



**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH SKETCH AND LABEL ORGANIZER
AT SMP MUHAMMADIYAH 02 MEDAN**

THESIS

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Tarbiyah UIN Sumatera Utara.

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

Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

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ABSTRACT



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Keyword : *Mastery in Vocabulary , Classroom Action
Research, Sketch and Label Organizer*

The aim of this research is to improve students' vocabulary mastery after being taught using Sketch and Label at SMP Muhammadiyah 02 Medan.

The research was conducted with Classroom Action Research. The subject of study was students of class VII-A Plus at SMP Muhammadiyah 02 Medan which consisted of 23 students in the academic year 2016/2017. The qualitative data were taken from observation sheet, interview, questionnaire, and documentation. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II. It was showed from the mean of orientation test was 47,82 there was 17,39% (4 students) who got point 68 above. In the post test of cycle I, the mean of the post test of cycle I was 65.43, it was higher than orientation test. There was 39,13% (9 students) who got point 68 above. The percentage of the students' score in the post test of cycle I to the orientation test was improvement 21. 74%. In the post test of cycle II the mean of the post test of cycle II was 80. 21, and the percentage was 91.30% (21 students) who got point 68 above. The improvement of the students score from the post test of cycle I to the post test of cycle II was improvement 62. 17%. In other words, the students mastery in vocabulary was improved. Based on the observation, it showed that the excitement of the students were also improved.

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This skripsi is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

The objective of vocabulary is that the students are expected to be able to improve the quality of students' speech in English. In order to be able in fluent the speech. The students should have more vocabulary and apply in speech. Mastering vocabulary generally reported as the important thing of learning process or developing students ability in language. Vocabulary is the basic knowledge that should be master by the student in achieving related to language.

The objective of teaching vocabulary for the first grade of junior high school Islamic junior high school (SMP/MTs) is to enable students to master vocabulary about functional text and monologur text on Competency Standard- *Standar Kompetensi (SK)* and Basic Competency- *Kompetensi Dasar (KD)*, the first grade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and procedure to interact with people in their nearest environment.¹

Vocabulary is one of English component or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary more important than grammar. Among the is McCarthy in his book stated "no matter how well the

¹ Nobert, Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition, and Pedagogy*, (New York : Cambridge University Press, 1997), p. 140.

student learns grammar, no matter how successfully the sounds of language just cannot happen in any meaningful way".²

Learning and its concern to all four language. Vocabulary is very essential for success to comprehend the language well, speak better, compose a good writing, understanding reading in a text well and understanding what the people say, especially native speaker. Mastery vocabulary is the absolute thing that must be has by the student. Study about vocabulary not only remind the form of the word but also understand the meaning of vocabulary.

Mastery vocabulary has diverse aspects, which can be used as a means to develop knowledge, delivering messages, and word form. Generally, vocabulary is the ability to fluency communication because with the vocabulary the student able to arrange a good word, and by the vocabulary can improve the understanding and enthusiasm of student in learning.

But in fact, the students often complained to learn English because they do not recognize the vocabulary that exist. When the student begin their lesson and stag because of the vocabulary, then the students lazy to learn. In addition student assume that when pronounce vocabulary in English is very difficult because the pronunciation does not correspond to the letters in the language of Indonesia, where the pronunciation of the letters in Indonesia and English language is very difficult.

Students can speak English if they understand the vocabulary. If a student has a vocabulary of the English is adequate it will automatically give more

² Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Pembelajaran Bahasa Inggris SMP dan Mt*, (Jakarta, 2006)

support to the achievement of the four English competencies. Vice versa without having vocabulary students will have difficulty in achieving competence above.

If student weak in vocabulary, he cannot communicate his thoughts and ideas as clearly as he wants both oral and written. He could not express the perfect idea what he wanted to convey when he speaks or explains what he wants. He will not be able to read text either a school or teaching materials that exist in magazines, newspaper and so on. Even he cannot understand the broadcast emitted by radio and television. Likewise in listening and reading ability will be constrained by the limited vocabulary.

The cause of student lack in understanding vocabulary is under communication of student's interest in study because the words that gave by teacher to the student are overly technical, industrialization, and etc. So the students still difficult to translate the words that used in the movie, song, website that use English language so the student still cannot apply their understanding in vocabulary in daily life such mention the nouns around them.

On the other hand, the cause of student lack un understanding vocabulary is lack of utilization of interest media in learning process which can simulate proclivity to learn as well as the memory of student so that the student are able to apply his knowledge in daily life.

Media is the appliance, facilities, broker and liaison to spread, carry or convey a message (message) and ideas to the recipient. While the media education is all things that can be used to transmit the message that can stimulate thoughts, feelings, deed, interest and attention of the students in such a way that the teaching and learning process occurs on the students themselves.

Based on the problem, the writer believed that the use of a specific media in vocabulary is the best way to improve the vocabulary mastery. Therefore, in this study the writer offering a new media called Sketch and Label Organizer.

Many research about the implementation of English learning strategy to improve student achievement in vocabulary. But researcher did not find Sketch and Label Organizer to improve student's vocabulary. The research about the application of this strategy was important to know student improvement in vocabulary. Therefore the writer interested to make a research by the title **“Improving Students Vocabulary Mastery Through Sketch And Label Organizer”**

1.2. Identification of Study

Based on the background above, the identification of the study in this research are:

1. Student's vocabulary is less.
2. The media that used by the teacher is less.
3. Sketch and Label media can make the student more interesting in study.
4. Enhancement the ability of students after applied the sketch and label media

1.3. Limitation of Study

Based on the background and the identification of the problem above, in this research the researcher focus on students' vocabulary mastery in teaching

English especially in content word: noun, verb, adjective, and adverb. The researcher focus on the first grade student of SMP Muhammadiyah 02 Medan in academic year 2016/2017.

1.4. Formulations of Study

Based on the restricting of the study, the formulation of this study are:

1. Does the use of sketch and label improve students' vocabulary?
2. How does the implementation of sketch and label improve students' vocabulary mastery in English?
3. Why does the implementation of sketch and label improve students' vocabulary mastery in English?

