	.808	.808	.899	.899	-.381	-.038	.378	1	-.144	-.412	-.186	.008	-.144	.855	.858	.849	-.209	.289	.764	.111	.233	.000	.144	-.289	-.194	.000	-.223	
	Sig. (2-tailed)	.293	.740	.061	.030	.274	.800	.797	.997	.607	.000	.000	.205	.000	.000	.000	.000	.000	.205	.000	.000	.000	.000	.038	.940	.039		.447	.023	.324	.968	.447	.000	.000	.000	.267	.121	.000	.558	.000	.233	.447	.122	.416	.000	.236	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P22	Pearson Correlation	.088	.080	-.130	.191	-.050	.186	.090	-.036	.087	.165	.197	.858	.858	.308	.442	.219	.347	.247	.797	.080	.464	.144	1	.080	-.350	.111	.167	.277	.208	.808	.208	.858	.277	.208	.808	.111	.165	.277	.111	.089	.032	
	Sig. (2-tailed)	.727	.1.000	.527	.312	.775	.384	.658	.206	.648	.384	.378	.773	.146	.273	.314	.247	.040	.040	.787	.010	.447		.687	.105	.558	.378	.138	.151	.858	.122	.193	.206	.367	.139	.206	.183	.559	.755	.884	.866	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P23	Pearson Correlation	.245	.080	.000	.071	.186	.417	-.258	.175	.434	.009	.555	.158	.534	.321	.161	-.186	.157	.534	.286	.339	.472	.082	1	.144	.464	.055	.111	.208	.208	.808	.464	.469	.200	.181	.157	.055	.181	.220	.181	.157	
	Sig. (2-tailed)	.193	.754	.091	.795	.296	.023	.167	.355	.016	.962	.005	.398	.002	.082	.393	.322	.406	.002	.121	.067	.009	.667	.000	.687	.448	.018	.775	.393	.208	.113	.819	.010	.315	.289	.111	.775	.339	.240	.339	.406	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P24	Pearson Correlation	.026	.150	.053	-.060	.144	-.050	-.137	.151	-.308	.555	.158	.126	.307	-.132	.165	-.309	-.157	.333	.333	-.261	-.190	-.382	.144	1	.118	-.302	-.171	.472	-.172	-.333	.027	.151	-.355	-.223	.161	-.027	.165	.015	.247	-.164	
	Sig. (2-tailed)	.890	.428	.782	.962	.448	.784	.472	.424	.098	.002	.398	.506	.098	.486	.394	.092	.406	.069	.069	.164	.314	.037	.448		.535	.105	.369	.364	.008	.362	.072	.805	.424	.054	.235	.394	.805	.898	.924	.394	.389	.390	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P25	Pearson Correlation	.060	.020	.080	-.082	-.055	.160	.228	.208	.208	.111	.111	.052	.102	.308	.038	.055	.055	.029	.029	-.060	-.060	-.111	-.604	.118	1	.167	-.462	-.128	.208	.144	.843	.203	-.329	.277	.203	.111	.060	.208	.038	.317	
	Sig. (2-tailed)	.727	.1.000	.674	.687	.775	.394	.239	.646	.239	.560	.558	.807	.591	.843	.864	.775	.775	.881	.881	.751	.558	.558	.277	.001	.535		.378	.008	.498	.707	.447	.814	.755	.068	.139	.270	.559	.034	.270	.151	.004	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P26	Pearson Correlation	.324	.080	.320	.050	.055	.160	.357	.058	.118	.111	.052	.309	.309	.111	.382	.055	.229	.220	.055	.144	.187	.055	.332	.157	1	.051	.208	.359	.208	.111	.259	.193	.051	.387	.259	.111	.060	.259	.038	.359	.032
	Sig. (2-tailed)	.096	.1.000	.084	.791	.775	.394	.048	.812	.538	.558	.784	.098	.098	.558	.036	.775	.224	.241	.775	.447	.319	.775	.071	.406	.787		.272	.051	.268	.558	.172	.307	.787	.035	.172	.558	.751	.172	.838	.172	.863	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P27	Pearson Correlation	-.165	.135	-.227	.191	.111	.071	.167	-.098	.015	.091	.031	.101	.075	.308	-.123	.191	.187	-.140	.010	.111	.053	.277	.111	-.071	-.462	.051	1	.624	.818	-.107	.165	.099	.024	-.165	.099	-.031	-.277	-.099	-.195	-.203	
	Sig. (2-tailed)	.384	.477	.266	.311	.560	.194	.376	.716	.806	.878	.872	.611	.692	.730	.317	.315	.319	.461	.957	.560	.780	.138	.560	.709	.008	.787		.000	.000	.574	.384	.606	.899	.898	.384	.606	.870	.138	.606	.304	.272	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P28	Pearson Correlation	-.154	.178	.247	-.042	.178	.154	.234	.327	.093	.154	.378	.909	.299	.293	.293	.909	.299	.293	.293	.293	.293	.476	.128	.208	.224	.208	.624	1	.818	.397	.378	.917	.909	.927	.183	.183	.183	.927	.183	.178	
	Sig. (2-tailed)	.417	.352	.188	.820	.542	.417	.212	.078	.628	.385	.498	.542	.878	.317	.121	.289	.606	.710	.606	.289	.777	.121	.499	.268	.234	.268	.000		.000	.029	.039	.000	.000	.000	.333	.333	.333	.000	.333	.348	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P29	Pearson Correlation	-.197	.031	.312	-.016	.299	.431	.139	.408	.292	.107	.228	.298	.108	.267	.856	.107	.149	.139	.085	.299	.085	.085	.296	.139	.612	.056	.538	.818	.871	1	.196	.998	.845	.893	.187	.297	.096	.196	.045	.085	.071
	Sig. (2-tailed)	.305	.863	.093	.661	.108	.018	.463	.032	.121	.574	.018	.106	.568	.077	.000	.574	.431	.463	.653	.108	.653	.653	.113	.463	.000	.768	.002	.000		.000	.303	.000	.000	.000	.323	.113	.613	.303	.813	.653	.709	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P30	Pearson Correlation	.112	.863	-.083	-.236	-.047	.192	.198	.208	.208	.165	.197	.863	.808	.858	.808	.858	.808	.858	.808	.858	.808	.858	.808	.858	.808	.858	.808	.858	.808	.858	1	.858	.858	.858	.858	.858	.858	.858	.858	.858	.858
	Sig. (2-tailed)	.564	.740	.795	.280	.804	.303	.308	.108	.707	.314	.008	.819	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

APPENDIX VI

RESULT OF RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.057	40

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

APPENDIX VII

TABLE OF LILIEFORS (L)

