THE EFFECT OF SEMANTIC MAPPING STRATEGY ON STUDENTS'
VOCABULARY MASTERY AT MTs NURUL HAKIM MEDAN

A THESIS

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

By :

SRI NGENNANA
03.04.16.21.21

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2020

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FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2020

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Lampiran	: -	Kepada Yth,
Prihal	: Skripsi	Bapak Dekan Fakultas Tarbiyah
	a.n. **Sri Ngennana**	dan Keguruan UIN Sumatera Utara
		di-
		Tempat

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara

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Judul	: **THE EFFECT OF SEMANTIC MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT MTs NURUL HAKIM MEDAN**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Demikian kami sampaikan, atas perhatiannya, kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb.

Medan, 31 Agustus 2020

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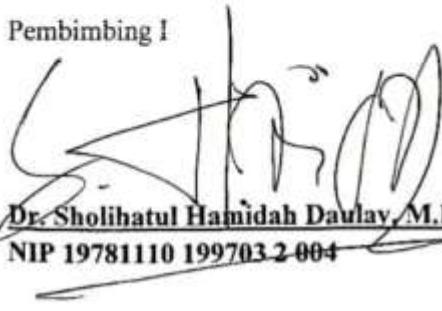
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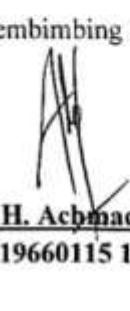
Drs. H. Achmad Ramadhan, MA
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Skripsi yang berjudul : **"THE EFFECT OF SEMANTIC MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT MTs NURUL HAKIM MEDAN"** oleh **Sri Ngennana** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Judul   : **THE EFFECT OF SEMANTIC MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT MTs NURUL HAKIM MEDAN**

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

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

Medan, 31 Agustus 2020

Yang membuat pernyataan

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Sri Ngennana

ABSTRACT

THE EFFECT OF SEMANTIC MAPPING STRATEGY ON STUDENTS' VOCABULARY MASTERY AT MTs NURUL HAKIM MEDAN

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Keyword : vocabulary, students , mastery, semantic mapping strategy

This research was supposed to know the effect of Semantic Mapping Strategy in the students' vocabulary mastery which was obtained from students of eighth grade at MTs Nurul Hakim Medan. The method that used was the quasi research design. The population of this study was eighth grade students of MTs Nurul Hakim Medan. In taking the sample of this research, the researcher took all of the population of eighth grade , there are two classes and divided them as experiment and control class. There were 28 students in the experiment class and 30 students in control class. The researcher taught the experiment class by using the Semantic Mapping strategy and taught the control class by using conventional method. The researcher used pre-test, treatment, and post-test. The experiment class increased 14.09 points, from 37.27 to 51.36 while the control class increased 12,4 points from 49.8 to 62.2 point. By calculated by used SPSS V21, in post test of experiment and control class, the researcher found that the value of Sig. in T-Test (2tailed) was 0,002. It was lower than 0,05 (0,002<,0.05), so there was a significant different between the experiment class and control class. In other words, the students' achievement in vocabulary mastery is more effective by using Semantic Mapping Strategy than conventional strategy.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is one of the main components of learning a language that the learners have to know. Vocabulary is words in a particular language that have meaning in which things, acts and ideas that convey detail information. It will be impossible to learn a language without possessing vocabulary competence since learners in a particular language, such as English, because they will not assign a certain meaning to communicate with others.[1]

Commonly, Vocabulary can be described as terms that we need to learn for effective communication; words in speech (expressive vocabulary) and words in listening (receptive vocabulary)[2]. More vocabulary that the learners use in language learning, the more they can understand what they're learning . The more vocabulary they have, the more effective they will be in expressing their thoughts in written or spoken form. It means that, mastering vocabulary for students is one of the most important thing in language learning before go deep into other skills.

As a foreign language, Indonesian's students especially junior high school students find it difficult in learning English vocabulary because the language is different with their mother tongue. The difficulty that they found

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[1] Indriarti.(2014).The Effectiveness Of Semantic Mapping Strategy To Improve Students` Vocabulary Mastery. *Journal of English Language Teaching,3(1).*

[2] Neuman, S. B., & Dwyer, J. (2009).Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher, 62*(5),DOI :10.1598, p:385

is in memorizing and increasing their vocabulary. As a result, their weakness in memorizing and increasing the vocabulary had an impact on their mastery of English. If students are lacking of vocabulary mastery, then their minds will find it difficult to express ideas and have difficulty to use English in their daily lives.[3]

Other reason of students are lacking in mastering English vocabulary is the teaching strategies of teachers who use conventional study that does not make students challenged to learn vocabulary independently and thoroughly. During this time, students are taught to depend on vocabulary knowledge that only exists in their textbooks. As a result, students are less exploring in their vocabulary knowledge and they are passive in learning vocabulary.[4]

Furthermore, it is a major challenge for teachers to consider effective and efficient strategy to teach vocabulary so that they can help students properly to memorize words and boost their vocabulary efficiency. Nonetheless, the purpose of teaching vocabulary should provide students with the ability to distinguish the meaning of words and promote the use of the words rather than just knowing the meaning.[5]

In addition, based on the writer's experience during observation before, the writer found that most students had low score in English task about vocabulary and when I asked them a simple question about vocabulary in English they could not answer that. The indicates is students do not understand

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[3] Wiwiek Sundari.(2018). The Difficulties of Learning English for the Basic English Learners. *Journal of Cultural, Literary, and Linguistic Studies2(1)*.p-34-35.
[4] *Ibid*.p-35.
[5] *Ibid*.p-36.

the meaning of the words in English and their vocabulary is restricted to understand the meaning of the words in the text and they do not know the meaning of the use of the term. The teaching and learning process did not work well because the students find it hard to comprehend, memorize, articulate the phrases, and make the students quiet or passive in the classroom.

Based on the problem, the writer started looking for ways and strategies that enhance students' vocabulary mastery. Writer found that one of the strategies that can be used to teach vocabulary is a semantic mapping. Semantic mapping is one of the most effective strategy to vocabulary instruction because it involves students in learning about word relationships[6]. This strategy enhances the successful discovery of word relationships by students, and thus brings them to a deeper understanding of word meanings by improving their word-related intellectual awareness.

The semantic mapping strategy allowed students to learn not only to know the vocabulary but also the way of the meaning of language can be conveyed. Semantic mapping could also be useful to students specifically in learning English. From the point of view in learning students would get constant exposure to how essential ideas are articulated.

Based on the explanation above, it is relevant to use Semantic Mapping strategy in teaching vocabulary for junior high school students. For that reason, this research entitled **"The Effect Of Semantic Mapping Strategy On Students' Vocabulary Mastery at MTs Nurul Hakim".**

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[6] Graves, M.(2008). Instruction on individual words: One size does not fit all. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about vocabulary instruction* , Newark, DE: International Reading Association.p:56

B. The Identification of the Problem

Based on what the writer writes in the background of the study, the writer found several problems. The problems as follows:

1. The students' have learnt to understand the meaning and the use of the vocabulary, but most of the students still not competent in memorizing and increasing vocabulary, especially in the content words category.

2. The students' have been taught to learn vocabulary only through text books that makes them do not explore more in their vocabulary knowledge and they are passive in learning vocabulary.

3. The teacher has used several learning strategies in the classroom but it is not able to help students in mastering vocabulary.

C. The Limitation Of the Problem

Based on the identification of the problem above, there some factors influence the students' vocabulary mastery. Therefore, the research focuses on the students' vocabulary mastery in English by using Semantic Mapping Strategy.

D. The Research Question

Based on the background of the study, the general question of this research "Is there any significant effect of semantic mapping strategy on students' vocabulary mastery at MTs Nurul Hakim Medan?"

E. The Objective of the Study

The objective of the study is to derive whether there is a significant effect of Semantic Mapping strategy on students' vocabulary mastery at MTs Nurul Hakim Medan.

F. The Significance of the Study

The finding of this research is expected to useful for :

1) The English teacher as an input to increase their ability in teaching vocabulary ,

2) The principal as an input to improve the quality of teaching ,

3) The other research , this can be used as a reference in conducting the same research for obtaining better research.

CHAPTER II

LITERATURE FRAMEWORK

A. Theoritical Framework

In conducting a research, theories are needed to explain some concept in the research concern. The definitions that are used need to be explained in order to get some understanding on the application in the some areas.

1. Vocabulary Mastery

Mastery derives from the term 'master' which means gaining complete knowledge by learning to become qualified or professional in the use of it. According to Mosher, mastery only reaches a certain level of understanding about certain content, while competence represents the ability to apply what has been mastered.[7] It means that mastery is not only to master and understand something, but also competent in using it. Oxford English Dictionary defines mastery as extensive knowledge or expertise in a given subject or practice.[8] This mastery is a construct that can be inferred on a group of things or task related to a particular idea, ability, or subject from observable results.

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[7] Mosher, B. (2007). *Is your learning about mastery or competency?* Chief Learning Officer. Retrieved http://clomedia.com/articles/view/is_your_learning_about_mastery_or_competency. p.1

[8] Oxford Dictionary, (2008), Oxford Learner's Pocket Dictionary, New York: Oxford University Press. p. 54.

Based on the above explanations that mastery is the thorough understanding of the subject to be studied and something experienced of the particular subject or behavior that qualified.

According to Kamil and Hiebert, generically, vocabulary is about the knowledge of meanings of words[9]. Vocabulary is something that must be mastered to understand the meaning of a word. They also divided two types of vocabulary: active vocabulary and passive vocabulary.

Active vocabulary is used in speech or writing and consists of words that come to a person's mind immediately when someone need to make a spoken or written sentence. Passive (receptive) vocabulary is known or they have taught about it in their mind but not used by a person.[10] People understand it when it is heard or read.