1.5. The Purposes of Study

Based on the formulation of the study, the purposes of this research are:

1. To know the using of sketch and label media can improve students' vocabulary.
2. To find out the implementation of sketch and label to improve students' vocabulary mastery in English.
3. To describe the reason implementation of sketch and label to improve students' vocabulary mastery in English.

1.6. The Significances of Study

This study is expected to be useful for all parties, as follow:

1. For the teachers, this research used as an input that the sketch and label organizer can use in learning process as an alternative to regular learning, especially in teaching vocabulary.
2. For the students, this research is to help the students to improve their mastery in vocabulary and as motivation in learning process in the class.
3. For the researcher, this research is to determine the extent of the increase in vocabulary skill by sketch and label.
4. For other researcher, this research can be used as a reference and to give a new knowledge of teaching and learning class and also to solve the students' vocabulary problems that has similar problem with this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

2.1.1. Vocabulary

A vocabulary is defined as “all the words known and used by a particular person”. However, the words known and used by a particular person do not constitute all the words a person is expected to.³

Longman Dictionary of Contemporary English defines “vocabulary is all the words that someone knows, learns or uses, or the words that are typically uses when talking about particular subject or a list words with explanations of their meanings in a book for learning foreign language”.⁴

Webster’s collegiate dictionary defines vocabulary as:

1. A list or collection of words and phrases usually alphabetically arranged and explained or define.
2. A list or collection of terms or codes available for use.
3. A sum or stock of word employed by a language group, individual or work or in a field knowledge.⁵

Harmer said that “vocabulary is more than merely a lost if words. The words which express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some

³ <http://en.wikipedia.org/wiki/vocabulary>. monday, 4 may 2009.

⁴ Longman, *Dictionary of Contemporary English, Second Edition*, (Harlow : Longman Group, 1987), p. 1177.

⁵ Mariem Webster, *Collegiate Dictionary*, (Amerika : Meriem Web Inc, 2003), p. 1400

words may also difficult to teach because their meaning many change depends on the words they are attached with”.⁶

David Grambs also said that “vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language.”⁷

From the definition above I conclude that vocabulary is a total number of words in language that is understood by users to communicate in daily life.

Vocabulary is defined as a large numbers of words that students have to know; not only memorizing the form of the word but also understands the meaning.⁸ Allah Swt has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Qur’an Surah Al-Baqarah in the 31-33 verse.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۗ عَلَّمْتَآ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَتَّبِعُونَ الْأَسْمَاءَ بِأَسْمَائِهِمْ ۗ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي آَعَلَّمُ الْغَيْبَ السَّمٰوٰتِ وَالْأَرْضِ وَأَعَلَّمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

⁶ Jeremy Harmer, *Teaching Vocabulary English, Teaching Professional. English Teaching Forum* (Issued : Thirteen, 1999), p. 3.

⁷ David Grambs, *Words about Word*, (New York : Mc Graw Hill Book Company, 1984), p. 73.

⁸ Hani, Sutrisna, *Vocabulary For Daily Conversation* , (Yogyakarta: Kawah Media, 2012), p. 2.

It means: “And He taught Adam the names of all things; the He places them before the angles and said tell me the names of these if you are right (31). They said, “Glory to Thee: of knowledge we have none, save what thou has taught us: in truth it is thou art perfect in knowledge and wisdom (32). He said, “O Adam! Tell Them the names. When we had told them, Allah said, “Did I tell you that I know the secrets of the heaven and earth, and I know what ye reveal and what e conceal?”⁹”

Based on the verse above, it describes the teaching process that is given by Allah Almighty to Prophet Adam for the education has been exemplified by the Almighty from the first creation of man. So at least the first the verse shows, that man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught Adam the names of the whole thing. When, education is a process that must exist in human life. Allah Swt has prepared man the ability to call out words from names if things. It is fact that the man can communicate well if he know the names of something.

So, based on the Surah Al-Baqarah verse 31-33 above can conclude that vocabulary is a component of language and number of words.

2.1.1.1. Kinds of Vocabulary

Vocabulary is very useful for anyone who is studying a foreign language. In this case, that vocabulary is one important area that should not be

⁹ *Al-Qur'an Tiga Bahasa, (Depok: Al Huda, 2010), p. 8-9.*

neglected in language and learning and it is very useful for communicating with other people in spoken or written form.

There are different kinds of vocabulary according expert's point of view. According to Belyayev (1963:63), vocabulary is divided into two kind, they are receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is larger than productive ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening.

2. Productive Vocabulary

Productive vocabulary is involved in using the words to stand for the meaning it represents and being able to think of suitable for word if there are any.¹⁰

Johnson (2008: 93) also elaborates four different vocabularies, they are:

1. Listening Vocabulary

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

2. Speaking Vocabulary

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we

¹⁰ Cera Viviana, *Teaching Vocabulary in EFL Classroom*, (Revista Ciencias Basicas Bolivariana, 2010), p. 29

understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

3. Reading Vocabulary

Reading vocabulary are the words that we are able to read. Most students enter school with every few second in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading in their listening and speaking vocabularies makes learning to read easier.

4. Writing Vocabulary

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.¹¹

English has various kinds of vocabulary that needed to be leant in order to use English effectively. Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

¹¹ Kamil and Elfrida, *Teaching and Learning Vocabulary: Perspectives and Persistent Issues*, (New Jersey: Lawrence Erlbaum Associates, 2005). P. 45

2.1.1.2. Vocabulary Mastery

Indonesian National Education Department also pointed about learning vocabulary: “In accordance essentially language learning, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regard to subjects and also related with specific areas as an example of the discourse on the theme games, in order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort needs to be done continuously and can be obtained through certain areas.”¹²

Large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hoped to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometimes have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentences.¹³

Vocabulary cannot be separated from the language, it is important part of language. Hari Mukti Krida Laksana points out “Vocabulary is a component of language that maintains all information about meaning and using word in language.”¹⁴ It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and

¹² Depdiknas, *Peraturan Menteri Pendidikan Nasional, No. 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta : 2003), p. 35.

¹³ A.M. Zainuri, *Vocabulary 1*, (Jakarta : English Department, 2003), p. 1.