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX VIII

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX IX

TABLE OF R DISTRIBUTION

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

APPENDIX X

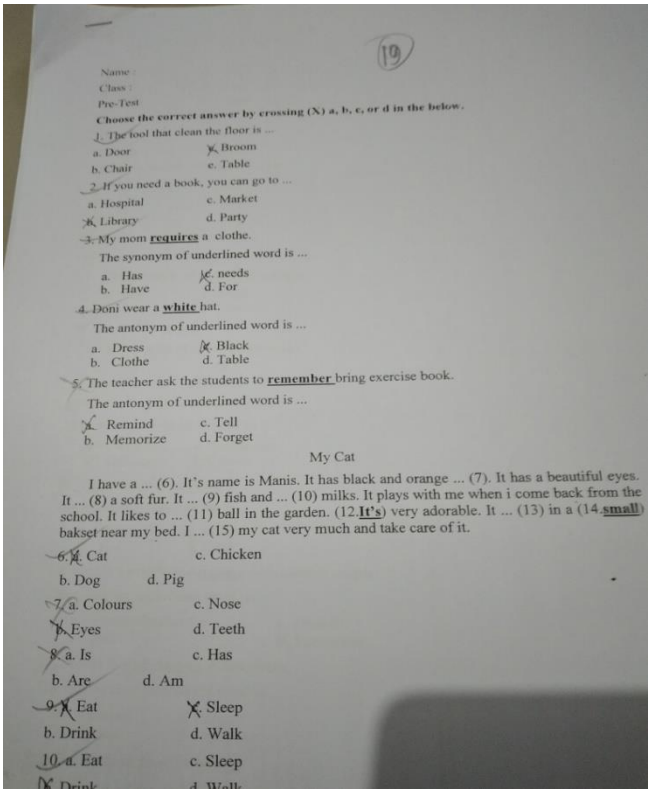
PROFIL SEKOLAH

1. Identitas Sekolah

Nama Sekolah	: SMP Negeri 15 IT Binjai
Alamat	: Jalan Labu
Kelurahan	: Paya Roba
Kecamatan	: Binjai Barat
Kota	: Binjai
Provinsi	: Sumatera Utara
NPSN	: 69976999
Status	: Negeri
Bentuk Pendidikan	: SMP
Status Kepemilikan	: Pemerintah Daerah
SK Pendirian Sekolah	: 421
Tanggal SK Pendirian	: 2018-05-06
SK Izin Operasional	: 421
Tanggal SK Izin Operasional	: 2018-05-06

APPENDIX XI

DOCUMENTATION



19

Name :
Class :
Pre-Test

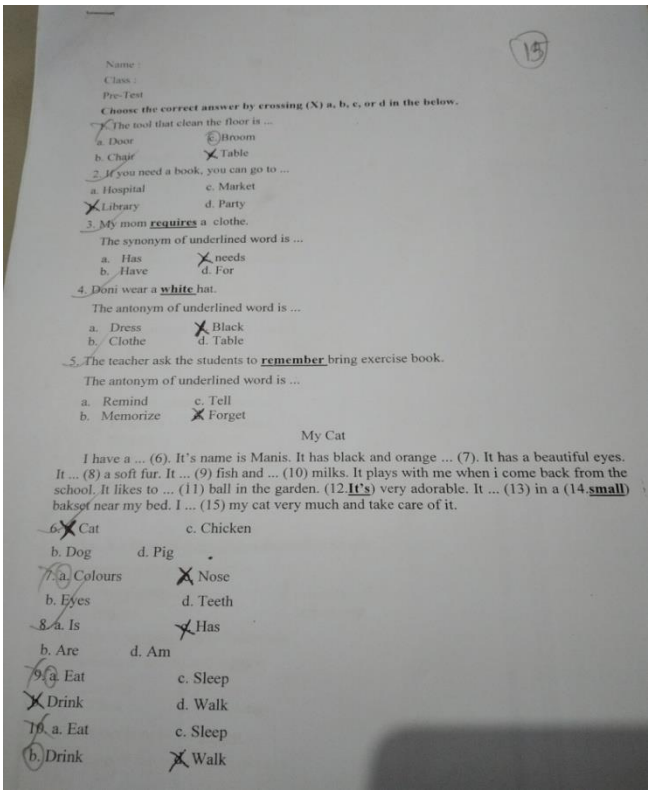
Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door c. Broom
   b. Chair c. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   b. Library d. Party
3. My mom **requires** a clothe.
   The synonym of underlined word is ...
   a. Has c. needs
   b. Have d. For
4. Doni wear a **white** hat.
   The antonym of underlined word is ...
   a. Dress c. Black
   b. Clothe d. Table
5. The teacher ask the students to **remember** bring exercise book.
   The antonym of underlined word is ...
   a. Remind c. Tell
   b. Memorize d. Forget

My Cat

I have a ... (6). It's name is Manis. It has black and orange ... (7). It has a beautiful eyes. It ... (8) a soft fur. It ... (9) fish and ... (10) milks. It plays with me when i come back from the school. It likes to ... (11) ball in the garden. (12.**It's**) very adorable. It ... (13) in a (14.**small**) bakset near my bed. I ... (15) my cat very much and take care of it.

6. a. Cat c. Chicken
   b. Dog d. Pig
7. a. Colours c. Nose
   b. Eyes d. Teeth
8. a. Is c. Has
   b. Are d. Am
9. a. Eat c. Sleep
   b. Drink d. Walk
10. a. Eat c. Sleep
    b. Drink d. Walk



15

Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door c. Broom
   b. Chair c. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   b. Library d. Party
3. My mom **requires** a clothe.
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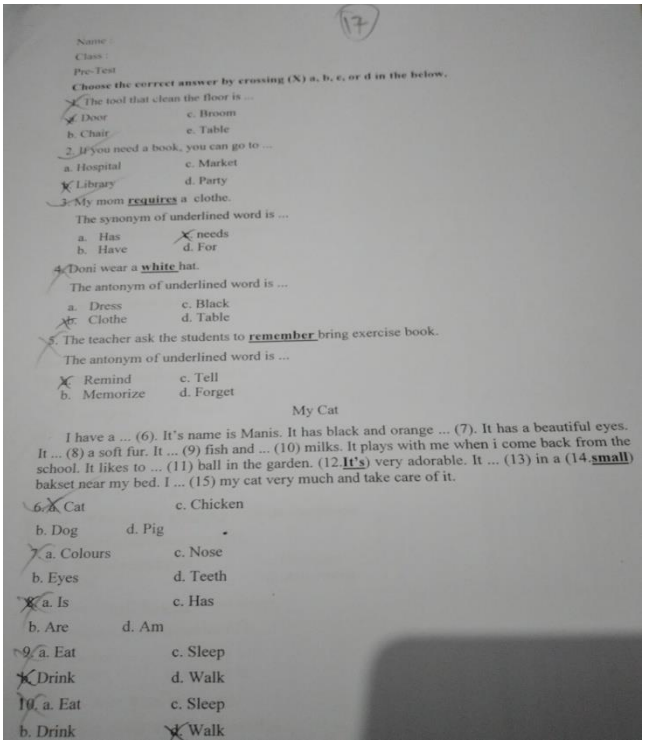
   b. Drink d. Walk
10. a. Eat c. Sleep
    b. Drink d. Walk



Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door c. Broom
   b. Chair e. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   b. Library d. Party
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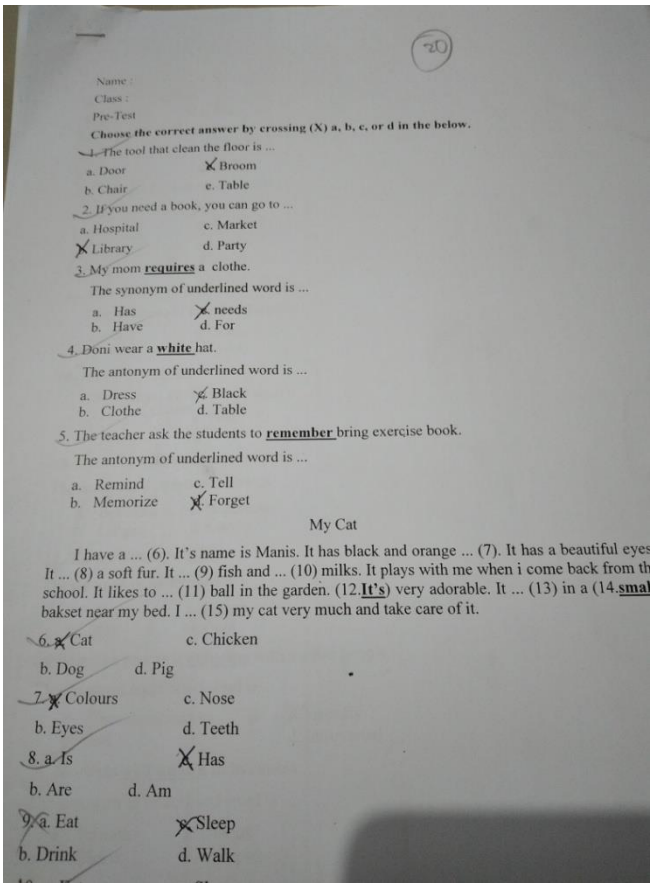

Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door c. Broom
   b. Chair e. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   b. Library d. Party
3. My mom **requires** a clothe.
   The synonym of underlined word is ...
   a. Has c. needs
   b. Have d. For
4. Doni wear a **white** hat.
   The antonym of underlined word is ...
   a. Dress c. Black
   b. Clothe d. Table
5. The teacher ask the students to **remember** bring exercise book.
   The antonym of underlined word is ...
   a. Remind c. Tell
   b. Memorize d. Forget

My Cat

I have a ... (6). It's name is Manis. It has black and orange ... (7). It has a beautiful eyes It ... (8) a soft fur. It ... (9) fish and ... (10) milks. It plays with me when i come back from th school. It likes to ... (11) ball in the garden. (12.**It's**) very adorable. It ... (13) in a (14.**smal** bakset near my bed. I ... (15) my cat very much and take care of it.

6. a. Cat c. Chicken
   b. Dog d. Pig
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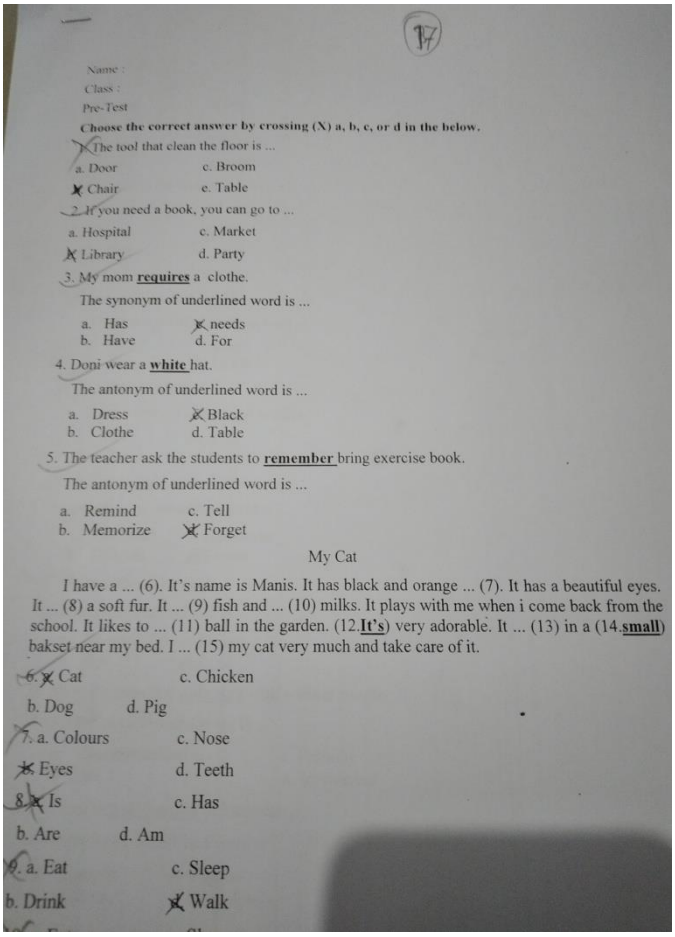
   b. Eyes d. Teeth
8. a. Is c. Has
   b. Are d. Am
9. a. Eat c. Sleep
   b. Drink d. Walk



Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

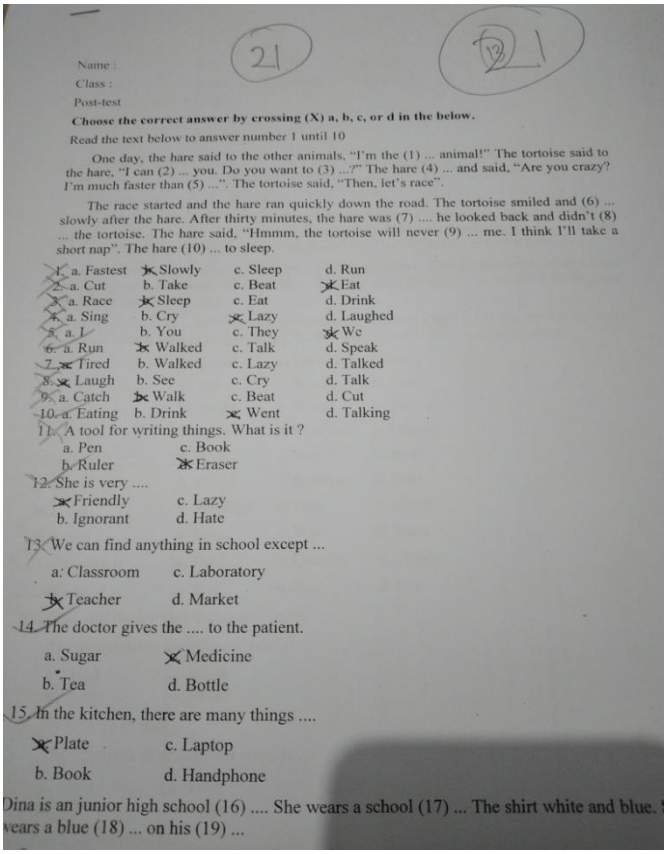
1. The tool that clean the floor is ...
   a. Door c. Broom
   X Chair e. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   X Library d. Party
3. My mom **requires** a clothe.
   The synonym of underlined word is ...
   a. Has X needs
   b. Have d. For
4. Doni wear a **white** hat.
   The antonym of underlined word is ...
   a. Dress X Black
   b. Clothe d. Table
5. The teacher ask the students to **remember** bring exercise book.
   The antonym of underlined word is ...
   a. Remind c. Tell
   b. Memorize X Forget

My Cat

I have a ... (6). It's name is Manis. It has black and orange ... (7). It has a beautiful eyes. It ... (8) a soft fur. It ... (9) fish and ... (10) milks. It plays with me when i come back from the school. It likes to ... (11) ball in the garden. (12.**It's**) very adorable. It ... (13) in a (14.**small**) bakset near my bed. I ... (15) my cat very much and take care of it.

