THE EFFECT OF BEYOND CENTER AND CIRCLE TIME METHOD ON THE STUDENTS' VOCABULARY MASTERY AT MTS DARUL IHSAN HAMPARAN PERAK

THESIS

Submitted to Tarbiyah and Teachers Training Faculty of State Islamic University North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan.

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

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Title of Thesis : **The Effect of Beyond Center and CircleTime Method on the Students' Vocabulary Mastery at MTs Darul Ihsan Hamparan Perak**

The research aimed to know effectiveness of Beyond Center and Circle Time method in teaching students' vocabulary mastery which was observed and analyzed from the students seven grade at MTsDarul Ihsan Hamparan Perak. This research was conducting by using experimental research design. The population of this research was the students at seven grade of MTs Darul Ihsan Hamparan Perak. The sample of this study was VII-A (25 students) as experimental class and VII-B (25 students) as control class. In this study, the reseacher was taught in experimental by using BCCT method and in the control class, the reseacher was taught by using conventional method. The reseacher used pre test, treatment, and post test in this research. In th control class, the score between pre test and post test increase 11,5. While, in the experimental class, the score increase 20,01. The reseacher used SPSS v.20 to calculate the data.In the posttest of control class and experimental class, the reseacher found that th value of Sig. (2-tailed) in T-Test was 0,017. It was less than alpha (0,05), so that there was a significant different between control class and experimental class. Ha is accepted and H_0isrejected. It means that there is better of using beyond center and circle time method on the students' achievement in vocabulary mastery than conventional method.

(***Keyword: vocabulary, mastery, the students, beyond center and circle time***)

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language. It is used by almost countries in the world to communicate with each other. There are many people in the world who study English as a foreign language (EFL), including Indonesia. English as a foreign language has been taught in Indonesia with various levels of education, from elementary schools to universities. In EFL learning, vocabulary has vital role for all language skills namely speaking, listening, writing, and reading.[1] Vocabulary is one of the basic competencies in language. Because vocabulary is the most impotant element for languange, so if one can not master vocabulary well then she/he will get problems in the language skills.[2] This is an important aspect of learning English that makes it easy for the students to communicate with other people and master other aspects of the language. The using of a person's language in good communication depends on how the vocabulary his/her had. Ideally in the curriculum 2013, the students are expected to master vocabulary, to understand the meaning of the words used in reading and listening, and to use correct words in communication such as spoken and written form.

However, in reality, researcher found the fact that the students' vocabulary mastery was still low, using incorrect words and spelling. For example, the students wrote "eat day", the student meant “eat afternoon”, the sentence "eat day" is inappropriate. Student translated the sentence word by word. The sentence that

[1]Mofareh Alqahtani, The Importence of Vocabulary in Language Learning and How to be Taught, (International journal of Teaching and Education, 2015, Vol. 3 No.3), p. 22

[2] Kristin Natalina Nugraha Bakti, Vocabulary Learning Strategies Used by Junior High School Students, (Indonesian Journal of English Language Studies, Snata Dharma University 2018, Vol. 3 No. 2), p. 1

correctly describe the intentions of student is "take a lunch". Another example written by student "byutiful", the teacher asked the student to write the word on the whiteboard that she said. The teacher meant "beautiful", but the student wrote "byutiful". It has no meaning in English. This happens caused the students did not yet know the word and how to pronounce the word. The students wrote the words based on the teacher says.

The low vocabulary mastery of the students is due to several factors, they are internal and external. Internally, factors that can affect students' vocabulary are the students motivation was still low and they were lack of self-confidence, and the students interest in learning English. Externally, it came from teacher who found it difficult to get aappropriate methods, techniques, and media in the teaching learning process, especially in vocabulary mastery. The assumption above is supported by Didik Santoso's[3] statement which stated that there are many factors made English skills of the students were still low, they are skill motivation, age, cognitive style, and style of learning.

Based on observation in the first grade of MTs Darul Ihsan, the reseacher found that the data of the students' tasks through interviewing the English teacher and the students. The data showed that the students' vocabulary mastery was still low. It could be known from the students' low scores in English task about vocabulary and when the resecher asked them a simple question about vocabulary in English, they could not anwer it. The indication is the students do not understand the meaning of words in English and their vocabulary is limited understanding the meaning of use of these terms. The process of learning did not

[3]Didik Santoso, Keterampilan Berbicara Bahasa Inggris, (Medan: Duta Azhar, ed 2, 2017), p. 7

work well because the students find it hard to understand memorize and pronounce the word. So that the students became passive in the class.

To solve the problem above, the teacher should use alternative method to improve the students achievement in vocabulary. There are many methods in teaching-learning English especially in vocabulary, one of the method is Beyond Center and Circle Time (BCCT). Beyond Center and Circle Time method provide an alternative solution to help students' problem in vocabulary mastery. BCCT method is a learning method in education which focuses on students-centered used in the teaching and learning process where the students were able to work in group to discuss so that they could improve their knowledge.[4] BCCT is a learning method that has centers in which students sit in a circle and each center of circle was different. This method is done in groups, the goal was that students could discuss with their group related to centers provided by the teacher. In a group got one center. Through this method, the students will be stimulated actively engage in learning activities, with an emphasis on exploration. The teacher's role in this method was as a facilitator. This activity was more students-centered, so students could be more active in the class room.

Based on the explanation above, the researcher is interesting to make a research by using beyond center and circle time method to know the effect of apply this method to the students vocabulary mastery in English subject. It is hoped that beyond center and circle time method will be helpful for the students to reduce the students' problem in English, especially in vocabulary.

[4]Kaplan, *Beyond Centres and Circle Tim*e, (USA: Kaplan Early Learning Company, 2009), p.89

B. The Identification of Problem

Based on the background of the study above, there are many problems that influenced vocabulary in using it. The problems can be identified as follows:

1. The students are lack of vocabulary mastery
2. The students are difficult to memorize and understand vocabulary in English
3. The teacher does not use various methods when teaching English in the classroom.

C. Formulation of the Study

Based on the background of the study, the aimed of this study is to find whether the method can improve the students' skills in teaching vocabulary. So the formulation of this study is "Is there significant effect of using beyond center and circle time method on the students' vocabulary mastery at MTs Darul Ihsan?"

D. The Objective of Study

Regarding to the formulation of the problem above, the objective of the research is to see whether there is any significant effect of using BCCT method on students' vocabulary mastery at first grade of MTs Darul Ihsan.

E. The Significance of Study

This study is expected to have some benefits theoritically and practically were:

1. Practical Contribution

a. For English Teachers, This research can help teachers to choose an alternative method for teaching English especially in vocabulary and to get reference of teaching vocabulary by using another method.

b. For Students, Thiscresearch can improve students' ability on vocabulary and more active in the learning proces.

c. For School, This research is expected to be useful to improve the teachers competence in teaching and learning English.

2. Theoritical Contribution

For other reseachers, this research is expected to help them to get more information about this research.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

The theoritical framework is represented on order to give some clearer concepts being applied in this study that was on using beyond centre and circle time to improve students English vocabulary mastery. To support the ideas of this research, some theories and some informations will be included to help the research designed of this research.

1. Vocabulary

a. Definition of Vocabulary

There are several definitions of vocabulary from some experts. According to Linse,[5] Vocabulary is the set of words consists of noun, verb, adverbs,adjective, and preposisition. Vocabulary is defined as large number of words that students have to know; not only memorizing the form of the word but also understand the meaning.[6] The more students know many vocabularies well and they can use them, it means that the students can communicate with various conditions.

According to Oxford Dictionary,[7] vocabulary is defined as "all the word known and used by particular person". Someone's vocabulary is a group of words that they are familiar with the language. Studying language is learning vocabulary. It means that vocabulary is one important component in a language to

[5]Caroline T. Linse and David Nunan, *Practical Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 123-127

[6]Hani Sutrisna, *Vocabulary for Daily Conversation*, (Yogyakarta: Kawah Media, 2012), p. 2

[7]As Hornby, *Oxford Learners Pocket Dictionary*, (New York: University Press, 2003), p 462

communicate with others. We used vocabulary to communicate with others in spoken or written form. We try to convey messages, ideas, feelings, and share information using language. In general, it is not possible to understand a language without knowing the vocabulary.

Based on the explanation above, the researcher concluded that vocabulary means that the total number of words which consists of noun, adjective, verb, adverb, and preposition, in which students not only know the words but also understand its meaning, and it has the important part in communication for people.Allah has mentioned in holy Al-Quran about vocabulary which commands human to know the names of something that exist in the earth. Allah said in QS. Al-Baqarah: 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning:

"And he taught Adam all the names (of things) all over, then he placed them before the angels, and said "Tell me the names of these if you are right".[8]

The verse above describes the teaching process that Allah gave to the Prophet Adam as the first education. Learning vocabulary can be seen from the teaching process that Allah taught Adam of the names of things on earth. Education and learning are very important in human life. Moreover learning vocabulary is important for people. From this verse, it can be seen that someone must know names of all the things. Someone who does not know the meaning of vocabulary, of course he/she will find difficulty communicating with others in

[8]Lajnah Pentashih Mushaf AL-Quran, *Al-Jumanatul Ali Al-Quran dan Terjemahan*, (Bandung: CV Penerbit J-Art, 2004), p. 6

oral or written form. If there are many vocabularies that mastered, so that one can communicate well in any language that has been learnt before.

Allah has mentioned in holy Al-Quran about language in the At-Thoha:25

رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

Meaning: *Dear Allah, open my chest, make my affairs easier, and let go of the stiffness of my tongue, so that they willl understand my words.*

In the verse above, as educators we should be able to keep the word from bad word, ask Allah ti be given a broad heart to accept, make it easier for others to say the words so that others understand what we are conveying.

The someone's intelligent can be measured by the using of vocabulary used in the daily life. Allah SWT said in Ibrahim: 24-25 as follows:

أَلَمْ تَرَ كَيْفَ ضَرَبَ ٱللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِى ٱلسَّمَآءِ 24
تُؤْتِىٓ أُكُلَهَا كُلَّ حِينٍۭ بِإِذْنِ رَبِّهَا ۗ وَيَضْرِبُ ٱللَّهُ ٱلْأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ 25

Meaning : *Don't you notice how Allah has made a parable of a good sentence like a good tree, its roots are firm and its brances (towering) into the sky.the tree gives its fruits every season with the permission of its Rabb. Allah made this parables for people so that they would always remember*

In verse behave Allah SWT suggests the people to get used to using good vocabulary and make it be the good sentences which beneficial to him and the others. The words that used in speaking or writing shows his character and personality as well as his manner.

The obligation to learn any languages has been exemplified in the Prophet Muhammad SAW era which has been stated in the hadist as follows :

زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ

Meaning : *Zaid bin Tsabit he said; "Rasulullah shallallahu 'alaihi wasallam asked me to learn Suryani language."(HR. Tirmidzi 2639)*

From the hadist behave we can conclude that the obligation to learn the another language is necessary, not only to subject learn that will learn but also for da'wah, cause it is the sunnah from our prophet Muhammad SAW. It is the method used by our prophet Muhammad SAW to spread Islam. In this modern era, we must able to learn the other language, especially English.

The hadist delivered the good word or action in the life in Al-Bukhari, number 6018, Muslim:47

مَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيَقُلْ خَيْراً أَوْ لِيَصْمُتْ

Meaning: *Whoever has faith in Allah and the last day, let him him say good or let him be silent*

This hadith tell about the importance of choosing a good or silent. If someone who want to speak, she/he thinks first. If he feels that these word are not detrimental to him, please say so. If he/she feels the words have harm or he/she has doubts, theshe is held back (dont' talk)

b. Vocabulary Mastery

Mastery is completecontrol of power over someone or somethig through understanding or great skill.[9] In this case, vocabulary mastery is very important to build understanding in language.