According to Thornbury, without vocabulary, nothing can be conveyed and there will be no meaningful value that can be transferred to others in the communication [11]. Also, it helps the learners to understand the message of learning language. So, vocabulary is a fundamental element in learning a language, occupies a significant role for language learners.

Based on the definitions above it can be concluded that vocabulary is a group of words that contain meaning and the fundamental elements in

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[9] Michael L. Kamil and Elfrieda H. Hiebert. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice.* New Jersey*:* Lawrence Erlbaum Associates, Inc., Publishers.p:3

[10] Ibid,p.5

[11] Scott Thornbury. (2002). *How to Teach Vocabulary*. Edinburgh: Pearson Education Limited.p.13

learning language. Related to the vocabulary, Allah the Almighty has mentioned in AlQur'an as follows:

$$\text{وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِن كُنتُمْ صَادِقِينَ (٣١) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۖ إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ (٣٢)}$$

Meaning: *"And He taught Adam all the names (of everything), then he showed them to the angels and said, "Tell Me the names of these if you are truthful. They (angels) said: Glory be to You, we have no knowledge except what you have taught us. Verily, it is You, All-Knower, the All-Wise"* (Qs. Al-Baqarah: 31-32)[12]

This verse is related to vocabulary learning. Someone who does not see the meaning of the vocabulary, will get difficulty understanding in spoken or written, reading and listening to other people. Therefore, vocabulary mastery is needed to increase the ability of students in understanding words.

It can be concluded that vocabulary mastery is the competence of having a list or set of words that form a language that may be used by certain people, classes, or professions.

[12] Feras Hamza. (2007), *Tafsir al-Jalalayn*. Jordan: Royal Aal al-Bayt Institute for Islamic Thought, p. 7-8 .

Kinds of Vocabulary

In learning vocabulary that found some kinds of vocabulary. So, in this study will be explained one by one below:

Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary is larger than productive vocabulary. .Receptive vocabulary as language items that can only be recognized and in the context of reading and listening material. It can be aside that receptive vocabulary is words that cannot be generated correctly but implements reading and listening activities and this requires the reader to associate labels as in reading or listening.

Productive Vocabulary (Active Vocabulary)

Productive vocabulary becomes a language item that students can remember and use appropriately in speech and writing.[13] It is similar to expressive vocabulary. A person's productive vocabulary, including when, how a word is, how to write and spell it, and using correct grammatical patterns with words that are usually stacked.

Judy stated that[14] , there are four types of vocabulary which must be known and mastered for any skill, such as reading vocabulary, speaking vocabulary, listening vocabulary and writing vocabulary. They are: (1) Reading vocabulary are the words that we understand when we read the

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[13] Ibid, p, 65

[14] Judy K Montgomery. (2007). *The Bridge of Vocabulary : Evidence Based Activities for Academic Success.* San Fransisco: NCS Pearson . p, 119

text. We can read and understand many words that we don't use in our speaking or other activity. (2) Speaking vocabulary is the word we use when we speak. (3)Listening vocabulary is the word heard and understand. (4) Writing vocabulary the word we can express when we write something.

2. Semantic Mapping Strategy

Mapping is defined as a diagram that illustrates the ideas to find connections in making the new idea in people's mind. One kind of mapping is semantic mapping. According to Antonnaci in Amoush, he states that semantic mapping is a visual illustration of knowledge, a picture of conceptual relationship[15]. It is a graphic illustration that can help students to memorize and connecting the word or vocabulary.

Allen[16] states that the teacher starts the semantic mapping activity by giving words or concepts to be studied and students will do the brainstorming about characteristics, attributes, related words and ideas, and examples of certain words.

As quoted in Akyun[17] , Marriane explains that it involves drawing a diagram of the relationship between words according of their use in a

[15] Kholoud Hussein Amoush. (2012) . The Effectiveness of Using Semantic Mapping strategy on Reading Comprehension of Jordanian University Student. *Interdisciplinary Journal of Contemporary Research in Business, 4*(6), p:715.

[16] Janet Allen. (2007). *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*. Portland: Stenhouse Publishers.p.97

[17] Durotu Akyun. (2014). Improving Students' Reading Comprehension Ability in Recount Text by Using Semantic Mapping of the Eight Grade at SMPN 1 Durenan in the Academic Year 2013/2014. Tulungagung: State Islamic Institute (IAIN) Tulungagung.p.20

particular text. Semantic Mapping has a goal , that is to make students understand a text or word in depth and be able to relate each of its meanings and also it can make teacher teach in the class easily.

In addition, Dilek and Yuruk state that semantic mapping is a process for creating a visual display of categories and their relationship[18]. It is a context of information in graphic form. It is a strategy that can lead students to make connection of a new words to their own experiences and prior knowledge.

From the above definition, it can be concluded that semantic mapping is a graphical arrangement designed to show how the concepts of can relate to one another. It can be an activating student background knowledge.

The Types of Semantic Mapping Technique

Star

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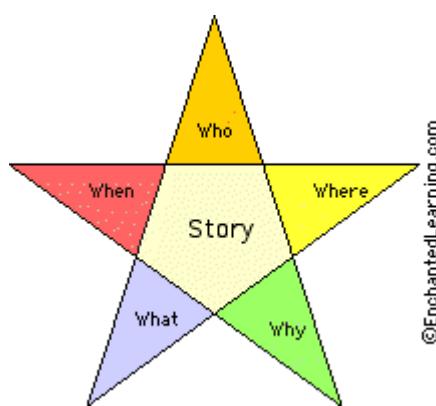
[18] Dilek, Yesim and Yuruk, Nurcihan. (2012). Using Semantic Mapping Technique in Vocabulary Teaching at Pre-intermediate Level. *Procedia - Social and Behavioral Sciences*,*70*(2013), doi: 10.1016/j.sbspro.2013.01.221. p.1533

Usually, it is using for basic brainstorming about a subject or in the main features of a theme. The Star diagram can be used for narrative text.[19]

Spider

A Spider map is used to analyze a certain theme or topic, allowing students to arrange their thoughts.

Chain

It is a graphic to describes the stages or steps of the process. The student must be able to define the first phase of the process.

[19] Enchanted Learning, *Graphic Organizers*, on July , 2020, at 22.38 p.m., cited from (www.Enchantedlearning.com).

With this graphic, students can understand or make a phase or steps in some activity. It can be used in learning procedure text[20]

Vocabulary Map

Vocabulary maps are graphic that can help students learn new vocabulary or words. With each new term in vocabulary, the student writes the term, its description, its part in expression (noun, verb , adjective , adverb, etc.), a synonym, an antonym, draw an illustration that explains the overall meaning of the word, and writes a simple sentence using that word by the students' own. The witer focuses on vocabulary map because vocabulary map is the appropriate forms of semantic mapping in the material of this study. The material that is used by the writer is greeting card. Here the example of using vocabulary map as follows:

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[20] Enchanted Learning, *Graphic Organizers*, on July , 2020, at 22.38 p.m., cited from (www.Enchantedlearning.com).

Picture	Use It :	Related
	• As a Noun • We use it after possessive adjective or possessive pronoun	words/Ideas: Alumnus , farewell

Word :

Graduation

Example	Definition in your own
This is your graduation!	Event when someone finish their study.
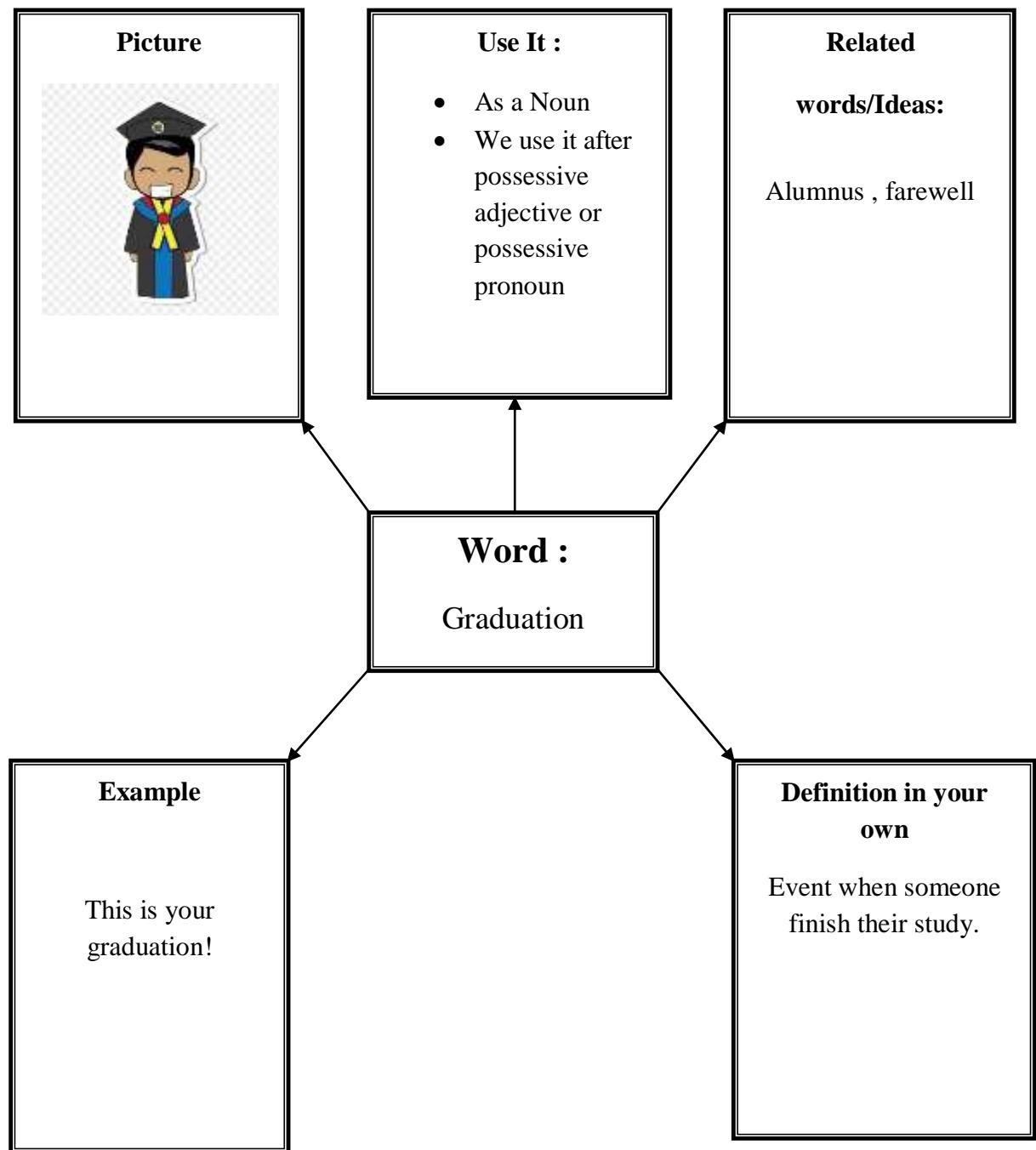
FIGURE 2.1