6. X Cat c. Chicken
   b. Dog d. Pig
7. a. Colours c. Nose
   X Eyes d. Teeth
8. X Is c. Has
   b. Are d. Am
9. a. Eat c. Sleep
   b. Drink X Walk

Picture 1. Lower Score in Control Class



Name :
Class :
Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

The race started and the hare ran quickly down the road. The tortoise smiled and (6) ... slowly after the hare. After thirty minutes, the hare was (7) .... he looked back and didn't (8) ... the tortoise. The hare said, "Hmmm, the tortoise will never (9) ... me. I think I'll take a short nap". The hare (10) ... to sleep.

1. a. Fastest b. Slowly c. Sleep d. Run
2. a. Cut b. Take c. Beat d. Eat
3. a. Race b. Sleep c. Eat d. Drink
4. a. Sing b. Cry c. Lazy d. Laughed
5. a. I b. You c. They d. We
6. a. Run b. Walked c. Talk d. Speak
7. a. Tired b. Walked c. Lazy d. Talked
8. a. Laugh b. See c. Cry d. Talk
9. a. Catch b. Walk c. Beat d. Cut
10. a. Eating b. Drink c. Went d. Talking

11. A tool for writing things. What is it ?
a. Pen c. Book
b. Ruler d. Eraser

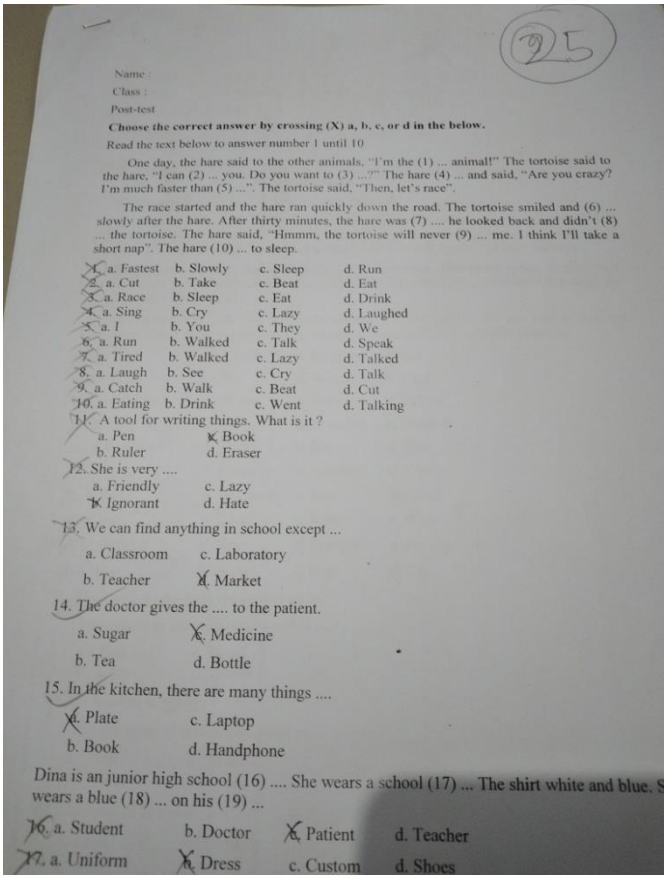
12. She is very ....
a. Friendly c. Lazy
b. Ignorant d. Hate

13. We can find anything in school except ...
a. Classroom c. Laboratory
b. Teacher d. Market

14. The doctor gives the .... to the patient.
a. Sugar c. Medicine
b. Tea d. Bottle

15. In the kitchen, there are many things ....
a. Plate c. Laptop
b. Book d. Handphone

Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blue. S
wears a blue (18) ... on his (19) ...



Name :
Class :
Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

The race started and the hare ran quickly down the road. The tortoise smiled and (6) ... slowly after the hare. After thirty minutes, the hare was (7) .... he looked back and didn't (8) ... the tortoise. The hare said, "Hmmm, the tortoise will never (9) ... me. I think I'll take a short nap". The hare (10) ... to sleep.

1. a. Fastest b. Slowly c. Sleep d. Run
2. a. Cut b. Take c. Beat d. Eat
3. a. Race b. Sleep c. Eat d. Drink
4. a. Sing b. Cry c. Lazy d. Laughed
5. a. I b. You c. They d. We
6. a. Run b. Walked c. Talk d. Speak
7. a. Tired b. Walked c. Lazy d. Talked
8. a. Laugh b. See c. Cry d. Talk
9. a. Catch b. Walk c. Beat d. Cut
10. a. Eating b. Drink c. Went d. Talking

11. A tool for writing things. What is it ?
a. Pen b. Book
b. Ruler d. Eraser

12. She is very ....
a. Friendly c. Lazy
b. Ignorant d. Hate

13. We can find anything in school except ...
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14. The doctor gives the .... to the patient.
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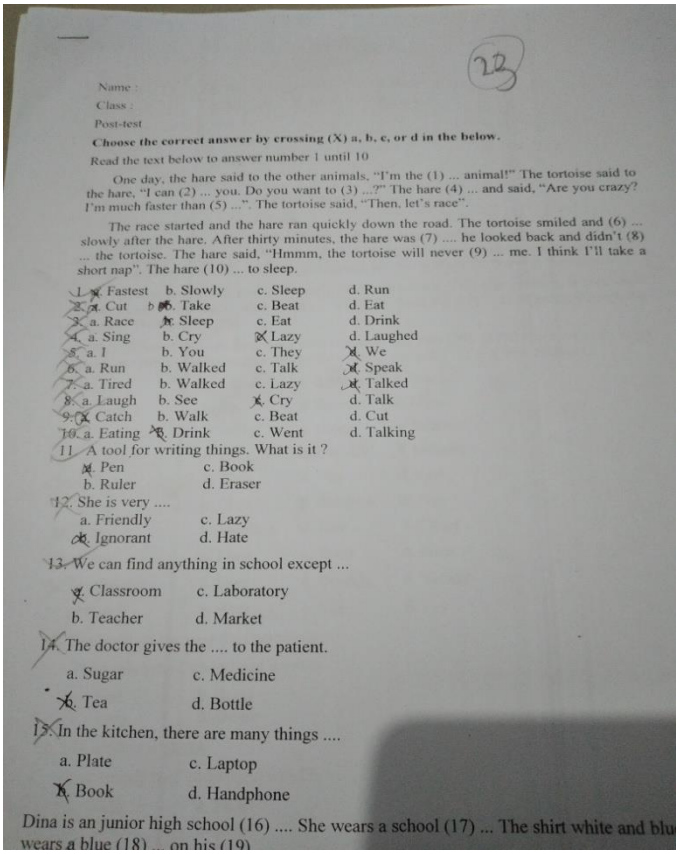
Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blue. S
wears a blue (18) ... on his (19) ...