Vocabulary mastery is competence to know the words and meaning. The students are not only hoped to know words but their meaning too. It is the duty of

[9]Longman, *Advance American Dictionary New Edition*, (England: Pearson Education, 2007), p. 984

teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.[10]

Vocabulary is important element to master English as foreign language that begin elementary, junior high school, senior high school, and universities. In English, there are four skills that students have to master (reading, writing, speaking, and listening). For this reason, four skills in language need knowledge of words because without knowing vocabulary students will not get them. Other hand the students who have a lot of vocabulary, they can improve their language skills. The limited vocabulary of the students causes students to find difficulties in mastering writing, speaking and other skills in English.

c. Kinds of Vocabulary

According to John there are two kinds of vocabulary, namely receptive (passive) vocabulary and productive (active).[11]

1. Receptive Vocabulary (Passive)

Receptive vocabulary includes words that can be recognized by someone when he/she sees or hears it, usually it found in reading and listening. So, receptive vocabulary contains all the words that someone understand when she/he reads or listens[12], but she/he could not produce it precisely in speaking or writing.

[10]Martha, (2010), *Definition of Vocabulary Mastery*, (http://id.scribd.com/doc/18475644/Vocabulary-Mastery), accessed on March14, 2020

[11]John Read, *Assessing Vocabulary*, (Cambridge UK: Cambridge University Press, 2000), p. 154

[12]Benjamin and John T. Crow, (2012), Vocabulary at core, (https://www.vocabulary.com/articles/booknook,receptive-vs-productive-vocabulary) accessed on March12, 2020

2. Productive Vocabulary (Active)

Productive vocabulary is words that appears in someone's mind automatically when she/he makes a sentence in the form of written or oral. Someone who is productive (active) vocabulary can know how to pronunce, how to write, how to spell, and how to use it in grammatical pattern correctly. The words can be recognized when someone sees or hears them. Productive vocabulary includes words that he/she used in speaking or writing.

Furthermore, Elfrieda H. Hiebert and Michael L. Kamil[13] divided into three Kinds. They are oral vocabulary, print vocabulary, and productive vocabulary.

1. Oral vocabulary is a set of words which someone can find out the meaning of a word when he/she speaks and reads orally.
2. Print vocabulary is a set of words that can be understood by someone when write and read silently.
3. Productive vocabulary is a set of words that can be used by someone when he/she is writing and reading. He/she can know words well, familiar of words, and used frequently.

d. The Importance of Vocabulary

Vocabulary is as one aspect of language that should be learnt and taught. We will have difficulty mastering language without understanding a number of words. Understanding vocabulary is an initial step in learning aspects of language.

[13]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New York: Routledge, 2005), p.3

Vocabulary plays an important role in the process of learning language so that it can help us understand and use language. McCharty states that the importance of vocabulary in language learning is as follows: "no matter how successfully sounds of seconda llanguage are mastered, without words to express a wider range of meanings, communication in second language just cannot happen in any meaningful way". Vocabulary is basic to learn English. Wilkins says that without grammar very little is delivered but without vocabulary nothing can be conveyed. Knowing vocabulary can help to master four skills in English. For example when we listen to something in English with a collection of vocabulary that we understand, we can easily get the meaning of what we hear. Likewise with speaking, when we will convey an idea or feeling then we need a collection of vocabulary that we can choose to convey it. With the collection of vocabulary that we master, the process of reading will also be fun because we have understood every word used. In writing, we can use the collection of vocabulary to compose ideas that we have.

In addition, by having and mastering the number of words, we will be easily and fluently communicate with others in oral or written form. It represents ideas, feelings, and thoughts that are communicated by someone. So if someone studies vocabulary for communication purposes, she/he needs to master the words. Vocabulary is not only memorized but also the meaning of words must be known.

2. Method in Teaching Vocabulary

Brown states that the method is a generalized set of specifications in the classroom for achieving linguistic objectives.[14] Method is a procedure or way adopted to achieve a certain goal. The main method of attention is the role and behavior of teacher and students. In addition, the other method's attention is for linguistic purposes and teaching material. One of the strategy in teaching vocabulary is beyond center and circle time method.

a. Definition of BCCT Method

Beyond Center and Circle Time is an approach which focuses on the students in the learning process, students play at the center, when they in a circle.[15] Furthermore Kaplan stated that BCCT method is a method in BCCT method is a learning methodology in education which focuses on students-centered used in the teaching and learning process where the students were able to work in group to discuss so that they could improve their knowledge. In this case the learning process is student-centered while the teacher is only as their facilitator. Students have many times to learn and discuss material with other friends.

According to Pamela, BCCT method is a theme series that is designed to provide a blend between a development and a didactic approach to working with students. This theme series gives teachers lesson ideas that allow the opportunity to offer information while allowing students to experiment and explore learning material to create knowledge. Yuniar says that through the BCCT method students

[14] Brown, H, Douglas,*Teaching by Principles, an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p. 15-16

[15] Rodiyah Isnaefi, *Penerapan Model Pembelajaran BCCT*, (Surakarta: UMS, 2012), p.3

are stimulated to actively carry out play activities while learning in learning centers. Learning settings can stimulate learners to be active, creative, and continue to think by exploring their own experience.[16] BCCT is a learning method that is carried out to assist teachers in balancing students' mastery of skills and knowledge.

b. Principles of BCCT Method

The principles of learning with the BCCT approach include: (1) Place the arrangement of the playing environment as a starting point that stimulates children to be active, creative and continue to think by exploring their own experiences. (2) Learner's activities are centered in playing centers that function as centers of interest. (3) Group discussion train the students in collaboration.

c. Procedure of BCCT Method

BCCT is a method of learning by focusing on the center where students sit with their groups by forming a circle at the beginning and end of learning. This method encourages the students to actively engage in enjoy learning activities with an emphasis on students' exploration abilities. Students have more roles in the learning process, while the teacher was only as a facilitator. BCCT method in vocabulary class procedure as followed: (1) Students divided into 5 groups. (2) The teacher chose one of students in each group to be volunteer. (3) The teacher

[16]Yuniar, Marhaeni, and Suastra, *Penerapan Model Pembelajaran Beyond Centre and Circle Time*, (Program Studi Pendidikan Dasar, 2013) Vol 3, p. 2

gave a theme that will be discussed by each group. (4) Each group has a different center, namely bedroom, bathroom, living room, dining room, and kitchen. (5) Each group discussed with their group members, what objects were there based on the center of each group during 10 minutes. (6) The students may open dictionary. (7) One of students as a group representative wrote the results of their discussion in the form of words in English along with the meanings to the paper, the students are given 10 minutes to complete it. (8) The teacher asked each group to read the words that they have written alternately. (9) Every student made simple sentences by using the words that they got from discussion. (10) Students wrote new words they found in other groups and memorized the words.

Hopefully this method could make students excited in the process of learning vocabulary, because all language skills are related to vocabulary. During the learning process takes place the teacher could also provide media such as pictures. It could help students remember vocabulary by stimulating their thoughts. Through this method, students not only got new vocabulary but also they could write words correctly. In addition students are trained their pronunciation by reading the words that they have written in the paper.

d. The Advantages and Disadvantages of BCCT Method

There were some advantages of BCCT method, they were: students knew a lot of vocabulary, students could discuss with members of group. Students got new vocabulary from a group of friends and other groups even though he/she did not know knowledge related topics, the students played an active role in the learning process, the learning process became more interesting and made students

interact with each other, through the BCCT approach, children got an enjoyable situation, they won't feel bored. The students got a better learning system; they will be able to increase their ability to memorize vocabulary by using beyond centers and circle time methods. Then, they could easily learn English particularly vocabulary.[17] For the teacher it could help to teach vocabulary and made innovation, effective strategies in teaching. Besides this method has disadvantages, that were: the class became more noisy because students will be active in discussions, it has a lot of time because students did many steps, the teacher must be able to manage the time in the learning process.

3. Conventional Method

The conventional method or lecturing method is commonly used by most school teachers today. Conventional method generally consits of giving explanation to students accompanied by the assignment or task. The teacher activities is this method is to provide explanations in front of the class and hield question and answer and provide examples of problem solving. The use of lecturing methods in a lesson should be done by giving time and space to students to perform active learning activities and creative, for example by providing flexibility to think, ask some questions, make a problem, and do conclusion. Thus, the lecturing method is not only limited to the explanations conveyed by the teacher. If this happens, then the students will be passive in the class room.[18]

[17] Yelni Fitriani & Amri Isyam, (2013), *The Use of BCCT (Beyond Center and Circle Time)*, Approach to Teach English, Vol. 1 No. 1 Padang: State University, p. 252

[18] Haidir and Salim, *Strategi Pembelajaran*, (Medan: Perdana Publishing, 2012), p. 103

B. Related Studies

In this part, the researcher would like to describe some previous studies that relevant to this thesis. First, the thesis entitled"Improving the Students' Writing Skills of Narrative Text Through Beyond Centers and Circle Time (BCCT) Method at First Grade Vacational High School Citra Abdi Negoro Batubara in Academic Year 2018 /2019" by Eli Sriningsih. The aim of this research is to solve the students problem and improve writing in narrative text. The objective of this study is the students in first grade senior high school Citra Abdi Negoro Batubara. The reseacher used 30 students as sample. This research used CAR and there are two cycles. Every cycle consists of some steps, it started planning, action, observation, and reflection. The result of this research showed that this method can improve the students writing skill in narrative text.

Second, the thesis entitled "Improving Speaking Skills Using the Beyond Centers and Circle Time Technique" by Jailani. This study used experimental research. This study conducted pre-school children at the TKIT Permata Sunnah in Banda Aceh in academic year 2017/2018. The sample of this study was 2 classes which consists of controlclass and experimentalclass. The collecting of the data used speaking test and interviews. The data was analyzed using t test for speaking test and collecting description with interview guide. The result of the study showed that first, the BCCT technique was effective to improve speaking skills of the pre-schoolers. Second, the students generally had a positive response (80%) toward the use of the BCCT in their speaking classroom. Therefore, it can be concluded that the BCCT method was effective for improving the speaking skills of the pre-schoolers as well as providing many other advantages for them.

Third, the thesis entitled “The Use of BCCT (Beyond Center and Circle Time) Approach to Teach English Vocabulary to Kindergarten’s Pupils” by Yelni Fithriani and Amri Isyam. This study aimed to describe one teaching approach that can be used in teaching vocabulary to Tama as a child. Learning approach through BCCT is an approach that is used to train children's development by using a play approach that is designed in the form of centers.Play centers consist of a block center, nature center, art and creativity center, sensorymotor center and sociodrama center. The teacher chose the center to be used in accordance with the vocabulary material to be taught. In this study, researcher chose a block center in vocabulary teaching to children. So children did not feel bored because they learn through things they enjoy.

C. Conceptual Framework

In teaching and learning English, we not only need material that is suitable for students but also effective technique in delivering learning material so that students are interested in following the learning process in class. The main purpose of learning English is to enable students to use English in communicating with other people.

Vocabulary is as one element to learn English as foreign language. It has been taught since students were in elementary. Vocabulary will be used to communicate in the form of spoken and written. In English, students should master four skills such as reading, writing, speaking, and listening. Without vocabulary students will not be able to master the four skills of English. In teaching and learning English especially vocabulary using monotonous technique

so that students have difficulty in mastering vocabulary, feeling bored, and unmotivated in the learning process. Actually students know that vocabulary development is very important for learning English, unfortunately they don't have a clear understanding of how to learn vocabulary properly. For students remembering a new word is difficult because it is unfamiliar to them. This research will be observed the technique of using BCCT to improve and to give motivation for the students.

Beyond center and circle time (BCCT) is a method, students will be active in the learning process because this method makes students work in groups so that they can discuss material given by the teacher together. Through this method students are stimulated to actively engage in learning activities, with an emphasis on exploration. Based on description above, the reseacher assumed that beyond centre and circle time method in teaching English vocabulary can improve the students' vocabulary mastery.

D. Hypothesis

Based on conceptual framework above, the reseacher tried to determine hypothesis of this study as followed:

Ha: There is a significant effect of Beyond Cetre and Circle Time Method on Students’ vocabulary mastery.

Ho: There is no significant effect of Beyond Cetre and Circle Time Method on Students’ vocabulary mastery.

CHAPTER III

RESEARCH METHOD

This chapter consists of time and location of the research, subject of the research, reseach design, operational definition of research, research procedure, technique of collecting data, and technique of analysis data.