¹⁴ Hari Mukti Krida Laksana, *Kamus Linguistik* (Jakarta: PT Gramedia Pustaka Utama, 1993), p. 127.

vocabulary can be say a group of words on certain language as a part in teaching-learning in a foreign language.

According to Krashen and Terrel “The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching.”¹⁵

Based on the curriculum, the students of junior high school are expected mastering vocabularies 2000 words after graduated.¹⁶ It means that the student have to master at least 667 words in one year. Based on the observation in SMP Muhammadiyah, the researcher found in the class VII Plus-A they had 3 meeting in one week to learn English, it means that in one month the students have 12 meeting and in one year they have 144 meeting. Therefore, that the student are expcted mastering vocabularies in one meeting at least 5 words.

Mastering vocabulary does not necessarily only remembering its spoken and written form. Thornburry (2002: 15) also emphasizes that in the most basic level, someone is said already knowing a word when he/she knowing its form and its meanings. He explains that knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.¹⁷

¹⁵ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 17

¹⁶ Dadang Dachhajar, *Get Success UN Bahasa Inggris, Anggota*, (Jakarta: Penerbit Grafindo Media Pratama, 2008), p. 1

¹⁷ Thornbury, *How ti Teach Vocabulary*, (London: Pearson Education Limited, 2002). 57

To increase vocabulary, the students must first have a desire to expand the knowledge of word of knowledge of word meanings, as well as commitment to studying new words.¹⁸

As concluded vocabulary mastery is not merely remember the words or words subsets. They should be pushed into long-term memory or never forgotten by attend them for many times. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs.

2.1.2. The Concept of Sketch And Label

Sketch is a simple picture or a rough draft illustrating principal parts without detailed. In using sketches, teachers can be poured ideas to form a simple image or drag the rough, which can be used in the teaching learning process.¹⁹

A sketch is a rapidly executed freehand drawing that is not usually intended as a finished work. A sketch may serve a number of purposes: it might record something that the artist sees, it might record or develop an idea for later use or it might be used as a quick way of graphically demonstrating an image, idea or principle.²⁰

Sketches can be made in any drawing medium. The term is most often applied to graphic work executed in a dry medium such as silverpoint, graphite, pencil, charcoal or pastel. But it may also apply to drawings executed in pen and ink, ballpoint pen, water color and oil paint. The latter two are generally referred

¹⁸ George, *Writing and Grammar*, (New Jersey: Prentice-Hall Inc, 2001), p. 767.

¹⁹ Arif S. Sadiman, dkk, *Media Pendidikan (Pengertian, Pengembangan, dan Pemanfaatannya)*, (Jakarta: PT. Raja Grafindo Persada, 2007).

²⁰ Wikipedia, *Sketch (Drawing)*, Accessed by [https://en.wikipedia.org/wiki/Sketch_\(drawing\)#Sources](https://en.wikipedia.org/wiki/Sketch_(drawing)#Sources), 29 December 2016.

to as "water color sketches" and "oil sketches". A sculptor might model three-dimensional sketches in clay, plasticine or wax.²¹

According to Collins's label are vestiges of representations, and are thus undersirable in a highly derivational minimalist system.²² Labels may be used for any combination of identification, information, warning, instructions for use, environmental advice or advertising. They may be stickers, permanent or temporary labels or printed packaging.²³

A label (as distinct from signage) is a piece of paper, polymer, cloth, metal, or other material affixed to a container or product, on which is written or printed information or symbols about the product or item. Information printed directly on a container or article can also be considered labeling.²⁴

Sketch and label can be interest for student in learning especially in vocabulary. A good picture can convey not only alone but can be used to train thinking skills and can develop students' imagination ability. For example student given to students a picture, and then they were asked to create a label on the image according to their perception.

2.1.3. Sketch And Label for Teaching Vocabulary

Sketch and label is a picture with a symbol that made by the students based on teachers' instruction. Its can be an interesting way to teach vocabulary. For example, the teacher ask to the student to search 10 vocabulary and make the

²¹ *Ibid.*,

²² Barbara Citko, *Symmetry in Syntax, Merge, Move, and Label*, (New York : Cambridge University Press, 2011), p. 164

²³ *Op, cit.*, *Wikipedia*.

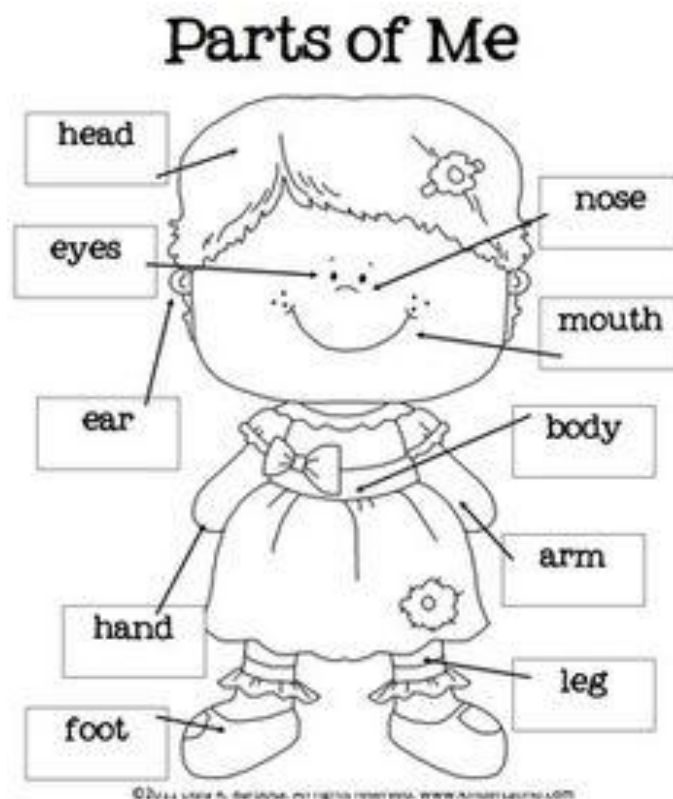
²⁴ *Wikipedia, Label*, Accessed by <https://en.wikipedia.org/wiki/Label> 31 December 2016

sketch also the label, so by the sketch and label can influence the students' memories, because they can remember the word by the picture that they made.