The Principles of Using Semantic Mapping Strategy

Semantic mapping works with any word, concept, phrase, event, character, or theme. Vacca and Vacca[21] mentions that a semantic map has three basic principles:

a. Main concept. The concept (stated as key word or phrase), which as the main focus of the map. All the ideas of the students for the map are related in some ways to the main question or concept.

b. Thread. The thread of ideas that arrange by the students can help clarify the question or explain the concept.

c. Supports. The details or inferences that are related and can support or clarify the strands one from another.

The Procedures of Semantic Mapping

The procedures of semantic mapping in the classroom may be divided into five phases in general. Those are introducing the topic, brainstorming, categorization, personalizing the map, and post-assessment synteshis by Zaid in Dilek and Yuruk[22]., The phases are explained below:

a. Introducing the topic: The teacher needs to draw a large oval in a middle of whiteboard about the material or the tittle of a text that students will learn.

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21 Vacca, Richard T. and Jo Anne L. Vacca. (1998). *Content Area Reading: Literacy and Learning Across the Curriculum*. United States: Longman. p.404

22 Dilek, Yesim and Yuruk, Nurcihan. (2012). Using Semantic Mapping Technique in Vocabulary Teaching at Pre-intermediate Level. *Procedia - Social and Behavioral Sciences*, 70(2013), doi: 10.1016/j.sbspro.2013.01.221.p.1537.

b. Brainstorming: The teacher asks a question to the students that relate with the topic that they will learn, in here, students will be asked to think about what they know or their prior knowledge about the topic.

c. Categorization: The teacher supports the students to make connections among their idea. In this phase, according to Zaid in Dilek and Yuruk[23] students categorize and set examples and they also learn to compare and contrast, cause and effect relationships and make inferences. This section can also called as the pre-assignment.

d. Personalizing the map: This is the key concepts of the map ,after each student makes his/her own map, students decide what to add or eliminate from the map they have created.

e. Post- assignment synthesis: The last part of this procedure is used to record the students' suggestion from their personal maps on the pre assignment. After that, the whole class decides the final shape of the map.

The Advantages of Semantic Mapping

According to Zahedi and Abdi[24], the advantages of using semantic mapping in teaching vocabulary are:

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[23]Ibid, p.1538.

[24] Y. Zahedi. & Abdi,M. (2012).The Effect of Semantic Mapping Strategy on EFL Learners' Vocabulary Learning,*Procedia-Social and Behavioral Sciences*,69(24),p.2274

Ensuring Better Vocabulary Retention

Enhancing Interaction and Collaboration

Fostering Learners' Independenceand Self-confidence

Addressing Learners' Different Learning Styles

Creating Meaningful Vocabulary Learning

Overcoming Vocabulary Learning Difficulties

The Disadvantages of Semantic Mapping

According to Baleghizadeh and Yousefpoori[25], the disadvantages of using semantic mapping are:

Shackling Learners' Imagination and Creativity

Interference among Semantically-Related Words..

Student with limited prior knowledge may fail to implement it properly or to apply to what they read.

3. Conventional Study

The conventional study is a form of presenting teaching materials through lighting and oral speech by the teacher to students about a material or a topic. This is a learning process that use the lecture method, attention is

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[25] Baleghizadeh, S. &Yousefpoori M, (2011).Enhancing Vocabulary Retention through Semantic Mapping:A Single-Subject Study, *The International Journal - Language Society and Culture*,32,p.13

focused on the teacher while students only accept passively.[26] This method is only suitable to be used to convey information, to provide an introduction and to convey material relating to definitions or concepts. In addition, the lecture method will be effective when used to deal with a large number of students, and the teacher can provide motivation or motivation to learn to students to participate in teaching and learning activities. The role of students in the lecture method is to listen carefully and record important points raised by the teacher.

B. Related Study

1. Atika Arfah Nasution. (2018). The Effect of Choral Repetition Technique towards The Students' Vocabulary Mastery at Smp IT Nurul Fadhilah Bandar Setia. The research aims to find the effectiveness of choral repetition Technique on Students' Vocabulary Mastery which was observed and analyzed from students of seventh grade at SMP IT Nurul Fadhilah. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of SMP IT Nurul Fadhilah.the use of choral repetition technique in teaching vocabulary give effect in improving toward the students' vocabulary mastery.

2. Indriarti. (2014). The Effectiveness Of Semantic Mapping Strategy To Improve Students` Vocabulary Mastery. The purpose of this study was to investigate the effectiveness of semantic mapping strategy to improve students` vocabulary mastery. The research design of this

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[26] Haidir dan Salim. *Strategi Pembelajaran*. (2012). Medan:Perdana Publishing. p. 103

study was a quasi experimental design. The population was the seventh grade students of SMP Negeri 4 Batang in the academic year of 2013/2014. The samples consisted of 72 students, which divided into two groups, they were experimental group and control group. In order to collect data about students' vocabulary mastery improvement and responses toward the implementation of semantic mapping strategy, the writer used vocabulary test and questionnaire. During the treatment, students in experimental group used semantic mapping strategy, while students in control group used wordlists strategy. Based on the result of this study, the writer concluded that semantic mapping strategy is more effective to be implemented in teaching vocabulary to improve students` vocabulary mastery than wordlists strategy.

C. Conceptual Framework

Vocabulary is a group of words that contain meaning and as the fundamental elements in learning language. Learning a language cannot be centered only on learning vocabulary, but anyhow that is no matter how good the students in grammar or communication, without words to express meanings, all of them are just useless.

Semantic mapping is agraphic representation of categories of information and relate to each other; that can help the students to master the words or vocabulary and their connection easily.

D. Hypothesis

Hypothesis is an important part in this research. It may be defined ideas that are suggested as possible explanation of facts of the research. In this research, the writer makes the hypothesis:

H_a : There is an effect of using semantic mapping strategy to the students' vocabulary mastery.

H_0 : There is no an effect of using semantic mapping strategy to the students' vocabulary mastery.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The research was conducted in MTs Nurul Hakim at Jl. Moh. Yakub Lubis No.51, Tembung, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371. It was carried out at Eighth grade students of MTs Nurul Hakim. This study was conducted in quasi-experiment research design with pre-test and post-test design. The design was applied in order to investigate the effect of using semantic mapping strategy to the student's vocabulary mastery. This research consists of two different groups, namely experiment group and control group. The experimental was taught by using semantic mapping strategy strategy and control group was taught without using semantic mapping strategy or conventional study. Both of group was given pre-test and post-test with the same material and test. The research design can be figured as following:

Table 3.1

Test Experimental Design

Group	Step I	Step II	Step III
Experimental	Pre-test	Semantic mapping treatment	Post-Test
Control	Pre-test	Non semantic mapping	Post-Test

35

B. Population and Sample

Population is a set (collection) of all elements processing one or more attributes of interest.[27] Population is the generalization area which consist of object and subject that has the quantity and particular characteristics settled by the researcher.[28] The population of this research was the eighth grade of MTs Nurul Hakim Medan which consist of two classes. Total numbers of population are 58 students and was divided into two groups or classes.

Table   3.2

Number of Population

Class	Number
VIII-A	28
VIII-B	30
Total	58

Sampling is the process by which a relatively small number of individual or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which was selected.[29] The sample for this research was taken from the whole population. Arikunto states that If the population is less than 100,

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[27] Suharsimi Arikunto. (2006). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta. P. 130

[28] Syahrum and Salim. (2016). *Metodology Penelitian Kuantitatif*. Bandung: CitaPustaka Media. p.113.

[29] Lokesh Koul. (2002). *Methodology Of Educational Research*. New Delhi: Vikas Publishing House LTD. P. 115

then the sample can be taken entirely so that the research became population research[30].

Because of the seventh grade students consist of two clases, so in this research, the writer took all of the classes and divided them into two groups; 28 students of experimental group from VIII-A and 30 students of control group from VIII-B.

C. The Technique of Collecting Data

Technique of collecting data is the technique or methods that can be used by researcher for collecting the data. Data collection can be interpreted as research activities in order to gather a number of field data needed to answer the research or test hypotheses.[31]In this research it was used pre-test, treatment, and post- test.

1. Pre- Test

The pre-test was administered before treatment. The same pre-test was offered to experiment and control groups to examine students ' mastery of vocabulary. Both the experiment group and the control group were requested to respond to the experiments that had been given.