A. Time and Location of the Research

This research was conducted on 22th July-10th August, 2020 at Mts Darul Ihsan in 2020/2021 academic year. The location was at Jl. H. Mustafa Kamil, Klumpang,Kecamatan Hamparan Perak, Kabupaten Deli Serdang, Sumatra Utara. The reason to choose this school as follow:(1) the school is new building, (2) the reseacher wants to give contribution for this school in improving students' vocabulary mastery, (3) the teacher was never using BCCT method as strategy in teaching English, (4) this school welcome in this condition (covid-19).

B. Subject of the Reseach

1. Population

Population is all objects that will be studied.[19] The population of this research was the first grade students at MTs Darul Ihsan academic year 2020/2021. There were five classes of at MTs Darul Ihsan, they were class VII-1 was 28, VII-2 was 27, VII-3 was 25, VII-4 was 25, and VII-5 was 26. So the total number of the students were 131. The number of the population can be described in the table below:

[19]Syahrum and Salim, *Metodology Penelitian Kuantitif*. (Bandung: Cipta pustaka Media, 2012), p.113

Table 3.1 Population of the Research

No	Class	Students
1	VII-1	28
2	VII-2	27
3	VII-3	25
4	VII-4	25
5	VII-5	26
	Total	**131**

2. Sample

Sample is part of population that will be object of the study.[20] After identifying population, individuals should be selected from the target population to be part of the sample of respondents in the study.[21] The reseacher selected the sample by using a lottery technique. The name was written on the paper. Then. The papers were put in a glass. The glass was shaken and was taken the papers from the glass. The total number of the students were 50 students as a sample. The reseacher divided all of the students into 2 classes, they were experimental class and control class. Experimental class consists of 25 students and control class consits of 25 students. The table of sample can be described below.

Table 3.2 Sample of the Research

No	Class	Students
1	VII-A (Experimental class)	25
2	VII-B (Control class)	25

[20]Syahrum and Salim, Ibid, p. 113
[21]Syaukani, *Metode Penelitian Pendidikan*, (Medan: Perdana Publishing, 2018), p.35

Total	**50**

C. Research Design

In this stuudy, the reseacher used quantitative research. Priyono stated that quantitative reseach consists of three types, they were experimental research, content analysis, and survey research.[22] The reseacher used experimental research design as the type of research. In this study, the reseacher wanted to see is there any significant effect between variable x and variable y.

In the experimental research, there were two groups such as experimental class and control class. Both of them gave different treatment. The experimental class (VII-A) was given a treatment using Beyond Centre and Circle Time method in teaching and learning vocabulary. Besides the control class (VII-B) used conventional method in teaching and learning vocabulary. Experimental class and control class received a pre-test before did treatment and post-test is given after treatment. The pre-test gave for both of the classes before treatment. The post test is given after treatment, the experimental class taught by using BCCT method while the control class taught by conventional method. Design of this research can be described on the table below:

Table 3.3 Design of Research

Group	Pre-Test	Treatment	Post-Test
Experimental Class (VII- A)	√	Using Beyond Centre and Circle Time method	√
Control Class (VII-B)	√	Using lecturing method	√

[22]Priyono, *Metode Penelitian Kuantitatif*, (Sidoarjo: Zifatama Publishing, 2016), p. 42

D. Operational Definition of Variables

There were two variables in this research, namely independent variable and dependent variable. Independent variable is variable which affect other variables while dependent variable is a variable that is affected or that changes due to the influence of the independent variable.[23] The independent variable is the implementation of beyond centre and circle time method in teaching vocabulary, beyond centre and circle time method which used in teaching vocabulary is as variable X. In this study, the reseacher focussed on the effect of beyond center and circle time method on students' vocabulary is variable Y.

E. The Procedure of Resarch

1. Pre-Test

The class of experimental (VII-A) and control (VII-B) were given pre-test before treatment in teaching learning English. The aim of pre-test is to get a background of teaching and learning situation in class and information of students knowledge in vocabulary. Besides that the pre-test used to find out mean score of experimental class and control class before teaching and learning.

2. Treatment

The treatment was given by the reseacher in experimental class (VII-A) and control class (VII-B). Both of the classes received material but different teaching and learning method. In the experimental class, the reseacher used beyond centre and circle time method on students' vocabulary mastery. Meanwhile, in the control class, the reseacher used conventional method. The treatment was given both of classes 3 meetings.

[23]Syaukani. *Opcit*. p. 7

The step of prcedures of experimetal class follows: (1) The reseacher divided students into some groups. (2) The reseacher chose a student as volunteer in each group. (3) The reseacher gave different theme as center for groups. (3) Each group discussed with their group members, what objects were there based on the center of each group. (4) One of students as a group representative wrote the results of their discussion in the form of words in English along with the meanings to the paper. (5)The students are given 15 minutes to complete it. (6) The reseacher asked each group to read the words that they have written alternately. (7) Every group made simple sentences from the word that they got from discussion. (8) The students wrote new words they found in other groups and memorized the words.

The steps treatment of control class follows: (1) The reseacher explained the material orally. (2) The students paid attention the mterial by the reseacher. (3) The researcher wrote new vocabulary on the whiteboard. (4) The reseacher read the words and also the meanings. (5) The reseacher asked the students to repeat the vocabulary that reseacher pronounced. (6) The reseacher gave the students sentences as example (7) The researcher asked the students to make simple sentences in pair. (8) The reseacher asked the students to memorize the word and present in front of the class.

3. Post-Test

The experimental class (VII-A) and control class (VII-B) were given post-test after did treatment. The form of post-test was not different as pre-test. The aim given of post-test is to find out mean score of experimental class and control class after conducting different treatment. It was also to know the effect of beyond center and circle time method on students' vocabulary.

F. Technique of Collecting the Data

In this study, the reseacher used test as technique of collecting data. Test is tool or procedure used to find out measure something in an atmosphere, with predetermined ways and rules.[24] The resesacher used pre-test and post-test in this study. The pre-test and post-test had same form that is multiple choice. The test consists of 20 questions about vocabulary in English.

The reseacher chose the multiple choice as a tool to assess students' vocabulary abilities because multiple choice is easy, effective, and quick to know the result of students' assesment. Moreover multiple choice answer is more certain to be assessed than essay form.

G. Validity and Realibility Test

1. Validity Test

Validity is a measuring tool which show the validity level of instrument. Instrument is said to be valid if the the level of validity is high. Otherwise, invalid instrument means it has low level of validity. Arikunto stated that to test the validity of the test, the product moment correlation formula can be seen as valid items because they are objective. If $r_{count} > r_{table}$ the test is said to be valid. Likewise if $r_{count} < r_{table}$ the test in valid.[25] To determine valid or not the test were given using Pearson Correlation test. The criteria of validity test were:

- If Pearson Correlation value > r_{table} then test is valid
- If Pearson Correlation value < r_{table} then test is invalid

[24]Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2010), p. 53
[25]Anas Sudijono, *Pengantar Statistika Pendidikan* (Jakarta: PT. Raja Grafindo 2010), p. 206

2. Realibility Test

Reability is a measure to determine how far the measurement result is still consistent. If the measurement is taken twice or more to the instument.[26] The qustion of reaiabilty that reseacher used is multiple choice test by using Cronbach's Alphain SPSS 20. The criteria of reliable test were: If $r_{coun\ t} > r_{table}$ so test is reliable and if $r_{count} < r_{table}$ so test inreliable.[27]

After did validity test, we were going to next step that is reliability. To measure reabiity of variable would be done by comparing Pearson Correlation value with r_{table}.

- If Pearson Correlation ($r_{count} > r_{table}$) so instrument is variable
- If Pearson Correlation ($r_{count} < r_{table}$) so instrument is invariable

Regarding to result of pre-test reliability, it was obtained value of (Appendix), then the value was compared with the value. So it can be concluded the pre test instrument is reliable.

The result of the post-test reliability test obtained a value of (Appendix) then the value is compared with the value. So it can be concluded the post test instrument is reliable.

H. Technique of Analysis the Data

To know the effect of using Beyond Center and Circle Time method to improve students vocabulary mastery so that means of control class and experimental class are compared using t-test. The reseacher would be testing the data using normality testing (lilliefors) first, then homogenity testing. The last was reseacher using t-test to compare both of the class.

1. Normality Testing

Normality is a test that is carried out with the aimed of assessing data in goup of data, whther the data is normally distributed or not. The normality testing was done of pre-test and

[26]Anas Sudijono, *PengantarEvaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada 2012), p. 55

[27]Sugiyono. *Metode Penelitian Pendidikan Kuantitatif Kualitatif, dan R&D* (Bandung: Alfabeta 2007), p. 87

post-test which came from experimental class and control class. The criteria of normality testing of the data; if the significance value (Sig.) > 0,05, then the student data is normally distributed and if the significance value (Sig.) < 0,05 the student data is not normally distributed.[28] The reseacher used SPSS 20 in this research, the steps follows:[29] (1) Open SPSS aplication, input the data. (2) Click analyze on the tap menu, click descriptive statistics then choose explore. (3) Move data from the left box in the right box (dependent list). (4) Click Plots and in the descriptive part, thick stem-and-leaf and histogram, clear the check list under descriptive, and tick in normality plot with test, and in spread vs Levene test choose none. (5) Click continue then Ok.

2. Homogenity Testing

The aimed of homogenity testing is to know homogenity or simalirity of data between population in the experimental class and in the control class.[30] To know the data is homogenous or not, we can see the result of data, the significant level of the test is more then 0,05. It means that the data homogenous. The reseacher used SPSS v.20 to analyzethe data, the steps follows:[31] (1) Open SPSS windows. (2) Input the data in the data view. (3) Click analyzein the top menu, choose compare means and click oneway ANOVA. (4) Movethe data experiment in the left side into dependent list in the right side, meanwhile, movethe data control class into Factor. (5) Click Option tab to open the option dialogue box. (6) Tick in the part of Homogenity of variance test. (7) Click continue, then click ok.

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

[29]Andrew Garth, *Analysis Data Using SPSS (A Practical Guide or those Unfortunat Enough to Have to Actually Do It)*, Sheffield: Sheffield Hallam University 2008 p. 73

[30]Susetyo Budi.*Opcit*.p. 160

[31]Andrew Garth. *Opcit*. 71-72

3. T-Test

T-test is used to determine whether there is difference between two vaiables in this study. The reseacher used SPSS to analyze th data. T test was done through Indepndent-Samples t-test. The steps of analyze t-test are: (1) Open SPSS v.20, click variable view, type the name such as mastery and class, in the values, the name of masteryis differenciated into two;control is 1 and experimental is 2. (2) click data view, insert data, click analyze, click Compare Means, then choose Independent-Samples T-test. (3) Move the score into column of Test Variable (s), move the class into Groping Variable. Define group as number xactly like number which has been typed in Values, choose continue and click OK.

G. Statistical Hypthesis

The statistical hypothesis of this study as follows:

H0 : μA = μB

Ha : μA > μB

Explanation:

μA : BCCT Method

μB : Lecturing Method

CHAPTER IV

FINDINGS AND DISCUSSION

A. Rsearch Findings

1. Data Description

The data obtained in this study took from the result of test from both of classes, namely experimental class (VII-A) and control class (VII-B). The experimental class and the control class received different teaching and learning method. In the control class, the students taught by using lecturing method. Besides, in the experimental class, the students taught by using BCCT method. To determine the effect of the students' vocabulary mastery were taught using lecture method and using BCCT method, the data needed to be collected. The reseacher got the data from the result of post test which conducted in the last research.