The procedures are:

1. Show the students how to make and learn by sketch and label of vocabulary. They can use origami paper to draw the picture.
2. The students make 10-15 paper or picture each day and keep the record of their progress.
3. If the learners prepare their own papers, teacher may check the words they choose.
4. The students can outboard the paper in the wall of the class. It can help them to remember the word.

The example of sketch and label can be seen by the picture below:



2.2. Conceptual Framework

Vocabulary is one of the essential part in language which are taught for every language learner. Vocabulary is the words are used in general; there is no limit of field or users, general in meaning and use. Vocabulary has also the important rules in understanding the language.

The application of sketch and label which is addressed by researcher hope the vocabulary will be given to the student based in the material, till sketch and label has been prepared by researcher in improving students' vocabulary can be used in daily activity in English class.

From the statement above the researcher concludes that sketch and label in teaching vocabulary in English language can improve students' English vocabulary.

2.3. Hypothesis

The hypotheses are:

H_a: Sketch and label improve students' vocabulary mastery through sketch and label organizer at SMP Muhammadiyah 02 Medan.

H₀: Sketch and label do not improve students' vocabulary mastery through sketch and label organizer at SMP Muhammadiyah 02 Medan.

CHAPTER III

METHOD OF RESEARCH

3.1. Design of Research

The design of this research is classroom action research. It is called CAR because the research focuses on a particular problem and a particular group of students in a certain classroom. It will be done by systematically collecting data in practice and analyzing it in order to come to some decisions about what the future practice will be.²⁵

Suharsimi explains Class Action Research through the combined definitions of three words, Research, Action and Class. The meaning of each word are follow; 1) Research is an activity to observe an object by using method and specific to obtain data or information in solving a problem. 2) Action is intentional activity with the specific purpose, the action implement in a series cycle. 3) Class is a group of students in the class, the students study not only in limit area but also in other place such as laboratory, study tour, etc.²⁶

The method of Class Action Research can be expected to solve the problem and can improve the students' mastery in vocabulary at SMP Muhammadiyah 02 Medan.

²⁵ Michael J. Wallace, *Action Research for Language Teacher*, (Cambridge University Press, 1998), p. 4.

²⁶ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 2-3.

3.2. The location of the Study

This research will conduct in SMP Muhammadiyah 02 Medan in Jl. Pahlawan, No. 97 Medan.

3.3. Subjects of the Study

The subjects of this study are the first year students of SMP Muhammadiyah 02 Medan academic Year 2016/2017. These subjects consist of 75 students and the participants consist of 23 students. It is deciding this class because she assumes that those students need the improvement of their vocabulary enlargement.

3.4. Procedures of Data Collection

Procedures of data collection in this research will consist into four divisions: Planning, Acting, Observing, and Reflecting.

1. Planning

In the planning phase, the researcher will observed the problem of students' vocabulary by interview the teacher, then identifying and diagnosing students' vocabulary problem occurred in the class proven.

After get the result, the researcher will selected the material based on the basic competency that relevant with vocabulary. The material will take from textbooks, internet and other sources. From the material the researcher will designing lesson plan and plan to be applied sketch and label during the first cycle of the research.

2. Acting

The acting phase will do from an act which planned before. In this phase, it begins the process of going more deeply into the issue being researcher. The researcher will implement sketch and label in teaching learning process for vocabulary topic. The acting will carry out in two cycles, each cycle take two meetings and depends on the material needs that existed in the semester or annual program designed by the teacher.

3. Observing

In observing phase, the researcher write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher will observe the outcomes of the intervention and reflecting on its effectiveness. When observing, the research should notice and note all of the activities in physical classroom. It may be about the teacher's performance, class situation, students' response, etc. in this phase is also collects the data derive from evaluation or post test.

4. Reflecting

The last phase is reflecting. The aim of this phase is to reflect or evaluation from three phases before, it is done based on the data that have been to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still may have find some problems, it needs to move to the next cycle until it solve.

3.5. Techniques of Data Collection

In this research, the data is collect by using quantitative and qualitative data.

3.5.1. Quantitative

In quantitative data, it will conduct by vocabulary test. There are two kinds of test will be give by researcher to the students. They are pre-test and post-test. The pre-test will be done before implementing sketch and label in learning vocabulary. It is to measure students' vocabulary mastery at first. Meanwhile, the post-test is implementing after using sketch and label. The test is hold on the end of every cycle.

In this research, the test consists of 20 items in form of multiple choices for each test. The test will give to the students in the class and they have 30 minutes to finish the test, the researcher will give work sheet to the students and they will choose the best answer by give a circle or the crosswise to the options that have been available.

The test will create by researcher from some resources such as: students' book exercise, grammatical book, and internet. The test will conduct in order to see the improving students' vocabulary mastery relates to the subject they have learnt.

3.5.2. Qualitative

On the other side, the qualitative data described the situation and condition during teaching learning process. In the qualitative data, the researcher uses observation, interview, and photograph evidence.

1. Observation

In this case, the researcher will use the direct observation. The researcher observation the condition in the class when teaching learning process go on, students' skill and the problem of students in learning English especially in vocabulary. The researcher will write the entire occurrence during classroom action research, class situation in the classroom activity, and students' response concerning the use sketch and label.

2. Interview for teacher

The researcher will interview the teacher to know students' difficulties and shortage in English vocabulary.

3. Questionnaire for students

The questionnaire will give to the students to know their understanding and their problem in learning English especially in vocabulary.

4. Documentation

As a qualitative research, the researcher will make the documentation of the research. To providing reference points is by take the picture during the research. The function of photography is a way of reporting, observation, reflection, and reaction of students in teaching and learning process.

3.6. Techniques of Data Analysis

The researcher uses the quantitative and qualitative data as the technique of analysis data. The data are both analyze quantitatively and qualitatively.

3.6.1. Quantitative

The quantitative data is used to analyze the score of the students; the researcher observes their activities by using sketch and label that will be given to the student. Quantitative data is broadly used to describe what can be measure or count.