2. Treatment

The treatment was conducted after pre- test in the experimental group, the students were taught by applying semantic

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[30] Suharsimi Arikunto. (2006). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.p. 71.
[31] Hendryadi, 2016, Metode Pengumpulan Data,http://tepenr06.wordpress.com, Accessed on 3rd August 2020

mapping technique while control group, the students were taught by using conventional method. Both experimental and control group were taught with the same material.

3. **Post- Test**

Post- test was given after the treatment has been completed. It is aimed to get the mean scores of experimental group and control group. It is applied to know the effect of teaching presentation in both groups.

In scoring the test, the researcher use ranging 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S : Score of the test

R : Number of the correct answer

N : Number of the question

D. **Validity and Reliability**

1. Validity Test

Validity is a measurement that show the validity level of the instrument used. The valid instrument has the high level of validity and the

other hands, the instument that valid enough it means it has the low level of validity.

In the research we have known that the instruments given is valid valid or no by using SPSS v.21 the research used *Pearson Correlation*. The criteria of validity test are:

i. If Pearson Correlation $> r_{tabel}$ so the test is valid.

ii. If Pearson Correlation $< r_{tabel}$ so the test is not valid.

2. Reliability Test

Reliability is a measurement to know how far the measurement result still consistent. If the mensuration done twice or more to the instrument.[35] The questions of reliability is the assay tes by using *Cronbach's Alpha* in SPSS v.22. if the instrument is reliable, so it can conclude that :[36]

a) If $r_{hitung} > r_{tabel}$ so the test is reliable.

b) If $r_{hitung} < r_{tabel}$ so the test is not reliable.

After done the validity test, so the next step is reliability test for the instrument used. To measure the realibity a variable will be done by comparing the value Pearson Correlation with $r_{tabel,}$. If Pearson Correlation ($r_{hitung} > r_{tabel}$) so the instrument is reliable and if $r_{hitung} < r_{tabel}$ so the instrument is not reliable.

E. **The Technique of Data Analysis**

The writer used the data from students' tests to find out the result of students' vocabulary knowledge by using semantic mapping which is applied in the experimental class, then without semantic mapping in the control class. After all students' scores were obtained, next the writer conducted prerequisite data analysis: normality and homogeneity.

The normality test and homogeneity test were tested by using SPSS 21. After analyzing the normality test and homogeneity test, the writer used the T-test to find out the differences between students' scores that were taken from pre-test and post-test in experimental class and control class.

1.   Normality Testing

Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test was done by using Lilifors test. After getting L_o, it was compared to $L_t \alpha = 0,05$. The characteristic of Lilifors test is:

If $L_o < L_t$ = data is normal

If $L_o > L_t$ = data is not normal

2.   Homogeneity Testing

Homogenity test is done to know whether the sample is homogeneous or not. Homogenity test was done in this research is Levene test. After getting the F_o, it was compared to F_t −0,05. The characteristic of Levene test is:

If Fo<Ft = sample is homogenous

If Fo>Ft = sample is heterogeneous

3.   Hypothesis Testing

To find out whether the students' vocabulary mastery taught by semantic mapping Strategy is better than without semantic mapping, the result of the test was calculated by using t-test formula.

The formula is as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\dfrac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

Where:

Mx: the mean of experimental group

My: the mean of control group

dx^2: standard deviation of experimental group

dy^2: standard deviation of control group

Nx: the total number of experimental group

Ny: the total number of control group

Statistically, the hypotheses are expressed as a follow:

H_o : $\mu A = \mu B$

H_a : $\mu A > \mu B$

In which:

H_o = Null Hypothesis

H_a = Alternative Hypothesis

μA = Students" score in test, who are taught by semantic mapping strategy.

μB = Students" score in test, who are taught by conventional technique.

F. Statistical Hypothesis

The statistical hypotheses above means:

➢ If t-test (t_o) < t-table (t_t) in significant degree of 0.05 (5%), it means that H_a is rejected and H_o is accepted.

➢ If t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means that H_a is accepted and H_o is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

1. **Data Description**

The data of this research were obtained from the result of test from both of class, in order to see there is an effect of using semantic mapping strategy or not. The experimental class (VIII-A) and the control class (VIII-B). In the experimental class, the students were taught by using Semantic Mapping Strategy, then, in the control class, the students were taught without using Semantic Mapping Strategy.

In the experimental class, based on appendix I –appendix III(table of the result of pre test and post test in experimental class), there were two students who got the lowest score of pre test , the score was 25. Meanwhile there were two students also who got the highest score, it was 50. In the post-test, there were three students who got the lowest score of post test, the score was 20. In other hand, there were four students who got the highest score, it was 75. The mean score of pre-test was 37.27 and the mean score of post-test was 51.36. So, the mean of experimental class increased 14.09 points.

In the control class, based on appendix IV- appendix VI(table of the result of pre test and post test in control class), there were a student who got the lowest score of pre test, the score was 20, in the other hand, there were two students who got the highest score, it was 75. In

the post-test, the lowest score of post test was 35, meanwhile the highest score was 75, there were a student who got the lowest score and three students who got the highest score. The mean score of pre-test was 49.80 and the mean score of post-test was 62.20. So, the mean of cotnrol class only increased 12.40 points.

Based on explanation above, The increased of total point of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

2. **Analysis of Data**

a. **Normality Test**

1. **Normality Test of Experimental Class**

The researcher used the *Shapiro-Wilk* in normality test because the sample or the data was less than 50. Based on appendix (normality test of pre-test of experimental class), the significance of normality of pre-test score of experimental class in *Shapiro-Wilk* was 0,253 (p>0.05). So, it could be claimed that it was normally distributed. The figure can be seen:
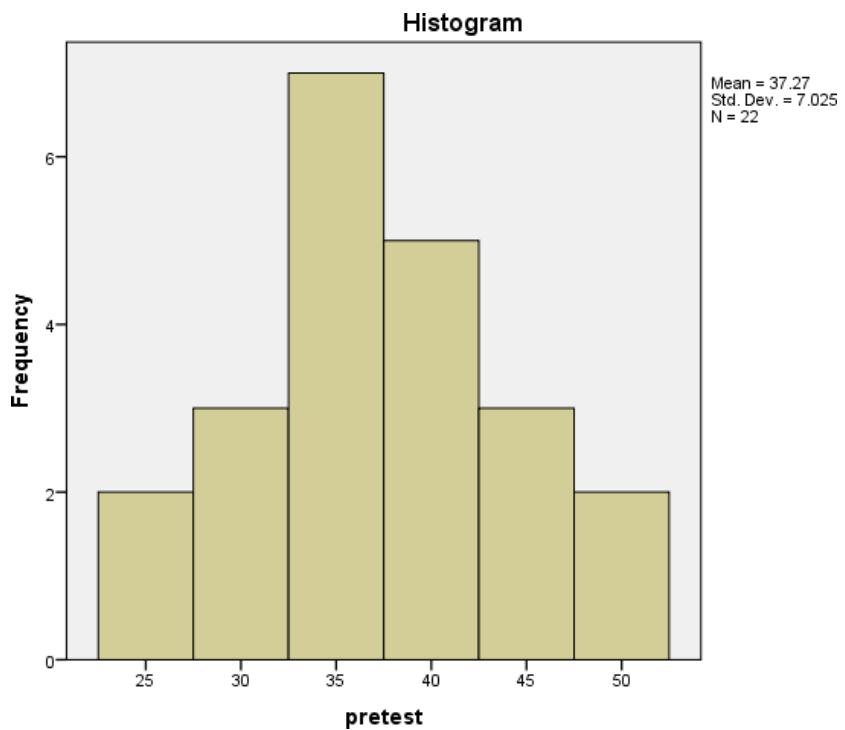
Figure 4.1

Pre Test of Experimental Class

Then, based on appendix (normality test of post-test of experimental class), the significance of normality of post-test score of experimental class in *Shapiro-Wilk* was 0,335 (p>0.05). So, it could be claimed that it was normally distributed. The figure can be seen:
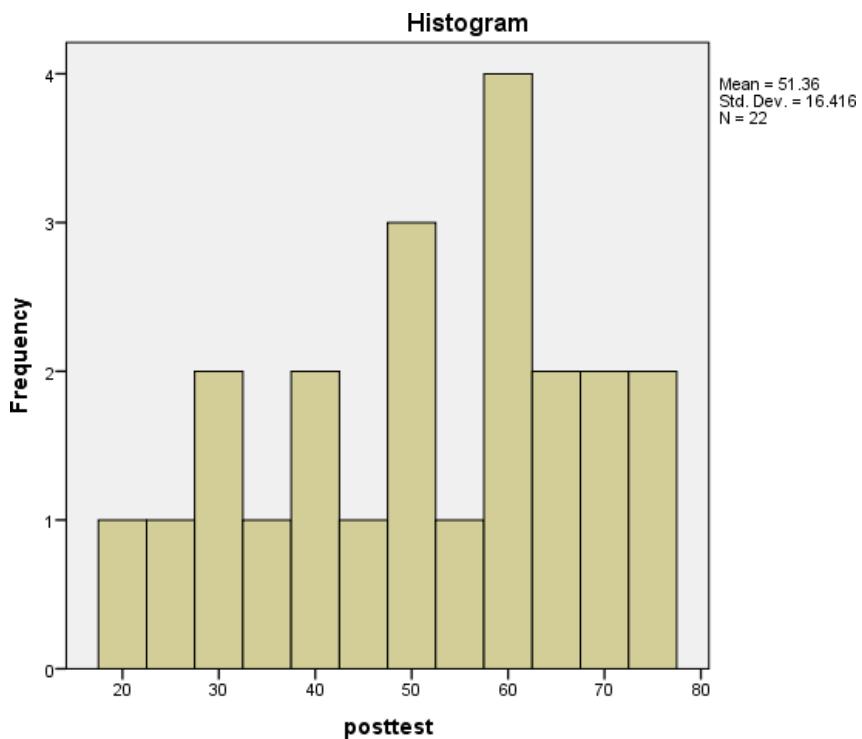
Figure 4.2

Post Test of Experimental Class

It can be concluded that the pre-test and post-test results of experimental class are normal. So, the pre-test and post test result of experimental class are normally distributed.