After giving the post test at the endof the study , the two classes were taught different methods, so that the measurement of students' vocabulary mastery can be obtained as folows:

Table 4.1 The Result of Data Reseach

Statistic	**Group of Learning**			
Source	**Experimental Class**		**Control Class**	
	Pre-Test	Post-Test	Pre-Test	Post-Test
N	25	25	25	25
X	61,0	81,1	61,4	72, 5
S	13,97	10,62	14,60	13,97

a. The Students' Vocabuary Mastery Scores of the Experimental Class

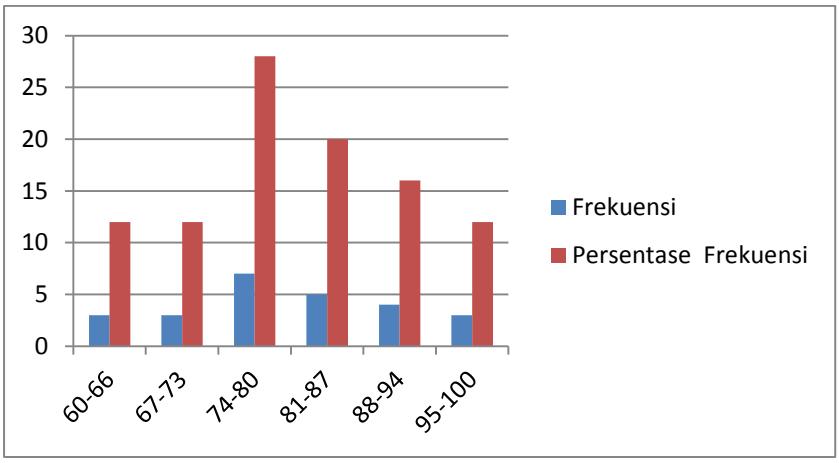
Regarding to the data which had been attached in the appendix, the result of this research showed that mean score in pre test was 61,0. Meanwhile, in the post test, the mean score was

80,60. From both of test, pre test and post test, the mean score raised 20,1. The range score of the post test was 64 to 100. The lowest score of post test was 64 and the highest score was 100. The standard of deviation of post test was 10,62.

Table 4.2 The Frequency Distribution of Students' Score

Posttest Experimental Class			
No	Interval Class	Frequency	Persentage Frequency
1	60-66	3	12
2	67-73	3	12
3	74-80	7	28
4	81-87	5	20
5	88-94	4	16
6	95-100	3	12
Total		25	100

The frequency of distribution histogram of the students' achievement in vocabulary mastery were taught by using beyond center and circle time method can be seen following figure



b. The Students' Vocabuary Mastery Scores of the Control Class

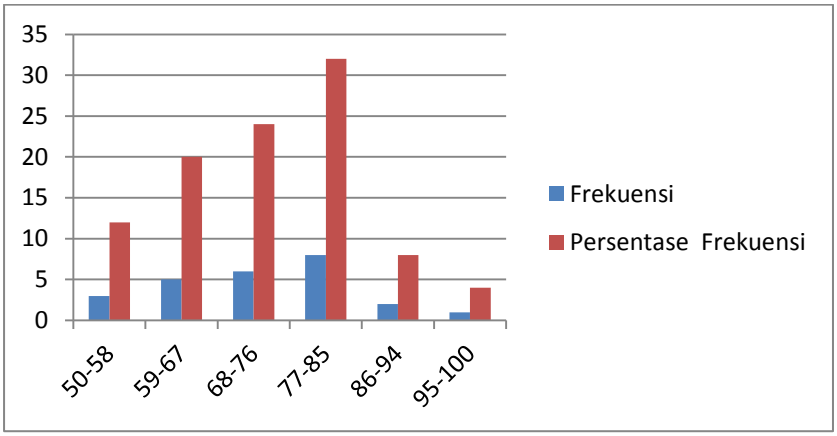
Regarding to the data which had been attached in the appendix, the mean score of the pre test in the control class was 61,4. Meanwhile, in the post test, the mean score was 72,5. Both of the tests, the mean score of pre test and post test raised 11,5. The range score of post test

was 50 to 95. The lowest score post test was 48 and the highest score was 100. The standard of deviation of post test was 13,97.

Table 4.3 The Frequency Distribution of Students' Score

Posttest Control Class			
No	Interval Kelas	Frequency	Persentage Frequency
1	50-58	3	12
2	59-67	5	20
3	68-76	6	24
4	77-85	8	32
5	86-94	2	8
6	95-100	1	4
Total		25	100

The frequency of distribution histogram of the students' achievement in vocabulary mastery were taught by using lecture method can be seen figure below



a. Test of Normality

In this reseach, the reseacher used lilliefors as formula. The result of the data is normal because the significance value (Sig.) > 0,05. The normality of the test can be described as follows:

4.4 Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	Df	Sig.
Vocabulary Mastery	Pre-Test Kontrol	.141	25	.200*	.937	25	.125
	Pre-Test Ekperimen	.133	25	.200*	.938	25	.136
	Post-Test Kontrol	.094	25	.200*	.978	25	.850
	Post-Test Eksperimen	.165	25	.077	.941	25	.157

a. Lilliefors Significance Correction

The data normality test was anayzed by using SPSS v.20 with Shapiro-Wilk test which a significance level 0f 5% or 0,05. This research took Shapiro-Wilk test as the data of normality because the sample of this reseach was 50 students. The sig. value from the data above was 0,125. It was more than α (0,05), so the conclusion was that the data was normal.

b. Test of Homogenity

In this reseach, the reseacher calculated normality testing using SPSS v. 20 in order to test the homogenity of two classes, experimental class and control class. The reseacher used Slevene Statistic to calculate homogenity test. Homogeneous data is data that has a calculation result higher than 0,05. The result of homogenity test are presented below.

4.5 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Vocabulary Mastery	Based on Mean	.095	1	48	.759
	Based on Median	.099	1	48	.755
	Based on Median and with adjusted df	.099	1	47.852	.755
	Based on trimmed mean	.091	1	48	.764

The result of the in the table below showed that the sig. value of the pre test in the experimental and control class was 0,759. The significant value of the data is higher than 0,05. So we can conclude that the data of pre test was homogeneous.

4.6 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Vocabulary Mastery	Based on Mean	1.508	1	48	.225
	Based on Median	1.525	1	48	.223
	Based on Median and with adjusted df	1.525	1	44.683	.223
	Based on trimmed mean	1.488	1	48	.229

The result of the in the table below showed that the sig. value of the post test in the experimental and control class was 0,225. The significant value of the data is higher than 0,05. So we can conclude that the data of post test was homogeneous.

c. T-Test

After carrying out the normality test and homogenity test, the reseacher took the next step, namely t-test through SPSS v. 20 to determine the significance difference between the students' vocabulary mastery in the experiment class and control class. The reseacher used the students' score of post test of both of classes, experiment class and control class. The result t-test score in post test both of classes can be seen below:

Table 4.7 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
Vocabulary Mastery	Equal variances assumed	1.508	.225	2.462	48	.017	8.64000	3.50877	15.69485	1.58515
	Equal variances not assumed			2.462	44.790	.018	8.64000	3.50877	15.70794	1.57206

Based on the data table above, it can be known that vaue of sig (2-tailled) is 0,017. It shows that value sig (tailed) is less than Alpha (0,017<0,05). It means that there was different between control class and experimental class.

d. Hypothesis Testing

The analysis of data used t-testto hypothesis test:

$$t_{count} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$t_{count} = \frac{80{,}60 - 73{,}40}{\sqrt{\frac{(25-1)(145{,}25)+(25-1)(115{,}25)}{25+25-2}\left(\frac{1}{25}+\frac{1}{25}\right)}}$$

$$t_{count} = \frac{7{,}20}{\sqrt{\frac{(24)(145{,}25)+(24)(115{,}25)}{48}\left(\frac{2}{50}\right)}}$$

$$t_{count} = \frac{7{,}20}{\sqrt{5{,}21}}$$

$$t_{count} = \frac{7{,}20}{2{,}28}$$

$$t_{count} = 3{,}154$$

Because the t distribution table list is not obtained from t of$dk = n_1 + n_2 - 2 = 25 + 25 - 2 = 48$ untuk$\alpha = 5\%$ will be found interpolation:

$$t_{48} = t_{40} + \frac{t_{60} - t_{40}}{60 - 40}(48 - 40)$$
$$t_{48} = 2{,}021 + \frac{1{,}980 - 2{,}021}{20}(8)$$
$$t_{48} = 2{,}021 + (-0{,}01)$$
$$t_{48} = 2{,}011$$

From calculating t − test, the reseacher found$t_{count} = 3{,}154$with alpha 5% and$dk = 25 + 25 - 2 = 48$ got $t_{table} = 2{,}011$ or $t_{count} > t_{table}$ so $H_a$received.

The description of formula:

$\bar{x}_1$: mean of experimental class
$\bar{x}_2$: mean of control class
s : standard deviation
S_1^2 : variantsof experimental class
S_2^2 : variantsof control class
n_1 : total number of experimental class
n_2 : total number of control class.[32]

The criteria :
Ha is receivedift$_{count}$>t$_{table}$(rejected Ho)
Ha is rejected ift_{count}< t_{table}(received Ho)

The result of to was compared $t_{observd}$ and t_{table} to know whether using beyond center and circle time method in teaching vocabulary is effective to improve the students' achievement or not.

Hypothesis testing becomes important one because the calculation of hypothesis testing is to answer the formulation of the problem of research: "Is there any significance effect ofbeyond center and circle time method on the students' vocabulary mastery?" the conclusion is obtained as follows:

[32]Sudjana, *Metode Statistik* (Bandung: Tarsito, 2005), p. 250

Ha: There is significance differenceof the students' achievement in vocabulary mastery between the students' who are taught by using BCCT method and students' who are taught without using BCCT method

H_0: There is no significant difference of the students' achievemnet in vocabulary mastery between students who are taught by BCCT method and the students who are taught without using BCCT method. The criteria of hypothesis test as follows: Ha is accepted if to > t table or Sign. (2 tailed) < 0,05, it means that H_0 is accepted if to < table or Sign. (2 tailed) > 0,05.

In short, $t_{observed} > t_{table}$ and Sign. (2 tailed) < 0,05, it means that Ha is accepted. So, it can be concluded that BCCT method is more effective than lecture method in teaching vocabulary in the class.

B. Discussion

The result of research finding showed that there was significant difference between the students' achievement in vocabulary mastery that learn using beyond center circle time method and lecturing method.

Regarding to quantitative data could be that mean of pre test in control class 61,4 was and mean of post test was 72,5. Meanwhile mean of pre test in experiment class was 61,0 and mean of post test was 81,1. It means that there is difference between control class and experiment class. In the control class, the score of pre test and post test raise 11,5.While, in the experimental class, the score of pre test and post test raise 20,01. In the other word, the students achievement in vocabulary mastery is more effective using beyond center and circle time method. Bassed on calculation of t-test showed that $H_0$was rejected and Ha was accepted. The result of data of pre test and post test the students were taught by BCCT method hd been higher score and those who were taught by lecture method had been lower.

In short, the data of research had been carried out based on procedures. As the finding and discussion of the reseach above, there is significance by using beyond center and circle time method towards the students' achivement in vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After the reseacher did experimental by the result of the students' post test in the first grade of MTs Darul Ihsan Hamparan Perak, the reseacher found that the students who were taught by using beyond center and circle time method got higher result than students that were taught by using lecture method. It can be proven that the value obtained from experimental class is higher than control class. The post test result of both experimental class and control class were carrid out after doing treatment. Based on data, it can be seen that there is BCCT method is better than lecturing method in teaching students' vocabulary mastery different between control class and experimental class. The reseacher was found the significant effect by $t_{observed}$ and t_{table} to know whether using beynd center and circle time method is effective to students' vocabulary mastery. The conclusion of this whole chapter can be interpreted that students' vocabulary mastery is better taught by BCCT method than lecturing method, especially for the students in first grade of MTs Darul Ihsan Hamparan Perak.

B. IMPLICATION

Implication are drawn from the research finding. The result of the study found that there was significant influence between students that were taught by using beyond center and circle time method and students who taught by using lecturing method. In addition, this study implies that the use of beyond center and circle time method is needed in mastering vocabulary.

The students are motivated and relaxed in learning English especially vocabulary when taught by using beyond center and circle time. Therefore, implies that the use of

beyond center and circle time can make the students interested and help them to master vocabulary well.

In conclusion, the use of beyond center and circle time during the study can affect student achievement in vocabulary mastery. Therefore, the application of beyond center and circle time need to be applied continuously in learning vocabulary. It is because the use of beyond center and circle time can be affective learning to help increase students enthuasiasm so that the standard of compentency for the learning process can be achieved.