16. a. Student b. Doctor c. Patient d. Teacher
17. a. Uniform b. Dress c. Custom d. Shoes



Name :

Class :

Post-test

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Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blu
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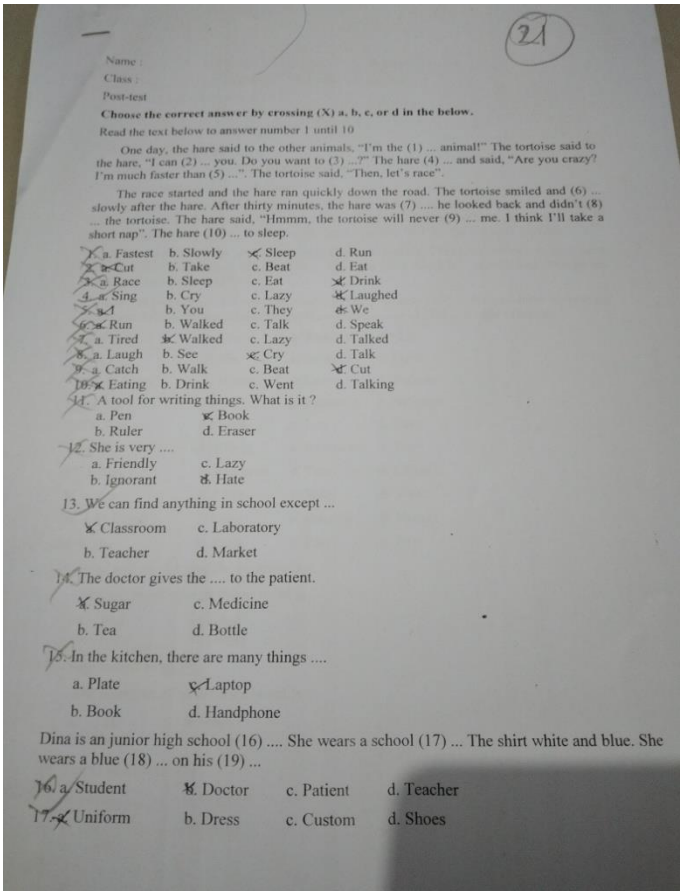

Name :

Class :

Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

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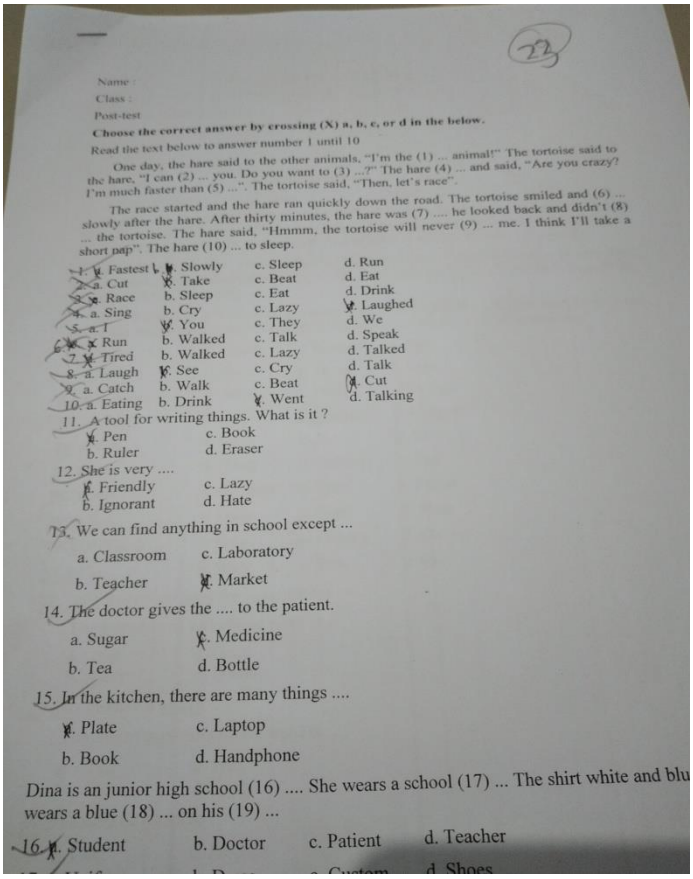
Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blue. She wears a blue (18) ... on his (19) ...

16. a. Student b. Doctor c. Patient d. Teacher
17. a. Uniform b. Dress c. Custom d. Shoes



Name :
Class :
Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

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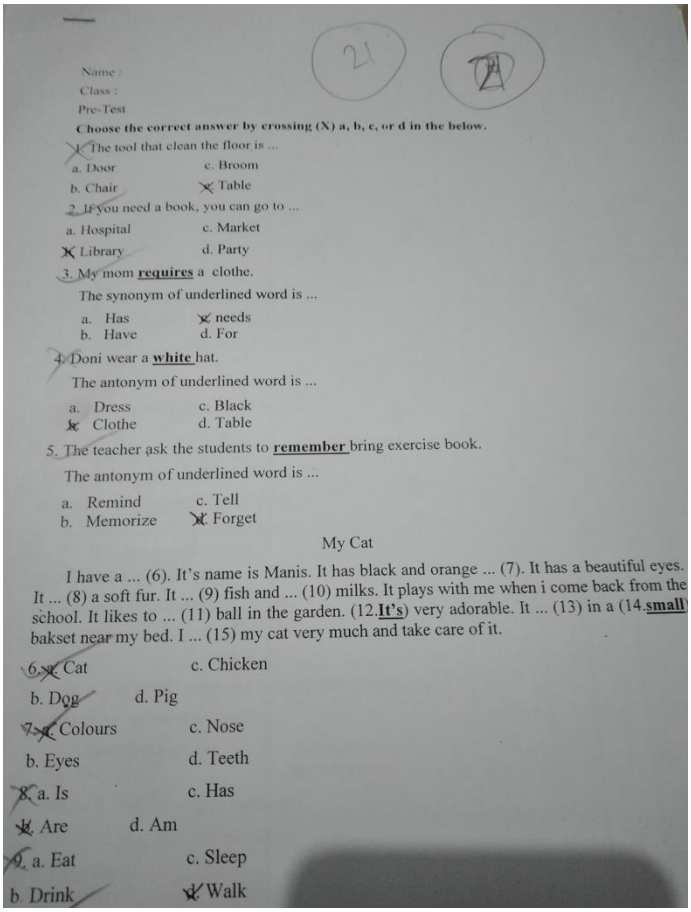
a. Plate c. Laptop
b. Book d. Handphone

Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blu
wears a blue (18) ... on his (19) ...