2. **Normality Test of Control Class**

Based on appendix (normality test of pre-test of control class) the significance of normality of pre-test score of control class in *Shapiro-Wilk* was 0,253 (p>0.05) So, it could be claimed that it was normally distributed. The figure can be seen:
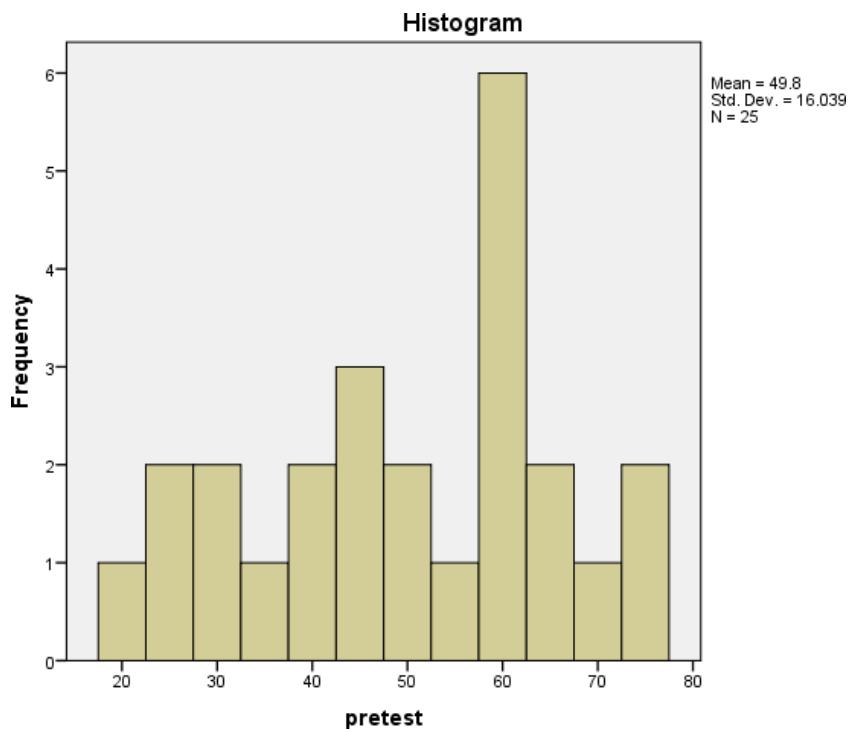
Figure 4.3

Pre Test of Control Class

Then, based on appendix (normality test of post-test of control class), the significance of normality of post-test score of control class in *Shapiro-Wilk* was 0,17 (p>0.05). So, it could be claimed that it was normally distributed. The figure can be seen:
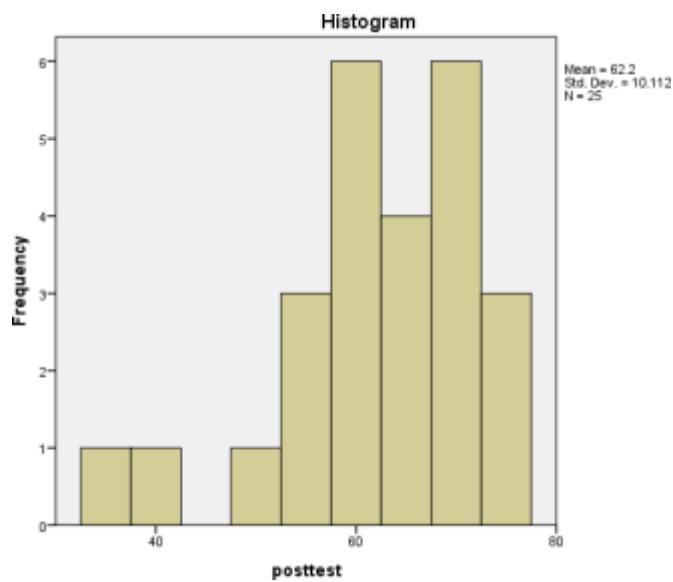
Figure 4.4

Post Test of Control Class

It can be concluded that the pre-test and post-test results of control class are normal. So, the pre-test and post test result of control class are normally distributed.

3. Homogeneity Test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS 21 in order to test the similarity of the both classes, experiment class and control class. The researcher used *Levene* statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is lower than 0.05.

Based on Appendix-X (homogeneity test of pre-test and ANOVA of experimental class and control class), the result of the tables showed

that the significance of pre-test between experiment class and control class is 0,02. So, the pre-test result in both experiment and control class are homogenerous.

Then, based on Appendix X (homogeneity test of post-test and ANOVA of experimental class and control class), the result of the tables showed that the significance of post-test between experiment class and control class is 0.028.. So, the post test result in both experiment and control class are normally distributed.

4. **T-test**

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS 21 to know the significant difference between students' vocabulary mastery in experimental class and students' vocabulary mastery in control class. The researcher used the data from post-test of experiment and control classes, and gained score from both classes.

The result of post-test both experiment class and control class was conducted after doing the treatment. Based on the data in appendix it could be seen that there is a significant different between the experiment class (M = 64.32 and SD = 8.352) and control class (M= 61.59 and SD = 10.395).

Next, the researcher was compared t_{value} and t_{table} to know whether using Semantic Mapping strategy in teaching vocabulary is effective to improve students' vocabulary or not. Reviewing to the data in Appendix ,it shows the result of t_{value} = 3.248 with the Sig. (2-tailed) = 0.002. And t_{table}

of 0.05 (5%) as the significance level is 2.01 with 44 the degree of freedom (df). It can be found that $t_{value} = 3,248 > t_{table} = 2.01$ and the Sign. (2-tailed) is $0.002 < 0.05$.

It means that the Semantic Mapping is effective toward students' vocabulary mastery.

5. Hypothesis Test

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of semantic mapping strategy on students' vocabulary mastery at MTs Nurul Hakim Medan?"

The conclusion is obtained as follows:

H_α: There is a significant difference of students' vocabulary mastery between students who are taught by Semantic Mapping strategy and they who are taught by using Covential strategy.

H_o: There is no significant difference of students' vocabulary mastery between students who are taught by Semantic Mapping strategy and they who are taught by using conventional strategy.

And then, the criteria of hypothesis test as follow:

1. H_α is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05.

2. H_0 is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05.

Based on the result of post test of experiment class and control class, it can be found that the $t_{value} = 3,248 > t_{table} = 2.01$ in the significance

level of 0.05 (5%) and the Sign. (2-tailed) is 0.002 < 0.05. To sum up, the $t_{value} > t_{table}$ and the Sign. (2-tailed) < 0.05, it means that H_α is accepted.

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis(H_0)is rejected. It means that Semantic Mapping strategy affect student's ability in vocabulary mastery.

B. Discussion

There was a significant difference on students' vocabulary mastery by using Semantic Mapping strategy. The students that were taught by Semantic Mapping strategy mage have higher score than were taught by conventional strategy.

From the calculation above it found that $t_{value} = 3,248$ whereas the $t_{table} = 2.01$. It shows that students' vocabulary mastery that taught by Semantic Mapping stratefy was significant 0.05. From the result, the researcher found that there was significant of the students' vocabulary mastery that were taught by Semantic Mapping strategy.

It means that the students' vocabulary mastery that were taught by Semantic Mapping strategy was better than taught by conventional strategy.

CHAPTER V
CLOSING

A. Conclusion

After the researcher did an experiment and according to the result of students' pre-test and post-test in the eighth grade of MTs Nurul Hakim Medan, the researcher found that the students who were taught vocabulary through Semantic Mapping strategy got higher than the result of students who were not taught vocabulary through Semantic Mapping strategy. It can be proven that in the result score from the experimental class is higher than result score from the control class.

The effect of Semantic Mapping strategy on the students' vocabulary mastery was significant. The result of t_{value} is 3,248 whereas the t_{table} is 2.01 ($t_{observed} > t_{table}$, 3,248 > 2.01). It means that H_0 is rejected and H_a is accepted. So, there is a significant effect of Semantic Mapping strategy on the students' vocabulary mastery.

B. Recommendation

Based on the above conclusion, the researcher gives some recommendations:

1. English teachers are recommended to use Semantic Mapping strategy in their teaching learning process in order to affect the students' vocabulary mastery.

2. The researchers who are interested in doing a research related to this study should try to apply Semantic Mapping strategy on different level of learners through different genre to prove the effectiveness of Semantic Mapping strategy on the students' vocabulary mastery.

3. The researcher considers that this study still needs validity from the next researcher that has the similar topic with this study.

C.   Implication

In conclusion of the above, it means or it implies that the usage of the Semantic Mapping strategy is capable of facilitating the development of student vocabulary mastery, as can be demonstrated by the success in student test scores after treatment with the Semantic Mapping strategy. The usage of the semantic mapping technique on teaching is predicted to be widely supported by English teachers.

In summary, the use of Semantic Mapping strategy during the research can affect the students' vocabulary mastery. Therefore, the application of Semantic Mapping strategy needs to be applied continuously in teaching vocabulary.