C. SUGGESTION

In this occasion, the reseacher would like to contribute some suggestions for people who get benefit from this research. The reseacher suggests to:

1. The principle of MTs Darul Ihsan Hamparan Perak gives the teacher supporting to teach better, especially English teacher and complete facilities using media for teaching and learning process and providing guidance to English teacher about there are several English teaching methods which are suitable for students.
2. The English teacher of MTs Darul Ihsan Hamparan Perak to teach and to give students more motivation to study hard, and use effective strategy in teaching English. The teacher have to build enjoyable situation of teaching and learning process in order to increase students' achivement in vocabularymastery.
3. The other reseacher, the finding of the study are subject matter that can be developed broadly and deeply by adding other variables or enlarging the sample.

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Appendix I

LESSON PLAN EXPERIMENTAL CLASS

School : MTs Darul Ihsan

Grade/Semester : VII/1

Sub Title : This is my world (Chapter IV)

Topic : Provide information regarding the names and numbers of animals, and objects.

Time Allocation : 6x 40 Menit (3 Meetings)

A. STANDARD COMPETENCE:

KI and KI2: Respect and appreciate the teaching of religion they hold. Appreciate and apreciate honest, diciplined, polite, confident,caring and responsible behavior in interacting effectively in accordance with the devlopment of children in the environment, family, school, community, and natural environment around,nation, state, and regional area

KI3: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at as simple technical and specific level based on curiosity about science, technology, art, culture with human, national, and state insight reatd to visible phenomena and events.

KI4: Demonstrate the skills of resoning, cultivating, and presenting, creeatively, productively, critically, independently, collaboratively, and communicatively, in the realm as learned in school and other sources that are the same from a theoritical pointof view

B. BASIC COMPETENCY AND COMPETENCY ACHIEVEMENT INDICATORS:

Basic Competence	Indicator
3.4 Identifying social functions, text structures, and linguistic elements of oral and writtentransactional interactions that involve the act of giving and requesting information regarding the names and numbers of animals, objcts, and public building close to students' daily lives, according to the context of their use (Note the linguistic and vocabulary elemets related to articles a, an and the in singular and plural)	• To identify the object that are in the parts of the house and school • To identify the characteristic of animals • To know the structure of giving and requesting information regarding the names and numbers of animals, objcts, and public building • To know the linguistic elements of giving and requesting information regarding the names and numbers of animals, objcts, and public building
4.4 Compiling a very short and simple oral and written transactional interaction text that involves the act of giving and asking for information of objectwith correct linguistic elements and in content.	• State the number of objects in the house • State the room and number of objects in the school • Make short writing simple sentences using the words that they get

C. OBJECTIVEOF LEARNING

After followring the learning process, students are expected to:

a. The students are able to identify the room and objects in the house and school

b. The students are able to mention name and number of the objects that are in the parts of house and school
c. The students are able to mention th characteristics of animals
d. The students are able to make simple sentences that has given by the teacher

D. MATERIAL OF LEARNING

Social Function

Identify,mention name and number of the objectsinthe surrounding environment

Text of Structure

-Mention the name the name of objects, for example "house" (chair, television, stove, curtain, glass, etc)

-Mention the nature of object

- Mention the action of or related objects which are all in accordance the social function to be chieved

Linguistic Element

-Mention singular and plural noun with a, an, and the to singular while plural with s

-Using 'there are' to plural and 'there is'to singular

-Using pronoun such as we, they, he, it, you; my, her, his, etc

-Using verbs such as be, have, learn, cook, use, go, get, open, etc

-Using adjective such as small, big, long, thick, nice, weight, colour, slow, etc

-Using of indicative words such as this, these, that, those, etc

-Speech, word stress, intonation, spelling, and punctuation

Topic

Objects, animals, and building commonly found in real life at home, school, and the environment around students that can fosterthe behavior contained in KI

E. LEARNING METHOD

Method : Beyond Center and Circle Time

F. LEARNING MEDIA

Marker, whiteboard, paper, picture of center

G. SOURCE

-English book "When English rings a bell" seven grade curriculum 2013, Kemendikbud, Revise in 2016

-Dictionary

H. TEACHING LEARNING ACTIVITY

1. First Meeting

Activity	**Description of the Activity**	**Time**
Introduction Activity (Preteaching)	Apperception • Teacher enters to the class and gives greeting to the students so there is English environment in the first meeting. • Teacher can use "Good morning students". • Make sure that the students can give response by answer "Good morning teacher/Sir, Miss" • Pray together	10 minutes

	• Teacher Checks the students list of students' motivation • Warming up activity • Explain how important the next competence learning that should be mastered by the students in English. • Teacher gives the purpose of the study.	
Core Activity	Exploration • Teacher introduces the topic to the students • Teacher asks the students about their prior knowledge that relate to the topic Elaboration • The teacher introduces the Beyond Center and Circle Time Method. • The teacher divides the students to be 5 groups • The teacher asks one of each group to be volunteer. • The teacher asks the students to choose the topic of the center **Experimenting** • The students divided into some groups. • The students discuss about the vocabulary and meaning in their center	60 minutes

	during 10 minutes. • The students present to another group the result of the discussion. • Teacher will no e students. **Communicating** • Every center must work in group by the theme of center are Kitchen, Bedroom, Bathroom, Living Room, Dining Room. They must choose one of the topic. • The students present the result of the discussion to another group. • The other groups give response • The presentation will be done after all of the group do. **Association** • The students are asked to answer exercise individually	
Post Activity	• After following the learning activity in the first meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting.	10 minutes

	• Closing the lesson by praying and giving closing- greeting.	

2. **Second Meeting**

Activity	Description of the Activity	Time
Introduction Activity (Preteaching)	Apperception • Teacher enters to the class and gives greeting to the students so there is English environment since the second meeting. • Teacher can use "Good morning students". • Make sure that the students can give response by answer "Good morning teacher/Sir, Miss" • Pray together • Teacher Checks the students list of students' motivation • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	10 minutes
Core Activity	**Observing**	60 minutes

	• Teacher asks the students about what the vocabularies that the students have found from last meeting. • Teacher asks the students to mention the vocabularies that they found. • The teacher gives the students explanation about 'there are and there is' material **Experimenting** • Students make a group like a usual to continue the learning process. • The students must work in group by the theme of center are class, library, school health unit, field, and teacher room. They must choose one of the topic. • The students must look for vocabulary and their meaning, then must make simple sentences by using the words that they get and use 'there are and there is' • Each group presents the result of their discussion. Communicating • Every student practice to memorize the words and meaning	

	Association • The students are asked to answer exercise individually	
Post Activity	• After following the learning activity in the second meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Closing the lesson by praying and giving closing- greeting.	10 minutes

3. Third Meeting

Activity	**Description of the Activity**	**Time**
Introduction Activity (Preteaching)	Apperception • Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "Good morning students". • Make sure tha he students can give	10 minutes

	response by answer "Good morning teacher/Sir, Miss" • Pray together • Teacher Checks the students list of students' motivation • Warming up activity • Explain how important the next competence learning that should be master by the students in English.	
Core Activity	**Observing** • Teacher asks the students about what the vocabularies that the students have found from last meeting. • Teacher asks the students to mention the word they found. **Experimenting** • The teacher explains about simple present tense and gives formula and example. • Students make a group like a usual to continue the learning process. • The students must work in group by the theme of center are cat, chicken, goat, bird, and fish • The students must choose one of the topic. One of student take one picture as	60 minutes

	theme/center • The teacher asks the students to identify the characteristic of object about shape, size by using adjective such as nice, big, black, white, thin, etc during 10 minutes, then make the words to be simple sentences. **Communicating** • Every students practice to memorize the words and meaning **Association** • The students are asked to answer exercise individually	
Post Activity	• After following the learning activity in the third meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Closing the lesson by praying and giving closing- greeting.	10 inutes

I. EVALUATION :

- Kinds of instrument: Written test
- Form of instrument: Multiple Choice

J. THE SCORING :

The score of student:

$$\frac{Getting\ score}{Maximal\ score}\ \text{X } 100$$

Hamparan Perak , 04 August 2020

English Teacher

(Deby Nurcayanti, S. Pd)

Reseacher

(Dinda Jauhara Hs)

Headmaster

(Jainul Imran, M. Pd.I)

LESSON PLAN CONTROL CLASS

School : MTs Darul Ihsan

Grade/Semester : VII/1

Sub Title : This is my world

Topic : Provide and request information regarding the names and numbers of animals, and objects.

Time Allocation : 6x 40 Menit (3 Meetings)

A. STANDARD COMPETENCE:

KI and KI2: Respect and appreciate the teaching of religion they hold. Appreciate and apreciate honest, diciplined, polite, confident,caring and responsible behavior in interacting effectively in accordance with the devlopment of children in the environment, family, school, community, and natural environment around,nation, state, and regional area

KI3: Understand and apply factual, conceptual, procedural, and metacognitive knowledge at as simple technical and specific level based on curiosity about science, technology, art, culture with human, national, and state insight reatd to visible phenomena and events.

KI4: Demonstrate the skills of resoning, cultivating, and presenting, creeatively, productively, critically, independently, collaboratively, and communicatively, in the realm as learned in school and other sources that are the same from a theoritical pointof view

B. BASIC COMPETENCY AND COMPETENCY ACHIEVEMENT INDICATORS:

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4.4 Compiling a very short and simple oral and written transactional interaction text that involves the act of giving and asking for information of objectwith correct linguistic elements and in content.	• To state the number of objects in the house • To state the room and number of objects in the school • To make short writing simple sentences that they get

C. OBJECTIVEOF LEARNING

After followring the learning process, students are expected to:

- The students are able to identify the room and objects in the house and school

- The students are able to mention name and number of the objects that are in the parts of house and school
- The students are able to mention the c acteristics of animals
- The students are able to make simple sentences that has given by the teacher

D. MATERIAL OF LEARNING

Social Function

Identify,mention name and number of the objects in the surrounding environment

Text Structure

-Mention the name the name of objects, for example “house” (chair, television, stove, curtain, etc)

-Mention the nature of object

Linguistic Element

-Mention singular and plural noun with a, an, and the to singular while plural with s

-Using ‘there are’ to plural and ‘there is’ to singular

-Using pronoun we, they, he, it, you; my, her, his, etc

-Using adjective small, big, long, thick, nice, weight, colour, slow, etc

-Using verbs such as be, have, learn, use, go, get, open, etc

-Using of indicative words this, these, that, those, etc

-Speech, word stress, intonation, spelling, and punctuation

Topic

Objects, animals, and building commonly found in real life at home, school, and the environment around students that can fosterthe behavior contained in KI

E. LEARNING METHOD

Method :Lecturing Method

F. LEARNING MEDIA

Marker, whiteboard, paper, picture of objects

G. SOURCE

-English book "When English rings a bell" seven grade curriculum 2013, Kemendikbud, Revise in 2016

-Dictionary

H. TEACHING LEARNING ACTIVITY

First Meeting

Activity	**Description of the Activity**	**Time**
Introduction Activity (Preteaching)	Apperception • Teacher enters to the class and gives greeting to the students so there is English environment in the first meeting. • Teacher can use "Good morning students". • Make sure that the students can give response by answer "Good morning teacher/Sir, Miss" • Pray together • Teacher Checks the students list of	10 minutes

	students' motivation • Warming up activity • Explain how important the next competence learning that should be mastered by the students in English. • Teacher gives the purpose of the study.	
Core Activity	Exploration • Teacher introduces the topic to the students • Teacher asks the students about their prior knowledge that relate to the topic Elaboration • The teacher explains the material orally. • The teacher gives many words of object related school and write them on whiteboard. • The teacher reads the words using pronunciation and its meaning • The teacher asked the students to repeat and write the vocabularies after the teacher did that. • The teacher gives some sentences as example. • The teacher asks the students to make simple sentences in pair using the word	60 minutes

	that teacher said before. • The teacher asked the students to memorize during 10 minutes the words and present in front of the class Association • The students are asked to answer exercise individually	
Post Activity	• After following the learning activity in the first meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Closing the lesson by praying and giving closing- greeting.	10 minutes

2. Second Meeting

Activity	Description of the Activity	Time
Introduction Activity (Preteaching)	Apperception • Teacher enters to the class and gives greeting to the students so there is English environment since the second	10 minutes

	meeting. • Teacher can use "Good morning students". • Make sure that the students can give response by answer "Good morning teacher/Sir, Miss" • Pray together • Teacher Checks the students list of students' motivation • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	
Core Activity	Exploration • Teacher introduces the topic to the students • Teacher asks the students about their prior knowledge that relate to the topic Elaboration • The teacher explains the material about 'there are and there is' orally. • The teacher gives the words related school	60 minutes