To evaluate the students' improvement in vocabulary, the researcher will give 10 items in the form of multiple choices, the question will give in the form of the sketch and the student will answer by choose which the correct answer to make label and word of the sketch. The test is scored by using score rank from 0-100 by counting the suitable answer and applying the formula:

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

Where:

S = Score of the test

R = Number of the correct answer

N = Number of the test items

Table 3.1 Range of score to determine the extent of students' vocabulary.

Number	Range of Score	Category	The Quality
4	85-100	Very High	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very Low	E

To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100$$

Where:

X = Mean of the students

$\sum x$ = Total score

N = Number of students

To categorize the number of the students who are competent in vocabulary, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students' improvement

R = the number of students' point

T = the total number of the students.

Therefore, by applying of the data, it is expected that the implementation of sketch and label in improving students' vocabulary mastery is achieved by using percentage.

3.6.2. Qualitative

The qualitative data will used to describe the situation during the teaching and learning process. The qualitative data analyzed from the observation, tests and questionnaire sheet to describe the improvement of students' achievement on vocabulary.

1. Observation

From observation, the researcher will get the information to describe the implementation of sketch and label in improving students' mastery in learning English at SMP Muhammadiyah 02 Medan during the research.

2. Questionnaire sheet

From questionnaire sheet, the researcher will get the students' responses in use sketch and label in teaching vocabulary.

3. Documentation

As a qualitative research, the researcher take documentation of the research. the researcher collected some photos during teaching learning process as proves that the research has done.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1. The Data

A preliminary study was conducted on Tuesday 4th until Thursday 20th April 2017 in SMP Muhammadiyah 02 Medan to get data about the factual conditions of the problems faced by the teacher and students in teaching learning English especially vocabulary. This action was done at the first grade of SMP Muhammadiyah 02 Medan in the class VII-A plus.

The data was applied by quantitative data and qualitative data. The qualitative data were taken from observation, interview for teacher, questionnaire for students and documentation. The quantitative data were taken from the students score in taking test. This research was conducted in one class were 23 students. The research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test conducted in three meetings. The second cycle was also conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post-test.

4.1.1. The Quantitative Data

The quantitative data were taken from the test result, which was carried out in two cycles, there were five meetings were conducted. The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score might be seen in the following table.

Table 4.1 The Quantitative Data

No.	Code Name	PRE-TEST	CYCLE I	CYCLE II
		Score	Score	Score
1.	01	70	75	90
2.	02	75	80	80
3.	03	25	70	85
4.	04	55	60	80
5.	05	60	65	75
6.	06	55	65	70
7.	07	30	55	65
8.	08	75	75	80
9.	09	55	70	85
10.	10	80	85	85
11.	11	35	65	70
12.	12	45	60	75
13.	13	45	70	85
14.	14	20	55	65
15.	15	55	85	85
16.	16	50	60	90
17.	17	45	55	70
18.	18	35	65	85
19.	19	45	65	75
20.	20	25	50	80

21.	21	45	60	95
22.	22	55	70	100
23.	23	20	45	75
Total $\sum X$		1100	1505	1845
The Mean Score		47.82	65.43	80.21

4.1.2. The Qualitative Data

The qualitative data were taken from observation, interview for teacher, questionnaire for students and documentation.

4.1.2.1. Observation

Observation was used to measure the level of students' activities during teaching learning process. The researcher was observed and investigated the students, the situation and the problems or obstacles found during teaching and their achievement. The observation was focused on the situation on teaching learning process in which Sketch and Label was applied students' activities and behavior students' ability in vocabulary and interaction between teacher and students. It might be seen in appendix.

4.1.2.2. Interview for teacher

There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher. In the first session were about students' problem in vocabulary, the way by teacher in teaching vocabulary, and the difficulty faced by the students focus on vocabulary.

4.1.2.3. Questionnaire for student

Questionnaire was done in two sessions. The first session was done before conducting the research and implementing sketch and label. The second session was done in last of cycle II. The questionnaire was about students' vocabulary mastery and the way of teacher in teaching vocabulary.

4.1.2.4. Documentation

Document was taken from the teacher such as lesson plan, students' score. It was also scenario during teaching learning process in the form of photography in each cycle. From the documentation, it was found that students were active and enthusiastic during teaching learning process after implemented Sketch and Label.

4.2. Data Analysis

4.2.1. Quantitative Data

The research gave test in the end of each cycle. Based on the result of all the meetings conducted, it was found that the students' score kept improving started from the first meeting until the last meeting. The test gave in the form multiple choices. It was found that the mean of students' score kept improving from the pre-test until post-test of cycle II. Here the data analysis as follow:

Table 4.2 The Result of Students' Score for Pre-Test

No.	Code Name	PRE-TEST	
		Score	Criteria Success (>68)
1.	01	60	Unsuccess
2.	02	75	Success
3.	03	25	Unsuccess
4.	04	55	Unsuccess
5.	05	60	Unsuccess
6.	06	55	Unsuccess
7.	07	30	Unsuccess
8.	08	75	Success
9.	09	55	Unsuccess
10.	10	80	Success
11.	11	35	Unsuccess
12.	12	45	Unsuccess
13.	13	45	Unsuccess
14.	14	20	Unsuccess
15.	15	55	Unsuccess
16.	16	50	Unsuccess
17.	17	45	Unsuccess
18.	18	35	Unsuccess
19.	19	45	Unsuccess
20.	20	25	Unsuccess

21.	21	45	Unsuccess
22.	22	55	Unsuccess
23.	23	20	Unsuccess
Total $\sum X$		1090	
The Mean Score		47.82	

From the table of pre-test, the total score of students was 1100 and the number of students who took the test was 23 students, so the students' mean was:

Formula:

$$X = \frac{\sum x}{N} \times 100$$

$$X = \frac{1100}{23} \times 100 = 47.82$$

From the analysis above, students' mastery in vocabulary was low. The mean of students was 47.39. And to look the number of students who were competent in vocabulary test was calculated by applying the following formula:

Formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{19}{23} \times 100\% = 82.60\% \text{ and}$$