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APPENDIX I
EXPERIMENT CLASS
Table Score

NO	INITIAL	PRE TEST	POST TEST
1.	AL	45	70
2.	ADZ	35	75
3.	AP	35	60
4.	ALY	40	75
5.	BAD	25	75
6.	BGA	30	70
7.	FAR	35	70
8.	FAT	50	70
9.	HSN	35	60
10.	MRS	45	50
11.	NDY	35	65
12.	NLA	40	70
13.	NJL	30	70
14.	NZL	40	60
15.	NH	40	50
16.	NLY	35	50
17.	RM	45	55
18.	RK	25	60
19.	SLV	30	65
20.	SC	35	60
21.	TRA	40	60
22.	ZRA	50	75

Appendix II
Experiment Class
Data Statistic of Pre-Test

Statistics

pretest

N	Valid	22
	Missing	0
Mean		37.27
Median		35.00
Mode		35
Std. Deviation		7.025
Variance		49.351
Range		25
Minimum		25
Maximum		50
Sum		820

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	9.1	9.1	9.1
	30	3	13.6	13.6	22.7
	35	7	31.8	31.8	54.5
	40	5	22.7	22.7	77.3
	45	3	13.6	13.6	90.9
	50	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Appendix III

Experimental Class

Data Statistic of Post-Test

Statistic

posttest

N	Valid	22
	Missing	0
Mean		51.36
Median		52.50
Mode		60
Std. Deviation		16.416
Variance		269.481
Range		55
Minimum		20
Maximum		75
Sum		1130

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.5	4.5	4.5
	25	1	4.5	4.5	9.1
	30	2	9.1	9.1	18.2
	35	1	4.5	4.5	22.7
	40	2	9.1	9.1	31.8
	45	1	4.5	4.5	36.4
	50	3	13.6	13.6	50.0
	55	1	4.5	4.5	54.5
	60	4	18.2	18.2	72.7
	65	2	9.1	9.1	81.8
	70	2	9.1	9.1	90.9
	75	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

APPENDIX IV
CONTROL CLASS

Table Score

NO	INITIAL	PRE TEST	POST TEST
1.	ABD	30	40
2.	ABDL	25	35
3.	AM	50	75
4.	ADL	40	75
5.	ARY	20	55
6.	ALA	45	70
7.	AZW	65	70
8.	BSM	45	70
9.	DMS	25	50
10.	ELG	75	70
11.	FDL	30	65
12.	FRY	75	70
13.	GLG	55	70
14.	IS	60	60
15.	KR	60	65
16.	M.AD	40	60
17.	M.N	60	60
18.	MLK	50	60
19.	MFL	60	65
20.	MD	65	60
21.	NZR	70	60
22.	NZD	60	75
23.	RMN	60	65
24.	RFK	45	55
25.	RZK	35	55

Appendix V
Control Class

Data Statistic of Pre-Test

Statistics

pretest

N	Valid	25
	Missing	0
Mean		49.80
Median		50.00
Mode		60
Std. Deviation		16.039
Variance		257.250
Range		55
Minimum		20
Maximum		75
Sum		1245

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.0	4.0	4.0
	25	2	8.0	8.0	12.0
	30	2	8.0	8.0	20.0
	35	1	4.0	4.0	24.0
	40	2	8.0	8.0	32.0
	45	3	12.0	12.0	44.0
	50	2	8.0	8.0	52.0
	55	1	4.0	4.0	56.0
	60	6	24.0	24.0	80.0
	65	2	8.0	8.0	88.0
	70	1	4.0	4.0	92.0
	75	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Appendix VI
Control Class

Data Statistic of Post-   **Test**

Statistics

posttest

N	Valid	25
	Missing	0
Mean		62.20
Median		65.00
Mode		60[a]
Std. Deviation		10.112
Variance		102.250
Range		40
Minimum		35
Maximum		75
Sum		1555

a. Multiple modes exist. The

smallest value is shown

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	4.0	4.0	4.0
	40	1	4.0	4.0	8.0
	50	1	4.0	4.0	12.0
	55	3	12.0	12.0	24.0
	60	6	24.0	24.0	48.0
	65	4	16.0	16.0	64.0
	70	6	24.0	24.0	88.0
	75	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Appendix VII

Tests of Normality

Pre-test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.172	22	.088	.945	22	.253

a. Lilliefors Significance Correction

Table of Normality Test

Experimental Class

Tests of Normality

Post-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.155	22	.182	.951	22	.335

a. Lilliefors Significance Correction

Appendix VIII

Table of Normality Test

Tests of Normality

Pre-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.178	25	.051	.950	25	.253

a. Lilliefors Significance Correction

Control Class

Tests of Normality

Post-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest	.174	25	.050	.898	25	.017

a. Lilliefors Significance Correction

Appendix IX

Table of Liliefors

N	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

Appendix X

Table of Homogeneity Test

Homogeneity Test

		Sum of Squares	df	Mean Square	F	Sig.
pretest	Between Groups	1846.023	1	1846.023	11.302	.002
	Within Groups	6860.227	42	163.339		
	Total	8706.250	43			
posttest	Between Groups	27.841	1	27.841	.308	.285
	Within Groups	3801.136	42	90.503		
	Total	3828.977	43			

Appendix XI

Table of t-Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
Score	Equal variances assumed	14.666	.000	3.248	42	.002	12.500	3.848	4.734	20.266
	Equal variances not assumed			3.248	31.651	.003	12.500	3.848	4.658	20.342

Titik Persentase Distribusi t (df = 41 – 80)

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

Appendix XIII

TARAF KESUKARAN TES

NOMOR SOAL	BANYAKNYA SISWA YANG MENJAWAB (N)	BANYAKNYA SISWA YANG MENJAWAB (B)	INDEKS (B/N)	KATEGORI SOAL
1	25	30	0,71	SEDANG
2	25	28	0,67	SEDANG
3	25	29	0,69	SEDANG
4	25	22	0,52	SEDANG
5	25	9	0,21	SUKAR
6	25	25	0,60	SEDANG
7	25	35	0,83	MUDAH
8	25	30	0,71	SEDANG
9	25	30	0,71	SEDANG
10	25	28	0,67	SEDANG
11	25	26	0,62	SEDANG
12	25	30	0,71	SEDANG
13	25	22	0,52	SEDANG
14	25	27	0,64	SEDANG
15	25	10	0,24	SUKAR
16	25	25	0,60	SEDANG
17	25	16	0,38	SEDANG
18	25	19	0,45	SEDANG

19	25	16	0,38	SEDANG
20	25	19	0,45	SEDANG
21	25	21	0,50	SEDANG
22	25	27	0,64	SEDANG
23	25	20	0,48	SEDANG
24	25	20	0,48	SEDANG
25	25	25	0,60	SEDANG
26	25	21	0,50	SEDANG
27	25	11	0,26	SUKAR
28	25	28	0,67	SEDANG
29	25	31	0,74	MUDAH
30	25	21	0,50	SEDANG
31	25	32	0,76	MUDAH
32	25	30	0,71	SEDANG
33	25	22	0,52	SEDANG
34	25	20	0,48	SEDANG
35	25	23	0,55	SEDANG
36	25	30	0,71	SEDANG
37	25	11	0,26	SUKAR
38	25	20	0,48	SEDANG
39	25	24	0,57	SEDANG
40	25	23	0,55	SEDANG

Appendix XIV

VALIDITY TESTING OF PRE-TEST

No	The Number of Test																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
4	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
5	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
10	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0
16	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Validity Testing Of Pre-Test

AP

No	The Number of Test																			
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
2	0	1	1	1	1	1	1	1	1	1	0		1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
4	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
5	1	1	1	0	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	0	1	1	1	1		1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1		1	1	0	1	1	1	0	1
10	0	1	0	0	1	0	1	1	0	1	0		1	1	0	1	1	1	0	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1		1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1		1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0		0
9	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1		1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1		1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0		1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1		0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0		1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0		0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1

Appendix XV

Validity of Post Test

No	The Number of Test																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
4	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
5	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
10	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0
16	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

VALIDITY OF POST TEST

AP

No	The Number of Test																			
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
4	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
5	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1
10	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0
9	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

APPENDIX XVI

RELIABILT TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,877	40

XVII

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Experimental Class

Satuan Pendidikan	: **MTs Nurul Hakim**
Mata Pelajaran	: **Bahasa Inggris**
Kelas / Semester	: **VIII / Ganjil**
Pokok Bahasan	: **Greeting Card**
Alokasi Waktu	: **2x45 menit**

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan , meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat serta responsnya sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan seder hana untuk pengucapkan dan merespon meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

Mengidentifikasi fungsi sosial ungkapan meminta perhatian dan responsnya.

Mengidentifikasi fungsi sosial ungkapan mengecek pemahaman dan responsnya.

Mengidentifikasi fungsi sosial ungkapan menghargai kinerja yang baik dan responsnya.

Mengidentifikasi fungsi sosial ungkapan meminta serta mengungkapkan pendapat dan responsnya.

Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan meminta perhatian dan responsnya.

Melengkapi teks percakapan yang melibatkan ungkapan meminta perhatian.

Melengkapi teks percakapan yang melibatkan ungkapan mengecek pemahaman.

Melengkapi teks percakapan yang melibatkan ungkapan menghargai kinerja yang baik

Melengkapi teks percakapan yang melibatkan ungkapan meminta dan mengungkapkan pendapat.

Melakukan percakapan yang melibatkan ungkapan meminta perhatian.