	• The students listen the explanation of the teacher about description of object in the school • The teacher asks the students to identify the description of object. • The teacher asks the students to memorize the words Association • The students are asked to answer exercise individually	
Post Activity	• After following the learning activity in the first meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Closing the lesson by praying and giving closing- greeting.	10 minutes

3. Third Meeting

Activity	**Description of the Activity**	**Time**
Introduction	Apperception	10 minutes

Activity (Preteaching)	• Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "Good morning students". • Make sure that the students can give response by answer "Good morning teacher/Sir, Mom" • Pray together • Teacher Checks the students list of students' motivation • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	
Core Activity	Exploration • Teacher introduce the topic to the students • Teacher asks the students about their prior knowledge that relate to the topic Elaboration • The teacher explain the material about simple present tense orally. • The teacher reads text about description	60 minutes

	animal • The students observe and mention the teachers' explanation of object about animal such as chicken, cat, goat, bird, and fish. • The teacher gives the students task individually about the topic (related to vocabulary)	
Post Activity	• After following the learning activity in the first meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Closing the lesson by praying and giving closing- greeting.	10 inutes

I. EVALUATION :

- Kinds of instrument: Written test
- Form of instrument: Multiple Choice

J. THE SCORING :

The score of student:

$$\frac{Getting\ score}{Maximal\ score}\ \text{X } 100$$

Hamparan Perak , 04 August 2020

English Teacher

(Deby Nurcayanti, S. Pd)

Reseacher

(Dinda Jauhara Hs)

Headmaster

(Jainul Imran, M. Pd.I)

Appendix II

Sheet of Test

Pre Test

Name :
Class :
Mata Pelajaran: Bahasa Inggris

Choose (x) a, b, c, d for the correct answer!

1. I use ....when I feel cold.
   a. Blanket c. Mirror
   b. Pillow d. Powder
2. Rani can't sleep without....
   a.Blanket c. Mirror
   b. Pillow d. Powder
3. I keep my clothes and pants in the...
   a. Cupboard c.Wallet
   b. Window d. Bag
4. My hand is dirty, so I clean it using water and ....
   a. Shampoo c. Mirror
   b. Soap d. Bucket
5. .... is a place to put water.
   a. Mirror c. Bucket
   b. Shampoo d. Soap
6. My mother cooks fish with....
   a.Bowl c. Spoon
   b. Plate d. Pan
7. I need ....and spoon to eat.
   a. Plate c. Bowl
   b. Glass d. Pan
8. My father sat while reading the newspaperin...
   a. Table c. Window
   b. Cupboard d. Chair

9. We watch cartoon, news, and advertisement in....
   a. Radio
   b. Television
   c. Fan
   d. Dispenser
10. She needs …. to clean the floor.
   a. Fan
   b. Broom
   c. Table
   d. Paper
11. I want to borrow some books in the library. I must show...first.
   a. Library card
   b. Megazine
   c. Pocket
   d. Handphone
12. Rina needs some booksto do her homework. She looked for the books on the...of library.
   a. Megazine
   b. Bookshelf
   c. Locker
   d. Chair
13. I have to delete the wrong writing in the book using...
   a. Bag
   b.Pen
   c. Eraser
   d.Boardmarker
14. My teacher writes the lesson using boardmarket in the ...
   a. Chair
   b. Table
   c. Whiteboard
   d. Cupboard
15. Ilook my bathroom is dirty, so I clean it using....
   a. Brush
   b. Mirror
   c. Broom
   d. Bucket
16. We can get information about announcement of competition in the...
   a. Tree
   b. Floor
   c. Flag
   d. Wall megazine
17. Teacher: "Your hand is injured"
   Dicky : "Yes, miss. I feel off the stairs"
   Teacher: "I will take .... to cover you"
   a. Bandage
   b. Glue
   c. Book
   d. Pen

Look at the picture below to answer question 18-19

18. What do you find in this picture?
    a. Bed, chair, and, door
    b. Chair, curtain, and lamp
    c. Bed, table, and pillow
    d. Bed, curtain, and window
19. How many bed in the picture?
    a. Four
    b. Five
    c. Two
    d. Three
20. Every Monday we do the flag ceremony the flag on....
    a. Class
    b. Teacher office
    c. Field
    d. Library
21. I am a mammal. I have soft fur and two nice eyes. There are many people love me because I am cute animal. Who am I?
    a.Chicken
    b.Fish
    c. Cat
    d.Goat
22. Fish is one animal in the world. It has fins all over its body. It lives in the...
    a. Air
    b. Sea
    c. Hill
    d. Mainland
23. My cousine has a bird. The name of bird is Bima. Italwaysfliesin the air. It has 2 legs and 2 eyes. It also haswings,and eggs. It uses ... to get the food it eats.
    a.Beak
    b. Eyes
    c.Foot
    d. Head
24. Choose the best answer of the characterisrics of goat below.
    a. It has 4 legs, horn, and fins
    b. It has 2 legs, horn, and beak
    c. It has 4 legs, milk, and fins
    d. It has 4 legs horn,and fur
25. I can produce a lot of eggs. It has variation fur such as black, white, and brown.It can not fly in the air and it is including poultry. What is name of the animal?
    a. Goat
    c. Chicken

b.Cat d. Fish

The Answer:

1. A	11. A	21. C
2. B	12. B	22. B
3. A	13. C	23. A
4. B	14. C	24. D
5. C	15. A	25. C
6. D	16. D	
7. A	17. A	
8. D	18. D	
9. B	19. D	
10. B	20. C	

Post Test

Name :

Class :

Mata Pelajaran: Bahasa Inggris

Choose (x) a, b, c, d for the correct answer!

1. I am going to take a bath. I need ....to get water.

   a. Pan
   b. Scoop
   c. Glass
   d. Plate

2. Hasan: “Do you have ..., mom? I want to clean my tooth, but I don’t find it here.”

   Mother: “Yes, I do dear. I will take it”.

   a. Soap
   b. Toothpaste
   c. Detergen
   d.Shampoo

3. The thing that used to cover the window is....

   a. Curtain
   b. Door
   c. Picture
   d. Rug

4. I vacum ... in my living room every two days.

   a. Fan
   b. Floor
   c. Carpet
   d. Table

5. The room is dark. So, I turn on the....

   a. Television
   b. Radio
   c. Stove
   d. Lamp

6. My sister asks me to put meatball on the...

   a. Bowl
   b. Spoon
   c. Glass
   d. Plate

7. Yanty cuts the vagetable by using....

   a. Spoon
   b. Fork
   c. Knife
   d. Pan

8. My family and I always take a dinner together in my house. We usually eat in the....

   a. Bed room
   c. Yard

b. Kitchen
d. Dining table

9. Her aunty uses... to cook brown toast.

a. Rice cooker
c. Dispenser
b. Refrigerator
d. Stove

10. .... is the place if we want to look ourselves.

a. Cupboard
c. Wall
b. Mirror
d. Paper

Look at following picture to answer 10-11

11. What do you find the objects in the picture?

a. Books, vases, table, and chair
c. Table, chair, books, and clock
b. Lamp, door, globe, and table
d. Globe, books, picture, and glass

12. How many vase that you find in that picture?

a. One
c. Three
b. Two
d. Four

13. I write my task in the exercise...

a. Whiteboard
c. Wall
b. Bag
d. Book

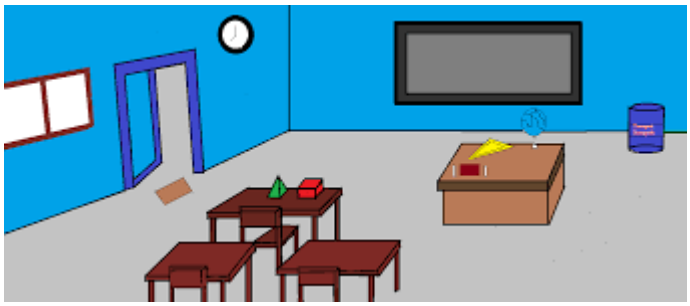
14. Ferdy wants to know Asia’s position in the world. So, he looks at....

a. Wall
c. Globe
b. Whiteboard
d. Bag

15. The teacher asks us to throw the trash in the...

a. Table
c. Trash box
b. Window
d. Cupboard
c.

Look at the picture of class below to answer question 16-17



From the picture, I get some things...

16. a. Board, clock, calendar, and book
    c. Board, window, picture, and cupboard
    b. Cupboard, book, pen, and clock
    d. Board, window, door, and clock
17. a. 2 tables and 3 chairs
    c. 4 tables and 3 chairs
    b. 4 tables and 2 chairs
    d. 4 tables and 4 chairs
18. .... is flying in the middle of field because of wind.
    a. Table
    c. Chair
    b. Flag
    d. Tree
19. The teacher uses ... to finish his material lesson
    a. Laptop
    c.Table
    b. Bag
    d. Chair

Read the description text below to answer questions 20-23

My Pets

In my house, I have some pets. They are cat, bird, and fish. First is cat, the cat is cute with white colour. Its whole body is covered with soft...(20). It has long tail and round head. Its four ...(21) have some sharp claws by which it can kill easily the rats. Second is bird. I bought it in the bird market 2 months ago. It has 2 eyes, 2 legs, variation colour, and beaks. It uses ... (22) to fly in the air. The last is betta fish. It is very active. I put in in jar and place it on the small aquarium in my bedroom. The body has variation colour of fin, blue and black, it uses ... (23) to breathe.

20. a. Fins
    c. Fur
    b. Horn
    d. Wing
21. a. Head
    c. Leg
    b. Fur
    d. eye
22. a. Fur
    c. Hand
    b. wing
    d. Fin
23. a. Fin
    c. Horn
    b. Gill
    d. Fur

Look at the picture of animals below to answer the questions

24. The hen has a ... under its beak and the goat has ... above its head.

a. Eyes and horns
b. Comb and horns
c. Nose and mouth
d. Leg and nose

25. What are the dominant colour of the animals in the picture?

a. White hen and black goat
b. Red goat and white hen
c. Black goat and black hen
d.Purple hen and black goat

The Answer:

1. B	11. A	21. C
2. B	12. B	22. B
3. A	13. D	23. B
4. C	14.C	24. B
5. D	15. C	25. A
6. A	16. D	
7. C	17. C	
8. D	18. B	
9. D	19. A	
10. B	20. C	

Appendix III

Analysis of Validity Testing of Pre Test

No	nama	Butir Soal																												skor	Nilai
		1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*28*	*29*	*30*		
1	**1**	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	22	73.3
2	**2**	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	27	90.0
3	**3**	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	17	56.7
4	**4**	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	19	63.3
5	**5**	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	12	40.0
6	**6**	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	27	90.0
7	**7**	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	0	0	0	19	63.3
8	**8**	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	26	86.7
9	**9**	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	12	40.0
10	**10**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29	96.7

11	**11**	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	9	30.0
12	**12**	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	27	90.0
13	**13**	1	0	0	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	1	12	40.0
14	**14**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	100.0
15	**15**	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	15	50.0
16	**16**	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	27	90.0
17	**17**	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	1	0	0	0	0	1	10	33.3
18	**18**	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	17	56.7
19	**19**	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	25	83.3
20	**20**	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	28	93.3
21	**21**	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	21	70.0
22	**22**	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	14	46.7
23	**23**	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	22	73.3
24	**24**	0	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	17	56.7
25	**25**	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	1	1	11	36.7
26	**26**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	28	93.3

Analysis of Validity Testing of Post Test

no	nama	Butir soal																													SKOR	NILAI
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	BG	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	96.7
2	JH	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93.3
3	PKL	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93.3
4	TG	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90.0
5	JD	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	96.7
6	LKP	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93.3
7	RT	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93.3
8	WT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	100.0
9	HN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	23	76.7
10	DB	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	13	43.3
11	MN	1	1	0	0	1	1	0	0	1	1	0	1	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	12	40.0
12	VG	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90.0
13	WY	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	11	36.7