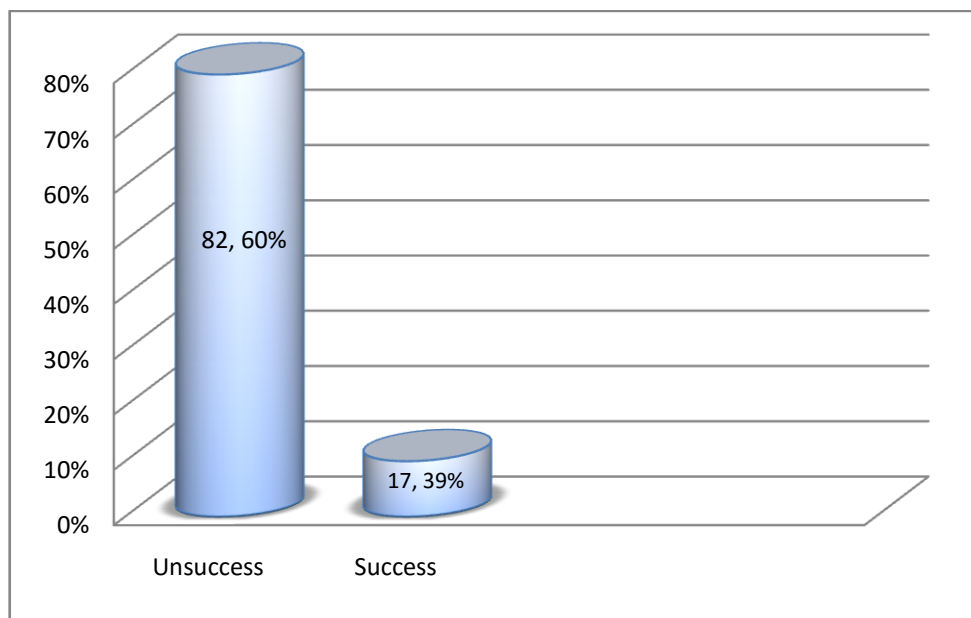
$$P_2 = \frac{4}{23} \times 100\% = 17.39\%$$

Table 4.3 Distribution of Students' Mastery in Vocabulary for Pre-Test

	Criteria	Total Students	Percentage
P_1	Unsuccess	19	82.60%
P_2	Success	4	17.39%

From the table analysis, the mean of students was 47.82. From the criteria 4 students got success score it was only 17.39%. In other one 19 students got unsuccess score or it was 82.60%. It could conclude that the students' mastery in vocabulary is still low.

For further explanation, the students' mastery in vocabulary can be seen from this chart bar as follow:

Chart 4.1. Distribution of Students' Mastery in Vocabulary for Pre-Test

From the explanation above, students' mastery in vocabulary was classified low when doing action research in pre-test. then, post test continued in cycle I.

In the post test of the first cycle, the analysis can be follow below:

Table 4.4 The Result of Students' Score for Cycle I

No.	Code Name	CYCLE I	
		Score	Criteria Success (>68)
1.	01	75	Success
2.	02	80	Success
3.	03	70	Success
4.	04	60	Unsuccess
5.	05	65	Unsuccess
6.	06	65	Unsuccess
7.	07	55	Unsuccess
8.	08	75	Success
9.	09	70	Success
10.	10	85	Success
11.	11	65	Unsuccess
12.	12	60	Unsuccess
13.	13	70	Success
14.	14	55	Unsuccess
15.	15	85	Success
16.	16	60	Unsuccess

17.	17	55	Unsuccess
18.	18	65	Unsuccess
19.	19	65	Unsuccess
20.	20	50	Unsuccess
21.	21	60	Unsuccess
22.	22	70	Success
23.	23	45	Unsuccess
Total $\sum X$		1505	
The Mean Score		65.43	

From the table of post test I, the total score of students was 1505 and the number of student who took took the test was 23 students, so the students' mean was:

Formula:

$$X = \frac{\sum x}{N} \times 100$$

$$X = \frac{1505}{23} \times 100 = 65.43$$

From the analysis above, students' mastery in vocabulary was still low. The mean of students was 65.43. Then, to look the number of students who were competent in vocabulary test was calculated by applying the following formula:

Formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{9}{23} \times 100\% = 39.13\% \text{ and}$$

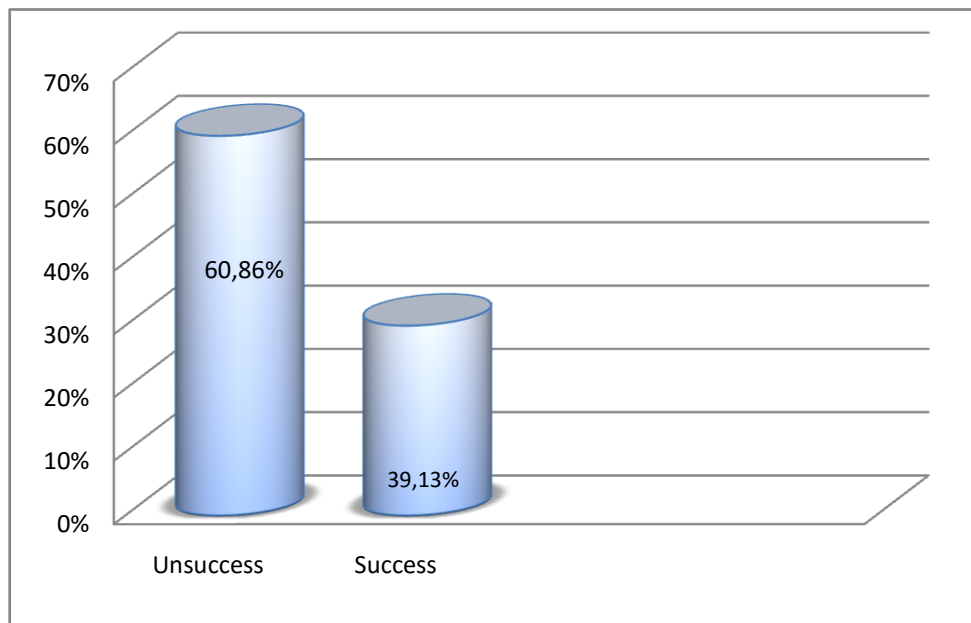
$$P_2 = \frac{14}{23} \times 100\% = 60.86\%$$

Table 4.5 Distribution of Students' Mastery in Vocabulary for Post-Test

	Criteria	Total Students	Percentage
P_1	Unsuccess	14	60.86%
P_2	Success	9	39.13%

From the table analysis, the students mastery in vocabulary was still low. The mean of students was 65.43. From the criteria 9 students got success score or it was only 39.13%. In other one 12 students got unsuccess score or it was only 60.86%. It could conclude that the students' mastery in vocabulary was still low. Post test cycle I was categorized unsuccess. The result of standard of criteria success minimum (SKM) was >68 score. The improved of students' score from pre-test was about 21.74%.