E. Tujuan Pembelajaran

1. Siswa dapat memahami greeting card

2. Siswa dapat menganalisa struktur dari greeting card

3. Siswa dapat menganalisa tata bahasa dari greeting card

F. Materi Pembelajaran

1. Fungsi Sosial

   a) Mengetahui berbagai macam vocabulary yang ada didalam greeting card

   b) Mengetahui ungkapan untuk menyatakan ekspresi berdasarkan peristiwa penting yang terjadi

2. Struktur Text

   a) Menyebutkan tujuan dari undangan pribadi dan *greeting card*

   b) Menyebutkan informasi rinci dari undangan pribadi dan *greeting card*

3. Unsur Kebahasaan

   a) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik

   b) Fungsi dari greeting card untuk memahami arti dan ungkapan isi greeting card

   c) Menggunakan noun, verb, adjective, adverb yang berkaitan dengan isi greeting card

   d) Menggunakan preposition secara tepat

G. Metode Pembelajaran

Metode   :Scientific approach

Model Pembelajaran　　:Cooperative learning

H.　Sumber Media

Media Pembelajaran　　: Papan tulis (*Semantic Mapping*),
power point, projector

Sumber　　　　　　　　: Buku bahasa Inggris dan internet

Fase	Kegiatan	Waktu
Pendahuluan	- Salam pembuka - Apersepsi - Memeriksa daftar kehadiran siswa - Menyampaikan langkah pembelajaran menggunakan *Semantic Mapping* - Menyampaikan tujuan pembelajaran (Introducing the topic)	
Inti	Mengamati - Guru memberikan contoh-contoh greeting card menggunakan slide ppt dan mengenalkan jenis-jenis greeting card yang ada. - Guru mengajak siswa untuk memperhatikan kalimat-kalimat yang ada didalam greeting card tersebut. Mengkomunikasikan - Guru meminta siswa untuk mendiskusikan dengan teman sebangkunya mengenai jenis- jenis greeting card tersebut. Menanya - Guru menanyakan kepada siswa	

| | | tentang penjelasan materi tersebut, jika masih ada yang belum mengerti ataupun jelas dapat menanyakannya.
Mencoba
• Siswa diminta untuk membuat kalimat yang ada didalam greeting card bersama teman sebangkunya.
Mengasosiasi
• Kemudian, guru menanyakan kepada siswa kelompok kata yang ada didalam kalimat tersebut seperti kata benda (noun), kata sifat (adjective), kata kerja (verb) ataupun kata keterangan yang ada didalam kalimat tersebut.
• Guru meminta siswa untuk mendiskusikan dengan teman sebangkunya mengenai kelompok kata tersebut. (Brainstorming)
• Guru menanyakan kepada siswa tentang penjelasan materi tersebut, jika masih ada yang belum mengerti ataupun jelas dapat menanyakannya.
• Siswa diminta untuk melengkapi bagian-bagian kata yang belum diisi didalam kotak yang tersedia.
• Siswa diminta untuk mengklasifikasikan kelompok kata yang ada, sehingga mereka dapat membedakan antara kata kerja. Kata sifat, kata benda yang
ada didalam kalimat greeting card tersebut. (Categorization)
• Kemudian mereka diminta untuk mencari arti kata dari kata tersebut. Disertai lawan kata, dan persamaan kata yang ada. Kemudian dari kata tersebut mereka akan membuat satu kalimat dari kata yang ada. (Personalizing the map)
• Setelah selesai, siswa mempresentasikan hasil diskusi mereka didepan kelas, siswa yang lain memperhatikan dan dapat memberikan feedback berupa menambahkan dan memberikan pendapatnya. (Post-assignment synthesis) | |

| Penutup | • Memberikan feedback terhadaphasil kerja siswa
 • Memberikan kesimpulan
 • Memberikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung | |

Medan,
Agustus 2020

Mengetahui,

Guru Kelas   Mahasiswa
Penelitian

Rahmad Alimin Lauli S.Pd   Sri Ngennana

APPENDIX XVIII

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Controlled Class

Satuan Pendidikan   **: MTs Nurul Hakim**

Mata Pelajaran   **: Bahasa Inggris**

Kelas / Semester   **: VIII / Ganjil**

Pokok Bahasan   **: Greeting Card**

Alokasi Waktu   **: 2x45 menit**

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam   ranah   konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan , meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat serta responsnya sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan seder hana untuk pengucapkan dan merespon meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta serta mengungkapkan pendapat dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

Mengidentifikasi fungsi sosial ungkapan meminta perhatian dan responsnya.

Mengidentifikasi fungsi sosial ungkapan mengecek pemahaman dan responsnya.

Mengidentifikasi fungsi sosial ungkapan menghargai kinerja yang baik dan responsnya.

Mengidentifikasi fungsi sosial ungkapan meminta serta mengungkapkan pendapat dan responsnya.

Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan meminta perhatian dan responsnya.

Melengkapi teks percakapan yang melibatkan ungkapan meminta perhatian.

Melengkapi teks percakapan yang melibatkan ungkapan mengecek pemahaman.

Melengkapi teks percakapan yang melibatkan ungkapan menghargai kinerja yang baik

Melengkapi teks percakapan yang melibatkan ungkapan meminta dan mengungkapkan pendapat.

Melakukan percakapan yang melibatkan ungkapan meminta perhatian.

E. Tujuan Pembelajaran

4. Siswa dapat memahami greeting card

5. Siswa dapat menganalisa struktur dari greeting card

6. Siswa dapat menganalisa tata bahasa dari greeting card

F. Materi Pembelajaran

4. Fungsi Sosial

   c) Mengetahui berbagai macam vocabulary yang ada didalam greeting card

   d) Mengetahui ungkapan untuk menyatakan ekspresi berdasarkan peristiwa penting yang terjadi

5. Struktur Text

   a) Menyebutkan tujuan dari undangan pribadi dan *greeting card*

   b) Menyebutkan informasi rinci dari undangan pribadi dan *greeting card*

6. Unsur Kebahasaan

   e) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik

   f) Fungsi dari greeting card untuk memahami arti dan ungkapan isi greeting card

   g) Menggunakan noun, verb, adjective, adverb yang berkaitan dengan isi greeting card

   h) Menggunakan preposition secara tepat

G. Metode Pembelajaran

Metode   :

Scientific approach Model

Pembelajaran   :

Cooperative learning

H.   Sumber Media

Media Pembelajaran   : Papan tulis, power point, projector Sumber

                                     : Buku bahasa Inggris dan internet

I.   Tahap Pembelajaran

1. Pertemuan (2x40 menit)

Fase	Kegiatan	Waktu
Pendahuluan	- Salam pembuka - Apersepsi - Memeriksa daftar kehadiran siswa - Menyampaikan langkah pembelajaran - Menyampaikan tujuan pembelajaran	

Inti	Mengamati • Guru memilih siswa secara acak, menanyakan apa saja yang telah dipelajari pada pertemuan sebelumnya dan meminta siwa untuk menyebutkan contoh-contoh kalimat yang ada didalam greeting card yang telah dipelajari. Mengkomunikasikan • Guru meminta siswa untuk mendiskusikan dengan teman sebangkunya mengenai jenis-jenis greeting card tersebut. Menanya • Guru menanyakan kepada siswa tentang penjelasan materi tersebut, jika masih ada yang belum mengerti ataupun jelas dapat menanyakannya. Mencoba • Siswa diminta untuk membuat kalimat yang ada didalam greeting card bersama teman sebangkunya. Mengasosiasi • Siswa diminta untuk mengerjakan exercises yang ada didalam buku paket.	
Penutup	• Memberikan *feedback* terhadap hasil kerja siswa	

	• Memberikan kesimpulan • Memberikan penilaian ataupun refleksi terhadap kegiatan pembelajaran yang telah berlangsung	

Medan,   Agustus 2020

Mengetahui,

Guru Kelas   Mahasiswa
Penelitian

Rahmad Alimin Lauli S.Pd   Sri Ngennana

Pre-test Instrument

Name :

Class :

Choose the correct answer by crossing (x) a, b, c, or d!
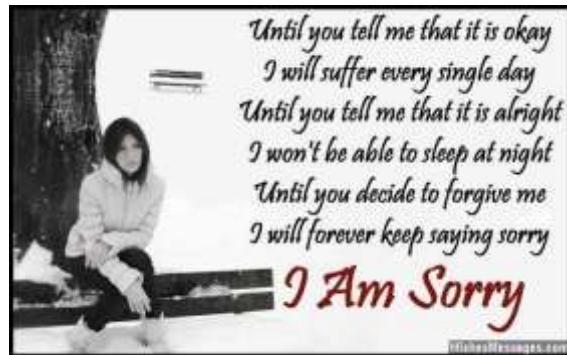
1.   What is the meaning of suffer?

a.   Satisfied that is good

b.   Feelings of pleasure or satisfactions

c.   To be badly affected by sadness

d.   To be badly affected by effort

2.   What is the antonym of keep?

a.   Protect

b.   Maintain

c.   Ignore

d.   Defend


3.   The meaning of treasure, except?

a.   A collection of valuable things

b.   A collection of unvaluable things

c.   A highly valued object

d.   A person who is much loved or value

4. What is the meaning of success?

   a. Achieve something that you have been aiming for, and if a plan or piece of work succeeds, it has the results that you wanted

   b. The achieving of the results wanted or hoped for

   c. Achieving the results wanted or hoped for

   d. Successful, usually by earning a lot of money

Hopefully you'll start your day with full of joy

5. The opposite meaning of the word ‒start‖ is….

   a. Begin

   b. Hold

   c. End

   d. Take

6. Can I have ... in my cakes?

   a. Jam

   b. Flour

   c. Water

   d. Sugar

PLEASE JOIN US FOR THE UNION OF

HANNAH LARTER
&
NAVEEN MALIK

ON FRIDAY THE ELEVENTH OF MAY
TWO THOUSAND AND TWELVE
AT FOUR O'CLOCK IN THE AFTERNOON

NEW YORK CITY HALL
OFFICE OF THE CITY CLERK

and a reception afterwards
IL BUCO
AT BOND STREET | NEW YORK, NEW YORK
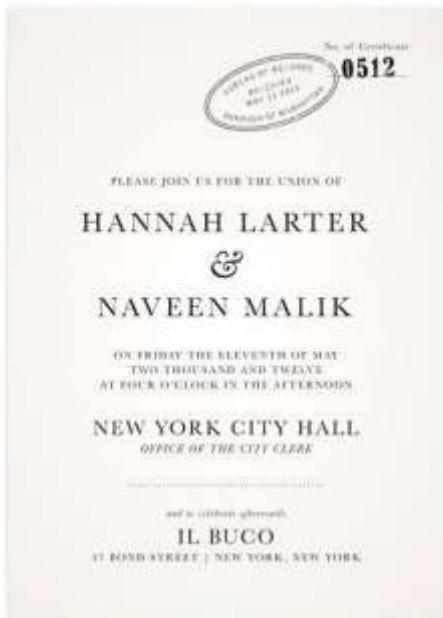
7. What is the meaning of hall?

   a. A building for religious activities

   b. The room just inside the main entrance of a house, apartment or other building which leads to other rooms and usually to the stairs

   c. A building or large room used for events involving a lot of people

   d. A large building on a farm in which hay (=dried grass) and grain are kept

I am very sorry that your father passed away. I say my deepest condolence for it.