16. a. Student b. Doctor c. Patient d. Teacher

Picture 2. Higher Score in Control Class



Name :
Class :
Pre-Test

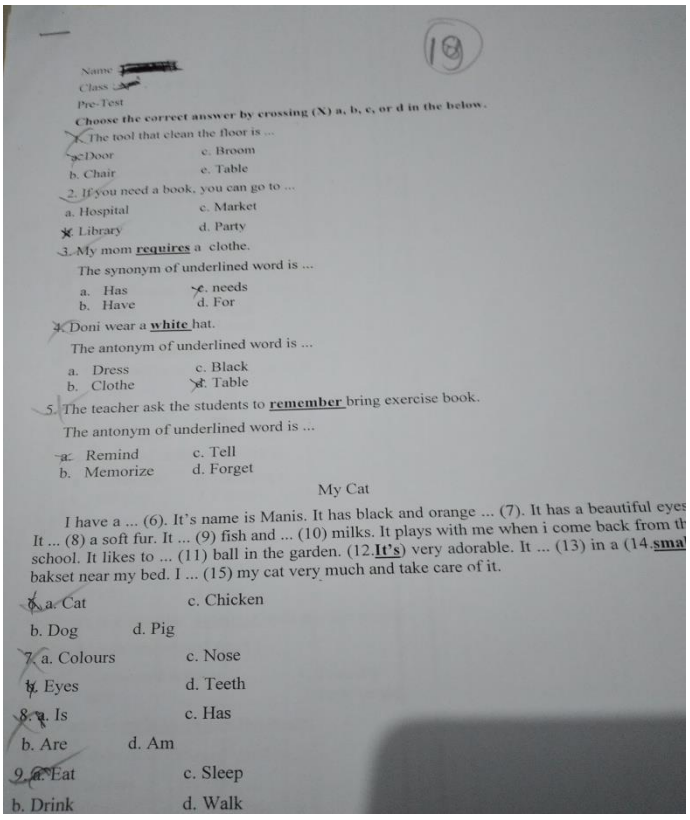
Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door c. Broom
   b. Chair X Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   X Library d. Party
3. My mom **requires** a clothe.
   The synonym of underlined word is ...
   a. Has X needs
   b. Have d. For
4. Doni wear a **white** hat.
   The antonym of underlined word is ...
   a. Dress c. Black
   X Clothe d. Table
5. The teacher ask the students to **remember** bring exercise book.
   The antonym of underlined word is ...
   a. Remind c. Tell
   b. Memorize X Forget

My Cat

I have a ... (6). It's name is Manis. It has black and orange ... (7). It has a beautiful eyes. It ... (8) a soft fur. It ... (9) fish and ... (10) milks. It plays with me when i come back from the school. It likes to ... (11) ball in the garden. (12.**It's**) very adorable. It ... (13) in a (14.**small**) bakset near my bed. I ... (15) my cat very much and take care of it.

6. X Cat c. Chicken
   b. Dog d. Pig
7. X Colours c. Nose
   b. Eyes d. Teeth
8. a. Is c. Has
   X Are d. Am
9. a. Eat c. Sleep
   b. Drink X Walk



Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   X Door c. Broom
   b. Chair e. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   X Library d. Party
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9. X Eat c. Sleep
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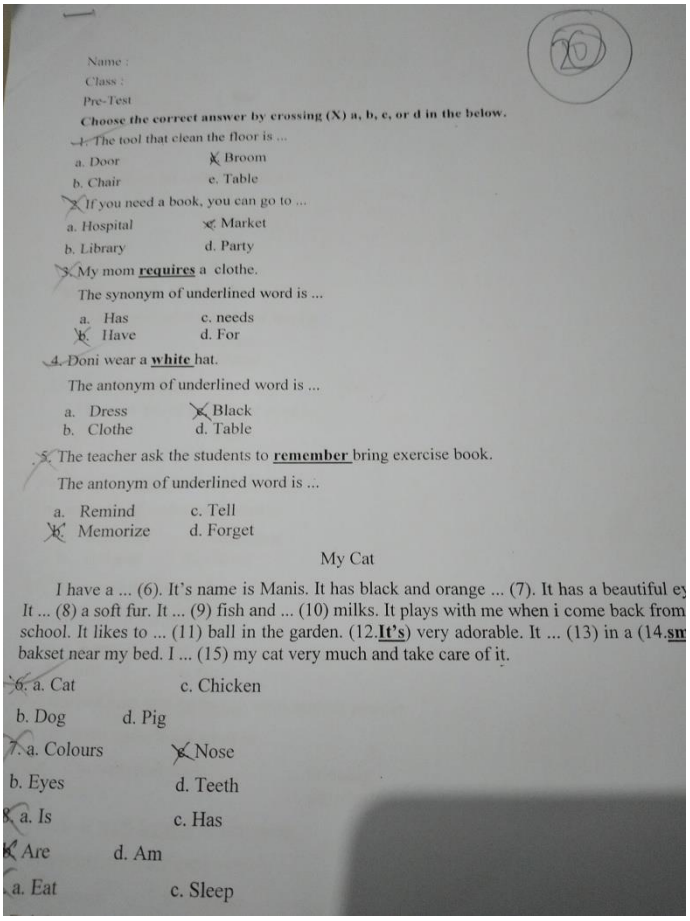

Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door b. Broom
   b. Chair c. Table
2. If you need a book, you can go to ...
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7. a. Colours b. Nose
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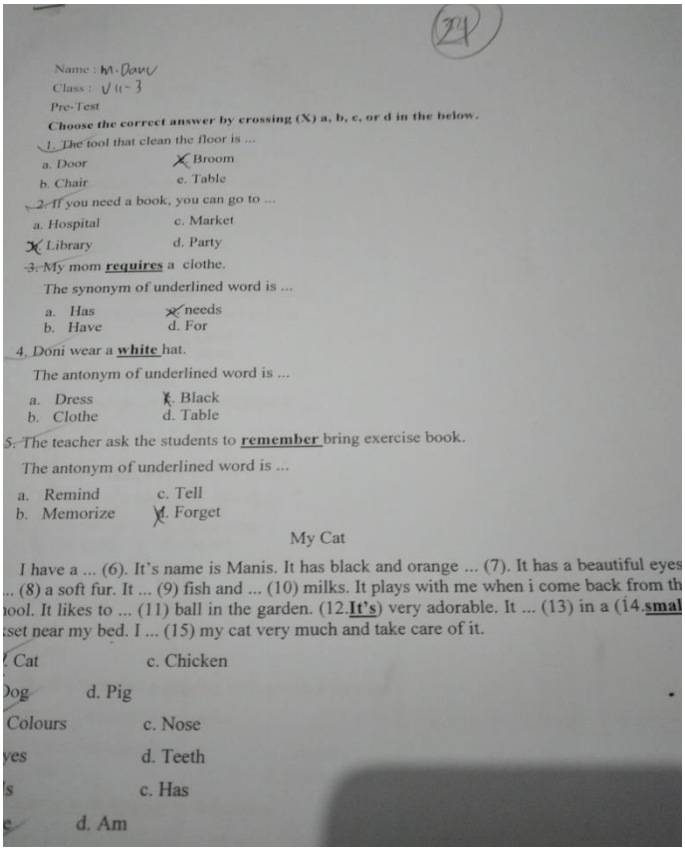
8. a. Is c. Has
   b. Are d. Am
9. a. Eat c. Sleep