14	**QT**	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	60.0
15	**DHY**	0	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	13	43.3
16	**MR**	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	13	43.3
17	**MJ**	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90.0
18	**FH**	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0	14	46.7
19	**GB**	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90.0
20	**SE**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	100.0
21	**ASJ**	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	22	73.3
22	**KM**	1	1	1	0	1	1	0	1	0	0	0	1	1	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	0	1	16	53.3
23	**AG**	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	86.7
24	**CS**	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	17	56.7
25	**SA**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	100.0
26	**SI**	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	26	86.7

Appendix IV

Reliability pretest

Reliability Statistics

Cronbach's Alpha	N of Items
.891	30

Reliability posttest

Reliability Statistics

Cronbach's Alpha	N of Items
.910	30

Appendix V

The Score of Students Before and After Treatment in Control Class

Students'			Criteria		Criteria
No	**Initial**	**Pre Test**	**Success ≥ 80**	**Post Test**	**Success ≥ 80**
1	HFG	88	√	84	√
2	BD	52	X	68	X
3	KLY	56	X	60	X
4	UCL	44	X	48	X
5	AMG	76	X	80	√
6	MSN	68	X	72	X
7	GTD	40	X	52	X
8	HT	80	√	96	√
9	MR	68	X	72	√
10	NTH	76	X	100	√
11	DMS	64	X	60	X
12	UD	52	X	60	X
13	NH	40	X	52	X
14	GRT	52	X	56	X
15	EBW	48	X	76	X
16	AS	60	X	72	X
17	WK	72	X	72	√
18	TR	76	X	80	√
19	SAS	44	X	84	√
20	NL	40	X	92	√
21	ANS	80	√	88	√

22	BLC	60	X	64	X
23	LA	52	X	68	X
24	ARP	72	X	76	X
25	TG	76	X	80	√
		∑= 1536		**∑= 1812**	
Total		**Mean: 61,4** **Median: 60** **Modus: 52** **Variansi: 213, 17** **S. deviasi: 14,60**		**Mean: 72,5** **Median: 72** **Modus: 72** **Variansi: 195, 09** **S. deviasi: 13,97**	

Note:

√ = Success

X = Unsuccess

The Score of Students Before and After Treatment in Experimental Class

No	Students' Initial	Pre Test	Criteria Success ≥ 80	Post Test	Criteria Success ≥ 80
1	TFY	80	√	92	√
2	ES	52	X	84	√
3	DDA	56	X	76	X
4	WTB	44	√	84	√
5	KLP	72	X	76	X
6	MR	68	X	80	√
7	AA	40	X	72	X
8	BS	76	X	96	√
9	PAH	68	X	92	√
10	JL	48	√	84	√
11	VP	64	√	76	X
12	WTD	56	X	64	X
13	SW	40	X	72	X
14	TL	84	√	100	√
15	RD	80	√	88	√
16	CPY	64	X	96	√
17	ZL	72	X	76	X
18	QA	76	X	84	√
19	FPN	44	X	76	X
20	IS	48	X	64	X
21	ATP	40	X	76	X

22	BNK	60	X	80	√
23	KT	52	X	64	X
24	DA	72	X	100	√
25	CHP	68	X	76	X

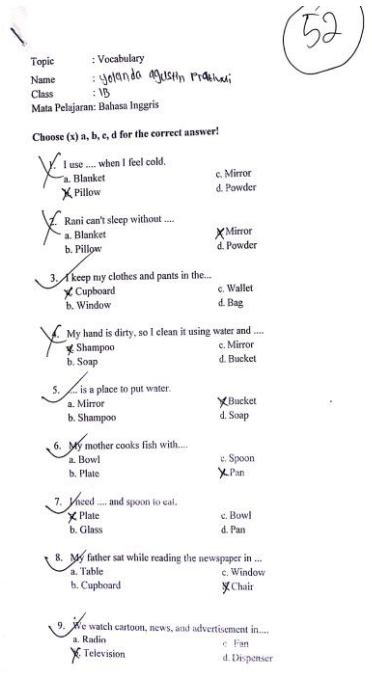
Note:

√ = Success

X = Unsuccess

AppendixVI

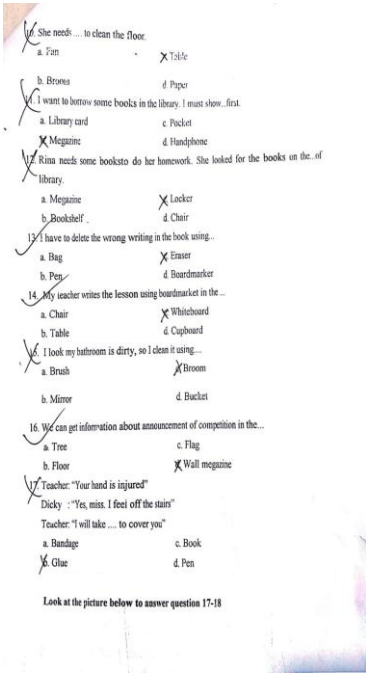
The Results of Students' Test



Topic : Vocabulary
Name : Yolanda Agustin Pratiwi
Class : IX
Mata Pelajaran: Bahasa Inggris

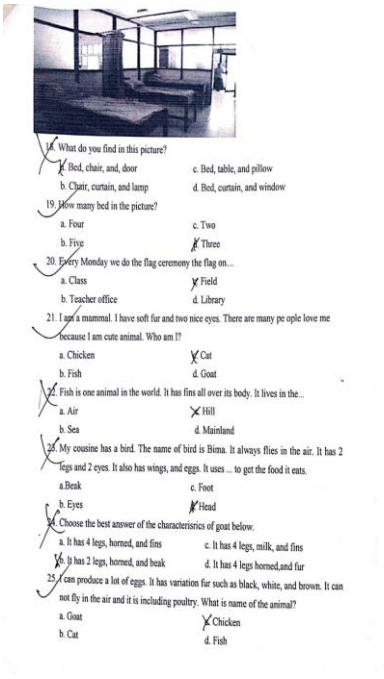
Choose (x) a, b, c, d for the correct answer!

1. I use .... when I feel cold.
   a. Blanket c. Mirror
   X Pillow d. Powder
2. Rani can't sleep without ....
   a. Blanket X Mirror
   b. Pillow d. Powder
3. I keep my clothes and pants in the...
   X Cupboard c. Wallet
   b. Window d. Bag
4. My hand is dirty, so I clean it using water and ....
   X Shampoo c. Mirror
   b. Soap d. Bucket
5. ... is a place to put water.
   a. Mirror X Bucket
   b. Shampoo d. Soap
6. My mother cooks fish with....
   a. Bowl c. Spoon
   b. Plate X Pan
7. I need .... and spoon to eat.
   X Plate c. Bowl
   b. Glass d. Pan
8. My father sat while reading the newspaper in ...
   a. Table c. Window
   b. Cupboard X Chair
9. We watch cartoon, news, and advertisement in....
   a. Radio c. Fan
   X Television d. Dispenser

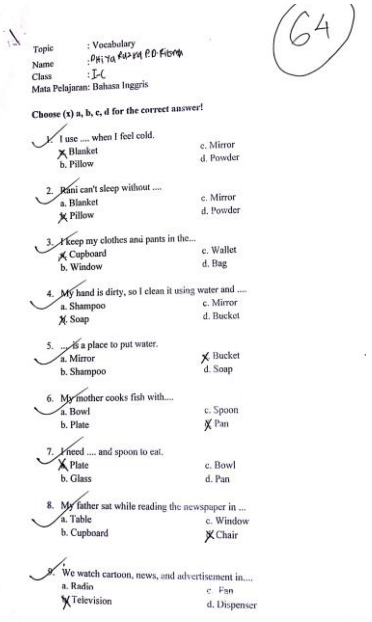


10. She needs .... to clean the floor.
    a. Fan X Table
    b. Broom d. Paper
11. I want to borrow some books in the library. I must show...first.
    a. Library card c. Pocket
    X Megazine d. Handphone
12. Rina needs some booksto do her homework. She looked for the books on the...of library.
    a. Megazine X Locker
    b. Bookshelf . d. Chair
13. I have to delete the wrong writing in the book using...
    a. Bag X Eraser
    b. Pen d. Boardmarker
14. My teacher writes the lesson using boardmarket in the ...
    a. Chair X Whiteboard
    b. Table d. Cupboard
15. I look my bathroom is dirty, so I clean it using....
    a. Brush X Broom
    b. Mirror d. Bucket
16. We can get information about announcement of competition in the...
    a. Tree c. Flag
    b. Floor X Wall megazine
17. Teacher: "Your hand is injured"
    Dicky : "Yes, miss. I feel off the stairs"
    Teacher: "I will take .... to cover you"
    a. Bandage c. Book
    X Glue d. Pen

Look at the picture below to answer question 17-18



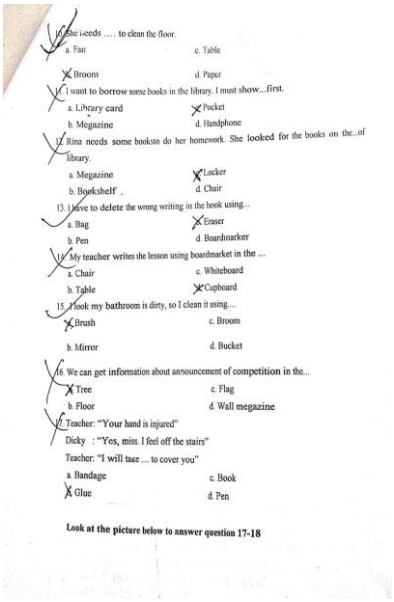
18. What do you find in this picture?
    X Bed, chair, and, door c. Bed, table, and pillow
    b. Chair, curtain, and lamp d. Bed, curtain, and window
19. How many bed in the picture?
    a. Four c. Two
    b. Five X Three
20. Every Monday we do the flag ceremony the flag on....
    a. Class X Field
    b. Teacher office d. Library
21. I am a mammal. I have soft fur and two nice eyes. There are many pe ople love me because I am cute animal. Who am I?
    a. Chicken X Cat
    b. Fish d. Goat
22. Fish is one animal in the world. It has fins all over its body. It lives in the...
    a. Air X Hill
    b. Sea d. Mainland
23. My cousine has a bird. The name of bird is Bima. It always flies in the air. It has 2 legs and 2 eyes. It also has wings, and eggs. It uses ... to get the food it eats.
    a.Beak c. Foot
    b. Eyes X Head
24. Choose the best answer of the characterisrics of goat below.
    a. It has 4 legs, horned, and fins c. It has 4 legs, milk, and fins
    X It has 2 legs, horned, and beak d. It has 4 legs horned,and fur
25. I can produce a lot of eggs. It has variation fur such as black, white, and brown. It can not fly in the air and it is including poultry. What is name of the animal?
    a. Goat X Chicken
    b. Cat d. Fish



Topic : Vocabulary
Name : Dwita Sapni Pd Fibrah
Class : IX
Mata Pelajaran: Bahasa Inggris

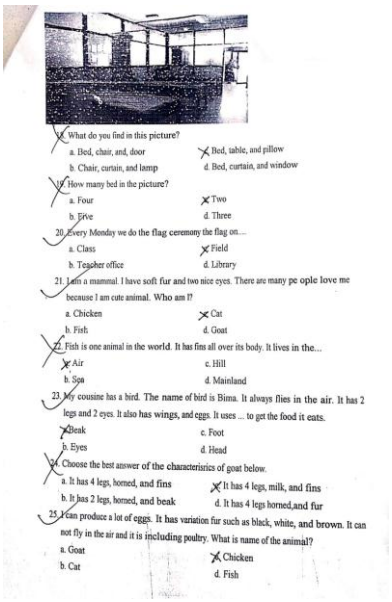
Choose (x) a, b, c, d for the correct answer!