I know it must be hard for you and your family. But, be sure that time heals all wounds.

Take care of yourself and always pray for him.

May God be with him peacefully.

8. The similar meaning of the word —heals is….

   a. Cures

   b.Hope

   c. Cause

   d.Prevent

Happy Mother's Day to a Special Mother to Be!

9. What is the meaning of mom-to-be?
   a. The woman a man is married to
   b. A woman who seems full of emotional and spiritual understanding, and seems suited to having and loving children
   c. The woman who gave birth to a child, although she may not now be the child's legal mother
   d. A woman who is pregnant

10. Weni : Where is your sister, Prabu?
Prabu : She is ... the bathroom.
a.   At
b.   In
c.   Besides

d.   Behind

11.   Jono   : Did you play computer games ... your stay at your brother's house?
Jeni   : Yes, of course.

a.   For
b.   On
c.   During
d.   While

12.   Ellia   : Where is your house?
   Ella   : My house lies at 12 Tebu Ireng Street on the right hand side.

Irham's house is on 13 Tebu Ireng Street on the left hand side. That's to say, my house is ... to Irham's.
a.   Opposite
b.   After
c.   Next to
d.   Before

13.   Monica: Where is your office?
Koko : My office is at 24 Pasirjati Street. Landeuh Cafe lies on the same street as my office, it is after my office. We can also say Landeuh Cafe lies ... my office.
a.   Beside
b.   At the back
c.   Opposite
In front of

Dear Victor,

I was very sad to hear the news about your brother Hector. I know how close the two of you were. If there's anything I can do to help, please don't hesitate to call.

Warmest conde...
Alicia

14. please don't hesitate to call.

The word —hesitate‖ is closest in meaning to ....

a.   Do something slowly

b.   Feel nervous

c.   Feel worried

d.   Have uncertain feeling

15. What is the meaning of condolence ?

a.   The ability to share someone else's feelings or experiences by imagining what it would be like to be in their situation

b.   To express your sadness to someone because a relation or friend of theirs has recently died

c.   Understanding and care for someone else's suffering

d.   Sympathy and sadness for the family or close friend s of a person who has recently died, or an expression of this, especially in written form

16. Because there is a lamp ....the table, I can read very clearly.

a.   On
b.   Above
c.   Over
d.   Off

17. Jerry sat on my left, and Ratu sat in my right. In other words, I sat ...
Jerry and Ratu.

a.   Beside
b.   At the back
c.   Among
d.   Between

18.   I left for Bandung to Yogyakarta two days ago, I just came .... Bandung.

a.   From
b.   Off
c.   To
d.   At

19.   The calendar is hanging ... the wall.

a.   On

b.   To

c.   At

d.   In

20.   Setiawan sits behind Terry, and Terry sits ... Setiawan.

a.   Beside

b.   In front of

c.   Between

d.   Next to

Post-test Instrument

Name :

Class :

1. Registered at Target...‖
The word ―registered‖ is closest in meaning to ...

a. Listed

b. Joined

c. Enroll

d. Enlist

2. Dewi : Hello, I'm Dewi. What's your name?

Dani : Hello, Dewi. I'm Dani Perdana. Please
call me Dani.

Dewi : Where do you live, Dani?

Dani : I live ... Jl. Achmad Yani 27.

a. At

b. On

c. In

d. Across

3. How far is it ... Kuningan to Bandung?

a. In

b. Between

c. Off

d. From

4. The cat sits under the table. So, the table is ... the cat.

a. Above

b. Beside

c. Over

d. Beneath

Hi, John..

You are really an intelligent student in this school. You have achieved the highest score on the final examination.

Congratulation! I am very proud of you.

Mom and Dad

5. The opposite of highest is …

a. lowest

b. Better

c. Nice

d. Good

Dear Rio,

Congratulation on your success as the top scorer.

---

6. ‖Competition‖ in the text has the same meaning as...

   a. Contest

   b. Show

   c. Concert

   d. Match

Bobby,

Please accept our deepest condolence for your loss. Our thoughts and prayers are with you. May God bless you & give peace to your hearth

Loves, All your friends in Class VIII

---

7. The opposite meaning of the word ‒accept‖ is…

   a. Receive

   b. Refuse

   c. Attract

d. Wish

Dear Misna,

Congratulation on winning the English Poetry Contest! You were great. All the audience dropped their tears when you read the last part. Your voice could express the deep sorrow of the main character. Well done.

Love,Putri

---

8. The word —deep sorrow‖ has the similar meaning to..
   a. very pleased
   b. very glad
   c. very sad
   d. very proud

9. I left for Bandung to Yogyakarta two days ago, I just came ... Bandung.
   a. From
   b. Off
   c. To
   d. At

Dear : Nia

Please accept my warmest congratulations on your graduation from the faculty of Economy of Indonesian University. It must be hard for you to get the certificate. But your dedication has paid off, and your parents must be very proud of you.

Closed friend of yours

10. The opposite meaning of the word —proud‖ is..

a. Sad

b. Ashamed

c. Worried

d. Surprised

Thanks So Much

I APPRECIATE YOUR THOUGHTFUL GIFT

11. The similar meaning of the word —gift‖ is...

a. Fee

b. Present

c. Souvenir

d. Handy-craft

Congratulation

To Welcome Your New Baby Who will fill your heart With Happiness and Brighten

your world With Love

12. The word —brighten‖ has similar meaning to…..

a. Bring

b. Shine

c. Tighten

d. Frighten

13. It can be dangerous when children play football ... the sreet.

    a. In

    b. At

    c. On

    d. Beside

FAREWELL

Join us as we bid farewell to

MIKE AND CLARISSA RYAN

As they journey to New York for new beginnings
Saturday June 22nd at 5pm
Pool Club House at Orchard of Country Woods
Dinner - Games - Pool Activities

Regrets Only
Ella 801 580 0176
Mandy 801 513 4449

14. What is the meaning of farewell?

    a. Goodbye

    b. When someone says goodbye

    c. The words or actions that are used when someone leaves or is left

    d. When someone leaves or is left

15. What is the synonym of join?

    a. Do together

    b. Connect

c. Become a member

d. Combine

16. What is the antonym of new?

a. Recent

b. Old

c. Early

d. Fresh

I like the feeling
of finding it difficult
to say goodbye to someone
because it only means
that I have found
a true friend...

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17.   What is the antonym of difficult?

   a.   Heavy

   b.   Hard

   c.   Tough

   d.   Easy

18.   The meaning of friend, except?

   a.   A person you know well and like

   b.   A person who supports you

   c.   A person who hates you

   d.   A person who has the same interest and opinions as yourself

BETTER THAN A THOUSAND DAYS OF DILIGENT STUDY IS ONE DAY WITH A GREAT TEACHER

THANK YOU
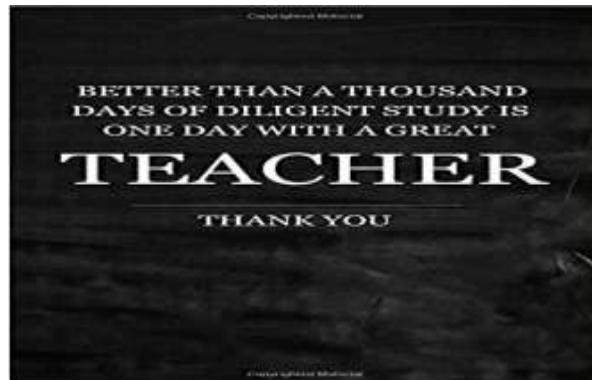
19.   What is the antonym of dilligent?

    a. Active

    b. Clever

    c. Lazy

    d. Smart

20.   We don't have ... to make this cake
    a.   Water

    b.   Flour

    c.   Sugar

    d.   Jam

APPENDIX XXI

Key answer

Post-Test:

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

Pre-Test:

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

APPENDIX XXII

Documentation

APPENDIX XXIII

YAYASAN H. ABDUL HAKIM NASUTION
MADRASAH TSANAWIYAH SWASTA
PESANTREN MODERN NURUL HAKIM
TEMBUNG PERCUT SEI TUAN DELI SERDANG

Jl. M.Ya'kub No. 51 Tembung Deli Serdang ☎ (061) 7380177

SURAT KETERANGAN
No : 020/MTs.S-PMNH/VIII/2020

Kepala Madrasah Tsanawiyah Swasta Nurul Hakim Tembung dengan ini menerangkan bahwa :

Nama	:	Sri Ngennana
NIM	:	0304162121
Tempat/Tanggal Lahir	:	Medan, 26 September 1998
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	Jln. Karya Jaya Lingk. II Gedung Johor Medan Johor

benar nama tersebut diatas telah melaksanakan Riset di Madrasah Tsanawiyah Swasta Nurul Hakim Tembung, pada tanggal 22 Juli s/d 15 Agustus 2020 untuk mendapatkan keterangan dan data-data yang dibutuhkan dalam rangka penyusunan Skripsi yang berjudul :

The Effect Of Semantic Mapping Strategy On Students' Vocabulary Mastery

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tembung, 15 Agustus 2020
Kepala,

Reza Nauli, S.Pd.I