Name : M. Dawi
Class : V It - 3
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door b. Broom
   b. Chair c. Table
2. If you need a book, you can go to ...
   a. Hospital c. Market
   b. Library d. Party
3. My mom **requires** a clothe.
   The synonym of underlined word is ...
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4. Doni wear a **white** hat.
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   a. Dress b. Black
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Cat c. Chicken
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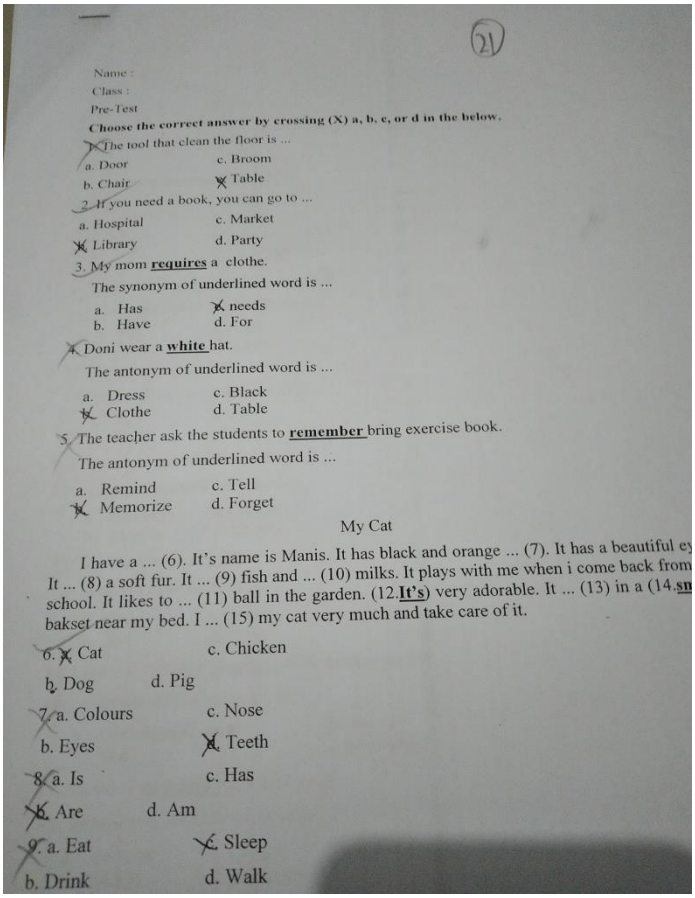

21

Name :
Class :
Pre-Test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

1. The tool that clean the floor is ...
   a. Door c. Broom
   b. Chair X Table
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   a. Hospital c. Market
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6. X Cat c. Chicken
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7. a. Colours c. Nose
   b. Eyes X Teeth
8. a. Is c. Has
   X Are d. Am
9. a. Eat X Sleep
   b. Drink d. Walk

Picture 3. Lower Score in Experimental Class

Name :

Class :

Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

The race started and the hare ran quickly down the road. The tortoise smiled and (6) ... slowly after the hare. After thirty minutes, the hare was (7) .... he looked back and didn't (8) ... the tortoise. The hare said, "Hmmm, the tortoise will never (9) ... me. I think I'll take a short nap". The hare (10) ... to sleep.

1.	a. Fastest	b. Slowly	c. Sleep	d. Run
2.	a. Cut	b. Take	c. Beat	d. Eat
3.	a. Race	b. Sleep	c. Eat	d. Drink
4.	a. Sing	b. Cry	c. Lazy	d. Laughed
5.	a. I	b. You	c. They	d. We
6.	a. Run	b. Walked	c. Talk	d. Speak
7.	a. Tired	b. Walked	c. Lazy	d. Talked
8.	a. Laugh	b. See	c. Cry	d. Talk
9.	a. Catch	b. Walk	c. Beat	d. Cut
10.	a. Eating	b. Drink	c. Went	d. Talking

11. A tool for writing things. What is it ?
    a. Pen c. Book
    b. Ruler d. Eraser

12. She is very ....
    a. Friendly c. Lazy
    b. Ignorant d. Hate

13. We can find anything in school except ...
    a. Classroom c. Laboratory
    b. Teacher d. Market

14. The doctor gives the .... to the patient.
    a. Sugar c. Medicine
    b. Tea d. Bottle

15. In the kitchen, there are many things ....
    a. Plate c. Laptop
    b. Book d. Handphone

Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blu
wears a blue (18) ... on his (19) ...

Name :

Class :

Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

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Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blue. S
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16. a. Student b. Doctor c. Patient d. Teacher

17. a. Uniform b. Dress c. Custom d. Shoes

Name :

Class :

Post-test

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Name :

Class :

Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

The race started and the hare ran quickly down the road. The tortoise smiled and (6) ... slowly after the hare. After thirty minutes, the hare was (7) .... he looked back and didn't (8) ... the tortoise. The hare said, "Hmmm, the tortoise will never (9) ... me. I think I'll take a short nap". The hare (10) ... to sleep.

1.	a. Fastest	b. Slowly	c. Sleep	d. Run
2.	a. Cut	b. Take	c. Beat	d. Eat
3.	a. Race	b. Sleep	c. Eat	d. Drink
4.	a. Sing	b. Cry	c. Lazy	d. Laughed
5.	a. I	b. You	c. They	d. We
6.	a. Run	b. Walked	c. Talk	d. Speak
7.	a. Tired	b. Walked	c. Lazy	d. Talked
8.	a. Laugh	b. See	c. Cry	d. Talk
9.	a. Catch	b. Walk	c. Beat	d. Cut
10.	a. Eating	b. Drink	c. Went	d. Talking

11. A tool for writing things. What is it ?
    a. Pen c. Book
    b. Ruler d. Eraser

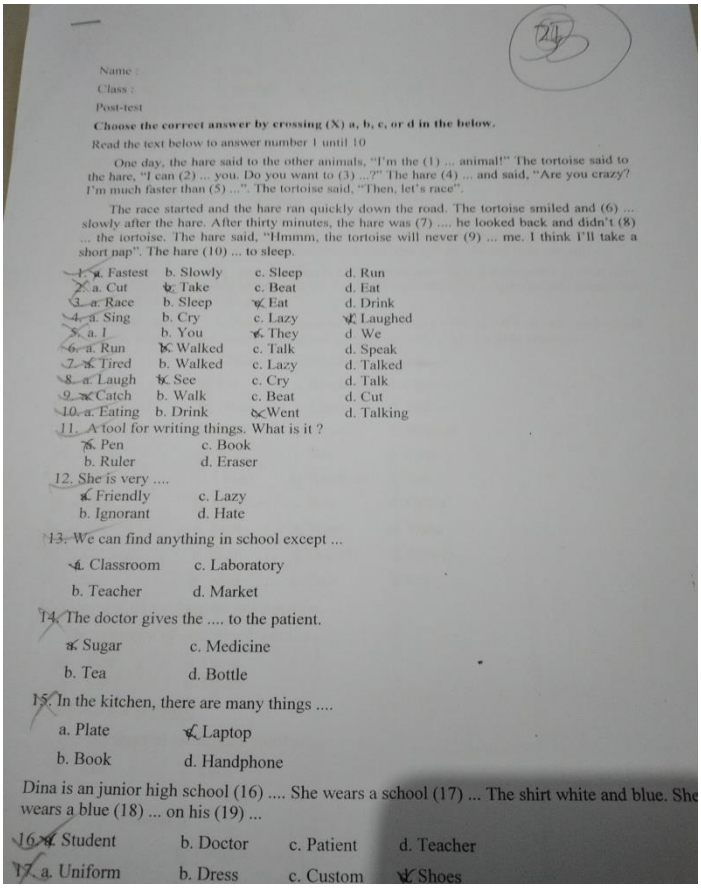
12. She is very ....
    a. Friendly c. Lazy
    b. Ignorant d. Hate

13. We can find anything in school except ...
    a. Classroom c. Laboratory
    b. Teacher d. Market

14. The doctor gives the .... to the patient.
    a. Sugar c. Medicine
    b. Tea d. Bottle

15. In the kitchen, there are many things ....
    a. Plate c. Laptop
    b. Book d. Handphone

a is an junior high school (16) .... She wears a school (17) ... The shirt white and bl



Name :
Class :
Post-test

Choose the correct answer by crossing (X) a, b, c, or d in the below.