1. I use .... when I feel cold.
   X Blanket c. Mirror
   b. Pillow d. Powder
2. Rani can't sleep without ....
   a. Blanket c. Mirror
   X Pillow d. Powder
3. I keep my clothes and pants in the...
   X Cupboard c. Wallet
   b. Window d. Bag
4. My hand is dirty, so I clean it using water and ....
   a. Shampoo c. Mirror
   X Soap d. Bucket
5. ... is a place to put water.
   a. Mirror X Bucket
   b. Shampoo d. Soap
6. My mother cooks fish with....
   a. Bowl c. Spoon
   b. Plate X Pan
7. I need .... and spoon to eat.
   X Plate c. Bowl
   b. Glass d. Pan
8. My father sat while reading the newspaper in ...
   a. Table c. Window
   b. Cupboard X Chair
9. We watch cartoon, news, and advertisement in....
   a. Radio c. Fan
   X Television d. Dispenser



10. She needs .... to clean the floor.
    a. Fan c. Table
    X Broom d. Paper
11. I want to borrow some books in the library. I must show...first.
    a. Library card X Pocket
    b. Megazine d. Handphone
12. Rina needs some booksto do her homework. She looked for the books on the...of library.
    a. Megazine X Locker
    b. Bookshelf . d. Chair
13. I have to delete the wrong writing in the book using...
    a. Bag X Eraser
    b. Pen d. Boardmarker
14. My teacher writes the lesson using boardmarket in the ...
    a. Chair c. Whiteboard
    b. Table X Cupboard
15. I look my bathroom is dirty, so I clean it using....
    X Brush c. Broom
    b. Mirror d. Bucket
16. We can get information about announcement of competition in the...
    X Tree c. Flag
    b. Floor d. Wall megazine
17. Teacher: "Your hand is injured"
    Dicky : "Yes, miss. I feel off the stairs"
    Teacher: "I will take .... to cover you"
    a. Bandage c. Book
    X Glue d. Pen

Look at the picture below to answer question 17-18



18. What do you find in this picture?
    X Bed, chair, and, door X Bed, table, and pillow
    b. Chair, curtain, and lamp d. Bed, curtain, and window
19. How many bed in the picture?
    a. Four X Two
    b. Five d. Three
20. Every Monday we do the flag ceremony the flag on....
    a. Class X Field
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21. I am a mammal. I have soft fur and two nice eyes. There are many pe ople love me because I am cute animal. Who am I?
    a. Chicken X Cat
    b. Fish d. Goat
22. Fish is one animal in the world. It has fins all over its body. It lives in the...
    X Air c. Hill
    b. Sea d. Mainland
23. My cousine has a bird. The name of bird is Bima. It always flies in the air. It has 2 legs and 2 eyes. It also has wings, and eggs. It uses ... to get the food it eats.
    X Beak c. Foot
    b. Eyes d. Head
24. Choose the best answer of the characterisrics of goat below.
    a. It has 4 legs, horned, and fins X It has 4 legs, milk, and fins
    b. It has 2 legs, horned, and beak d. It has 4 legs horned,and fur
25. I can produce a lot of eggs. It has variation fur such as black, white, and brown. It can not fly in the air and it is including poultry. What is name of the animal?
    a. Goat X Chicken
    b. Cat d. Fish

Name : Dini Sari Putri
Class : I
Mata Pelajaran : Bahasa Inggris

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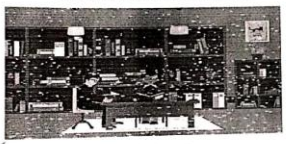
Choose (A) a, b, c, d for the correct answer!

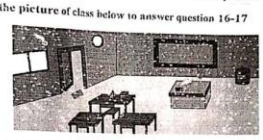
1. I am going to take a bath. I need ... to get water.
   a. Pan c. Glass
   b. Scoop d. Plate
2. Ilham: "Do you have ..., mom? I want to clean my tooth, but I don't find it here."
   Mother: "Yes, I do dear. I will take it".
   a. Soap c. Detergen
   b. Toothpaste d. Shampoo
3. The thing that used to cover the window is....
   a. Curtain c. Picture
   b. Door d. Rug
4. Nacum ... in my living room every two days.
   a. Fan c. Carpet
   b. Floor d. Table
5. The room is dark. So, I turn on the....
   a. Television c. Stove
   b. Radio d. Lamp
6. My sister asks me to put meatball on the...
   a. Bowl c. Glass
   b. Spoon d. Plate
7. Yanty cuts the vagetable by using....
   a. Spoon c. Knife
   b. Fork d. Pan
8. My family and I always take a dinner together in my house. We usually eat in the....
   a. Bed room c. Yard
   b. Kitchen d. Dining table
9. Her aunty uses... to cook brown toast.
   a. Rice cooker c. Dispenser
   b. Refrigerator d. Stove
10. .... is the place if we want to look ourselves.
    a. Cupboard c. Wall
    b. Mirror d. Paper

Look at following picture to answer 10-11



11. What do you find the objects in the picture?
    a. Books, vases, table, and chair c. Table, chair, books, and clock
    b. Lamp, door, globe, and table d. Globe, books, picture, and glass
12. How many vase that you find in that picture?
    a. One c. Three
    b. Two d. Four
13. I write my task in the exercise...
    a. Whiteboard c. Wall
    b. Bag d. Book
14. Ferdy wants to know Asia's position in the world. So, he looks at....
    a. Wall c. Globe
    b. Whiteboard d. Bag
15. The teacher asks us to throw the trash in the...
    a. Table c. Trash box
    b. Window d. Cupboard

Look at the picture of class below to answer question 16-17



From the picture, I get some things...

16. a. Board, clock, calendar, and book c. Board, window, picture, and cupboard
    b. Cupboard, book, pen, and clock d. Board, window, door, and clock
17. a. 2 tables and 3 chairs c. 4 tables and 3 chairs
    b. 4 tables and 2 chairs d. 4 tables and 4 chairs
18. ... is flying in the middle of field because of wind.
    a. Table c. Chair
    b. Flag d. Tree
19. The teacher uses ... to finish his material lesson
    a. Laptop c. Table
    b. Bag d. Chair

Read the description text below to answer questions 20-23

My Pets

In my house, I have some pets. They are cat, bird, and fish. First is cat, the cat is cute with white colour. Its whole body is covered with soft...(20). It has long tail and round head. Its four ...(21) have some sharp claws by which it can kill easily the rats. Second is bird. I bought it in the bird market 2 months ago. It has 2 eyes, 2 legs, variation colour, and beaks. It uses ... (22) to fly in the air. The last is betta fish. It is very active. I put in in jar and place it on the small aquarium in my bedroom. The body has variation colour of fin, blue and black, it uses ... (23) to breathe.

20. a. Fins c. Fur
    b. Horn d. Wing
21. a. Head c. Leg
    b. Fur d. eye
22. a. Fur c. Hand
    b. wing d. Fin
23. a. Fin c. Horn
    b. Gill d. Fur

Look at the picture of animals below to answer the questions

24. The hen has a ... under its beak and the goat has ... above its head.
    a. Eyes and horns c. Nose and mouth
    b. Comb and horns d. Leg and nose
25. What are the dominant colour of the animals in the picture?
    a. White hen and black goat c. Black goat and black hen
    b. Red goat and white hen d. Purple hen and black goat

Name : DAVA SYAHPUTRA

Class : I

Mata Pelajaran: Bahasa Inggris

84

Choose (x) a, b, c, d for the correct answer!

1. I am going to take a bath. I need .... to get water.
   a. Pan
   b. Scoop
   c. Glass
   d. Plate

2. Hasan: "Do you have ..., mom? I want to clean my tooth, but I don't find it here."
   Mother: "Yes, I do dear. I will take it".
   a. Soap
   b. Toothpaste
   c. Detergen
   d. Shampoo

3. The thing that used to cover the window is....
   a. Curtain
   b. Door
   c. Picture
   d. Rug

4. I vacum ... in my living room every two days.
   a. Fan
   b. Floor
   c. Carpet
   d. Table

5. The room is dark. So, I turn on the....
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   b. Radio
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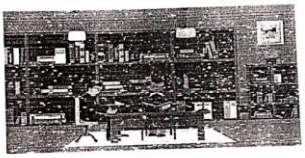

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    c. Table, chair, books, and clock
    d. Globe, books, picture, and glass

12. How many vase that you find in that picture?
    a. One
    b. Two
    c. Three
    d. Four

13. I write my task in the exercise...
    a. Whiteboard
    b. Bag
    c. Wall
    d. Book

14. Ferdy wants to know Asia's position in the world. So, he looks at....
    a. Wall
    b. Whiteboard
    c. Globe
    d. Bag

15. The teacher asks us to throw the trash in the...
    a. Table
    b. Window
    c. Trash box
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Look at the picture of class below to answer question 16-17

From the picture, I get some things...

16. a. Board, clock, calendar, and book
    b. Cupboard, book, pen, and clock
    c. Board, window, picture, and cupboard
    d. Board, window, door, and clock

17. a. 2 tables and 3 chairs
    b. 4 tables and 2 chairs
    c. 4 tables and 3 chairs
    d. 4 tables and 4 chairs

18. .... is flying in the middle of field because of wind.
    a. Table
    b. Flag
    c. Chair
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19. The teacher uses ... to finish his material lesson
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Read the description text below to answer questions 20-23

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20. a. Fins
    b. Horn
    c. Fur
    d. Wing

21. a. Head
    b. Fur
    c. Leg
    d. eye

22. a. Fur
    b. wing
    c. Hand
    d. Fin

23. a. Fin
    b. Gill
    c. Horn
    d. Fur

Look at the picture of animals below to answer the questions

24. The hen has a ... under its beak and the goat has ... above its head.
    a. Eyes and horns
    b. Comb and horns
    c. Nose and mouth
    d. Leg and nose

25. What are the dominant colour of the animals in the picture?
    a. White hen and black goat
    b. Red goat and white hen
    c. Black goat and black hen
    d. Purple hen and black goat

Appendix VII

Documentation

The students did pre test and post test

The reseacher delivered the material

The students were doing exercise

The students memorized the words in front of class

The reseacher guided the students

Each group presented their work to other group

Appendix VIII

Research Permit

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-8646/ITK/ITK.V.3/PP.00.9/07/202022 Juli 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Pesantren Modern Darul Ihsan Hamparan Perak

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	**: Dinda Jauhara Hs**
NIM	**: 0304161043**
Tempat/Tanggal Lahir	**: Medan, 16 April 1997**
Program Studi	**: Pendidikan Bahasa Inggris**
Semester	**: VIII (Delapan)**
Alamat	**: Jl Perhubungan Dusun 9 Desa Bandar Setia Kec. Percut Sei Tuan Kab. Deli Serdang**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Pesantren Modern Darul Ihsan Hamparan Perak, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Beyond Center and Circle Time Method on Students' Vocabulary Mastery

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

Medan, 22 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

Appendix IX

Paper of Reply Permit

MADRASAH TSANAWIYAH
PESANTREN MODERN DARUL IHSAN
HAMPARAN PERAK
NPSN : 69853591 Email : darulihsan98@yahoo.com NSM : 121212070121
Sekretariat : Jl. H. Mustafa Kamil, Desa Selemak, Kecamatan Hamparan Perak, Deli Serdang, Sumatera Utara. Hp. 081396449996

SURAT PERNYATAAN

Nomor : 133/Ka.MTs/PMDI/VIII/2020
Perihal : **Balasan Permohonan Izin Penelitian**

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara
Di
Tempat

Dengan hormat,

Yang bertanda Tangan dibawah ini :
Nama : Jainul Imran, M.Pd.I
Jabatan : Kepala Madrasah Tsanawiyah PMDI

Sehubungan dengan surat saudara pada tanggal 22 Juli 2020 perihal perizinan tempat penelitian dalam rangka penyusunan skripsi mahasiswa atas :

Nama : Dinda Jauhara Hs
NIM : 0304161043
Program Studi : Pendidikan Bahasa Inggris
Tempat Tanggal Lahir : Medan, 16 April 1997

Telah kami setujui untuk melaksanakan penelitian pada Madrasah kami sebagai syarat penyusunan Skripsi dengan judul :

The Effect Of Beyond Center and Circle Time Method on Students' Vocabulary Mastery at MTs Darul Ihsan Hamparan Perak

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Billahii Fii Sabilil Haq Fastabiqul Khairat.
wassalamu'alaikum warahmatullahi wabarakatuh.

Hamparan Perak, 10 Agustus 2020
Kepala Madrasah Tsanawiyah PMDI

Jainul Imran, M.Pd.I

Tembusan :
- **Administrasi Sekolah**
- **Yayasan Bina Mulia Insani Selemak**