Read the text below to answer number 1 until 10

One day, the hare said to the other animals, "I'm the (1) ... animal!" The tortoise said to the hare, "I can (2) ... you. Do you want to (3) ...?" The hare (4) ... and said, "Are you crazy? I'm much faster than (5) ...". The tortoise said, "Then, let's race".

The race started and the hare ran quickly down the road. The tortoise smiled and (6) ... slowly after the hare. After thirty minutes, the hare was (7) .... he looked back and didn't (8) ... the tortoise. The hare said, "Hmmm, the tortoise will never (9) ... me. I think I'll take a short nap". The hare (10) ... to sleep.

1. a. Fastest b. Slowly c. Sleep d. Run
2. a. Cut b. Take c. Beat d. Eat
3. a. Race b. Sleep c. Eat d. Drink
4. a. Sing b. Cry c. Lazy d. Laughed
5. a. I b. You c. They d. We
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7. a. Tired b. Walked c. Lazy d. Talked
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a. Sugar c. Medicine
b. Tea d. Bottle

15. In the kitchen, there are many things ....
a. Plate c. Laptop
b. Book d. Handphone

Dina is an junior high school (16) .... She wears a school (17) ... The shirt white and blue. She wears a blue (18) ... on his (19) ...

16. a. Student b. Doctor c. Patient d. Teacher
17. a. Uniform b. Dress c. Custom d. Shoes

Picture 4. Higher Score in Experimental Class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7305/ITK/ITK.V.3/PP.00.9/07/2020 — 13 Juli 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMPN 15 IT BINJAI

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	**: Irma Juniarni**
NIM	**: 0304161020**
Tempat/Tanggal Lahir	**: Binjai, 13 Juni 1998**
Program Studi	**: Pendidikan Bahasa Inggris**
Semester	**: VIII (Delapan)**
Alamat	**: Jalan gunung raya no:8 Kelurahan Binjai Estate Kecamatan Binjai Selatan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMPN 15 IT BINJAI, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The effect of using word mapping strategy to the students' vocabulary at SMPN 15 IT Binjai

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 13 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

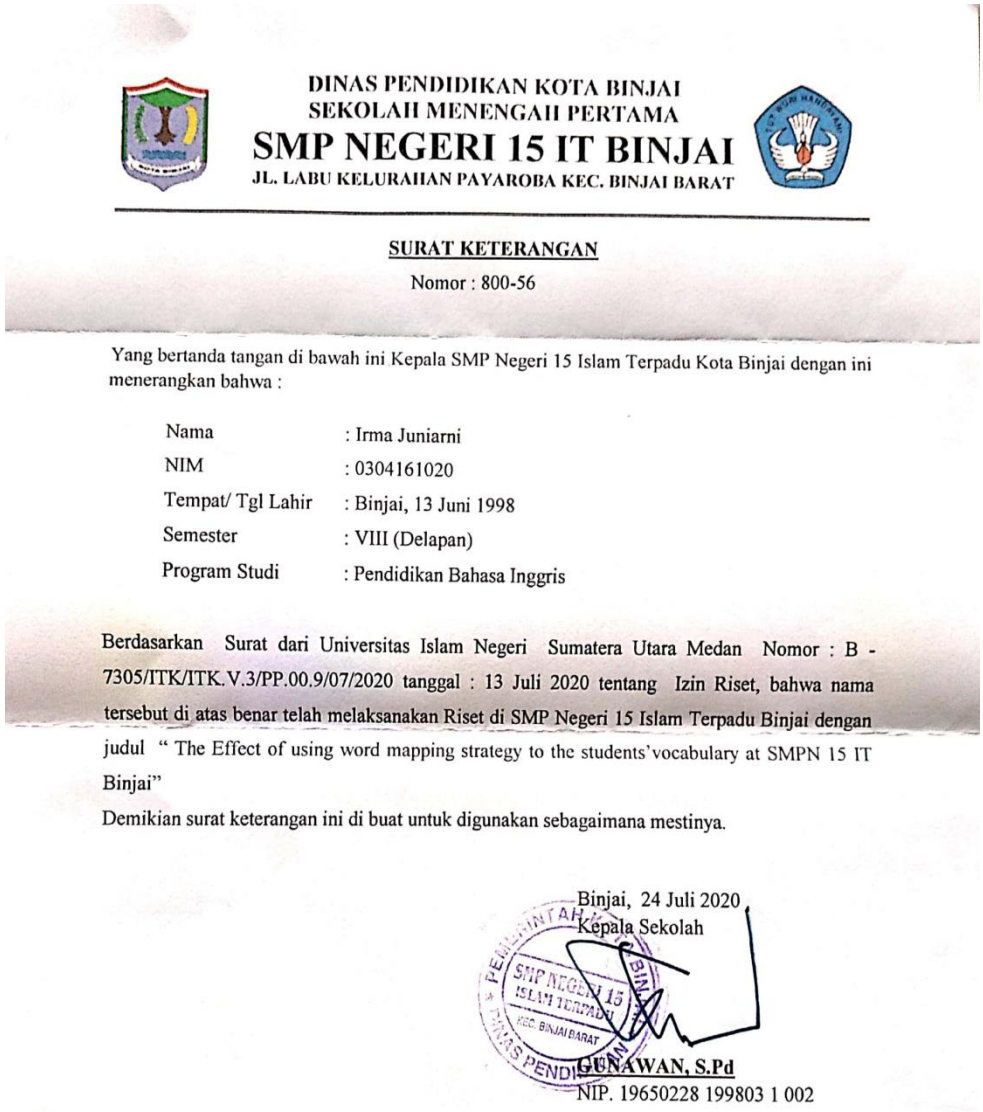
Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

Picture 5. Surat Izin Penelitian



DINAS PENDIDIKAN KOTA BINJAI
SEKOLAH MENENGAH PERTAMA
SMP NEGERI 15 IT BINJAI
JL. LABU KELURAHAN PAYAROBA KEC. BINJAI BARAT

SURAT KETERANGAN

Nomor : 800-56

Yang bertanda tangan di bawah ini Kepala SMP Negeri 15 Islam Terpadu Kota Binjai dengan ini menerangkan bahwa :

Nama	: Irma Juniarni
NIM	: 0304161020
Tempat/ Tgl Lahir	: Binjai, 13 Juni 1998
Semester	: VIII (Delapan)
Program Studi	: Pendidikan Bahasa Inggris

Berdasarkan Surat dari Universitas Islam Negeri Sumatera Utara Medan Nomor : B - 7305/ITK/ITK.V.3/PP.00.9/07/2020 tanggal : 13 Juli 2020 tentang Izin Riset, bahwa nama tersebut di atas benar telah melaksanakan Riset di SMP Negeri 15 Islam Terpadu Binjai dengan judul " The Effect of using word mapping strategy to the students'vocabulary at SMPN 15 IT Binjai"

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Binjai, 24 Juli 2020
Kepala Sekolah

SMP NEGERI 15 ISLAM TERPADU KEC. BINJAI BARAT

GUNAWAN, S.Pd
NIP. 19650228 199803 1 002

Picture 6. Surat Balasan Izin Penelitian

Picture 7. Foto Bersama