To clear the explanation, the students' mastery in vocabulary can be seen from this chart bar as follow:

Chart 4.2 Distribution of Students' Mastery in vocabulary for cycle I

From the explanation above, students' mastery was classified not good when doing action research in cycle I. Then, next to cycle II.

In the post test I of first cycle was classified unsuccess because there were not a half of students who got success. Here, the analysis for cycle II can be follow below:

Table 4.6 The Result of Students' Score for Cycle II

No.	Code Name	CYCLE II	
		Score	Criteria Success (>68)
1.	01	90	Success
2.	02	80	Success
3.	03	85	Success
4.	04	80	Success

5.	05	75	Success
6.	06	70	Success
7.	07	65	Unsuccess
8.	08	80	Success
9.	09	85	Success
10.	10	85	Success
11.	11	70	Success
12.	12	75	Success
13.	13	85	Success
14.	14	65	Unsuccess
15.	15	85	Success
16.	16	90	Success
17.	17	70	Success
18.	18	85	Success
19.	19	75	Success
20.	20	80	Success
21.	21	95	Success
22.	22	100	Success
23.	23	75	Success
Total ΣX		1845	
The Mean Score		80. 21	

From the table, the students' mastery in vocabulary through sketch and label. The standard of criteria maximum was achieved by mean 80. 21 from the

total score of student was 1845 divided the number of students who took the test was 23 students, so the students means was:

Formula:

$$X = \frac{\sum x}{N} \times 100$$

$$X = \frac{1845}{23} \times 100 = 80.21$$

From the analysis above, students mastery in vocabulary improved. The mean of students was 80.21. And to look the number of students who were competent in vocabulary test was calculated by applying the following formula.

Formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{2}{23} \times 100\% = 8.69\% \text{ and}$$

$$P_2 = \frac{21}{23} \times 100\% = 91.30\%$$

Table 4.7 Distribution of Students' Mastery in Vocabulary for Cycle II

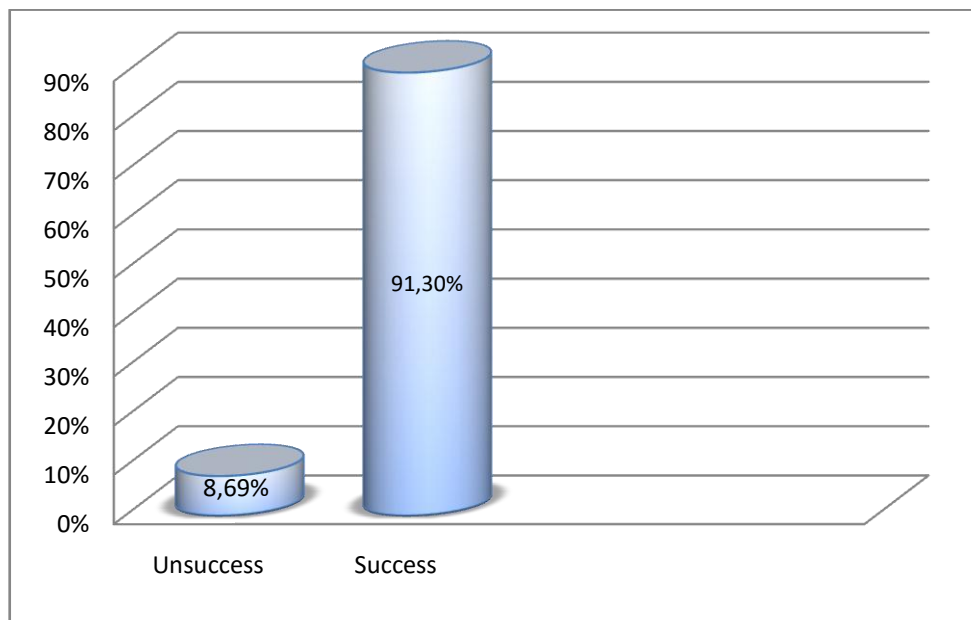
	Criteria	Total Students	Percentage
P_1	Unsuccess	2	91.30%
P_2	Success	21	8.69%

From the table analysis, the students' mastery in vocabulary improved. The mean of students was 80.21. From the criteria 21 students got success score or it was only 91.30%. In other one 2 students got unsuccess score or it was only 8.69%. It could conclude that the students' mastery in vocabulary improved. Post

test cycle II was categorized success. The result of standard of (SKM) criteria success minimum >68 score achieved. Students' mastery vocabulary was classified success.

To clear the explanation, the students' mastery in vocabulary can be seen from this chart bar as follow:

Chart 4.3 Distribution of Students' Mastery in Vocabulary for Cycle II



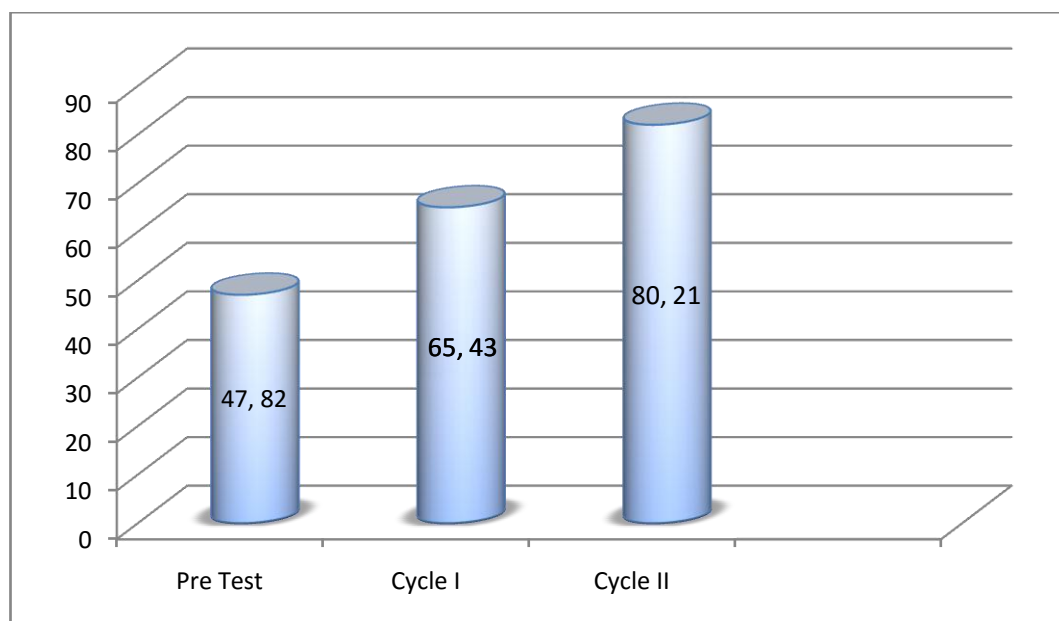
From the explanation above, students' mastery was classified very good when doing action research on cycle II. The result of students' mastery in vocabulary connected the topic procedure text.

Table 4.8 The Result of Students' Score for Pre-Test, Cycle I, and Cycle II

No.	Code Name	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria Success (>65)	Score	Criteria Success (>65)	Score	Criteria Success (>65)
1.	01	70	Success	75	Success	90	Success
2.	02	75	Success	80	Success	80	Success
3.	03	25	Unsuccess	70	Success	85	Success
4.	04	55	Unsuccess	60	Unsuccess	80	Success
5.	05	60	Unsuccess	65	Unsuccess	75	Success
6.	06	55	Unsuccess	65	Unsuccess	70	Success
7.	07	30	Unsuccess	55	Unsuccess	65	Unsuccess
8.	08	75	Success	75	Success	80	Success
9.	09	55	Unsuccess	70	Success	85	Success
10.	10	80	Success	85	Success	85	Success
11.	11	35	Unsuccess	65	Unsuccess	70	Success
12.	12	45	Unsuccess	60	Unsuccess	75	Success
13.	13	45	Unsuccess	70	Success	85	Success
14.	14	20	Unsuccess	55	Unsuccess	65	Unsuccess
15.	15	55	Unsuccess	85	Unsuccess	85	Success
16.	16	50	Unsuccess	60	Unsuccess	90	Success
17.	17	45	Unsuccess	55	Unsuccess	70	Success
18.	18	35	Unsuccess	65	Unsuccess	85	Success
19.	19	45	Unsuccess	65	Unsuccess	75	Success

20.	20	25	Unsuccess	50	Unsuccess	80	Success
21.	21	45	Unsuccess	60	Unsuccess	95	Success
22.	22	55	Unsuccess	70	Success	100	Success
23.	23	20	Unsuccess	45	Unsuccess	75	Success
Total $\sum X$		1100		1505		1845	
The Mean Score		47.82		65.43		80.21	

Chart 4.4 The Result of Students' Mean

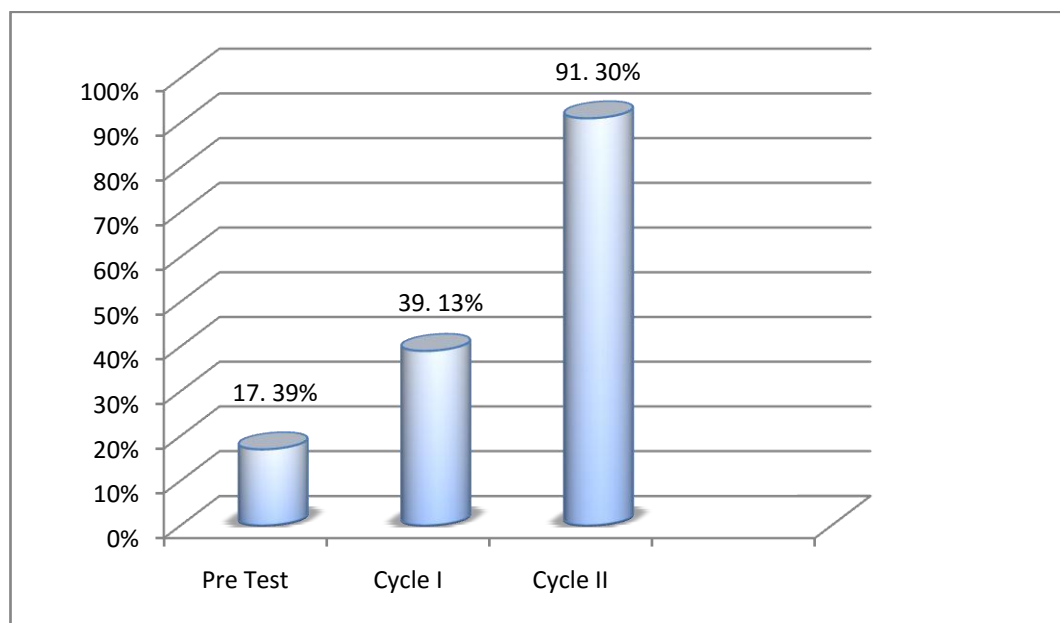


The mean of students' mastery in vocabulary improved started from pre-test, post-test in cycle I, and post-tets in cycle II. And the percentage of students' mastery in vocabulary was shown as follow:

Table 4.9 The Result of Students' Percentage for Pre Test, Cycle I, and Cycle II

Meeting		Studentd Who Get Score >68	Percentage
Post Test	I	4	17. 39%
Cycle I	II	9	39. 13%
Cycle II	IV	21	91. 30%

To clear the percentage of the result of students' mastery in vocabulary as follow:



The result showed the improvement of students' score from the pre-test to post test cycle II. In the pre test, there was only 17, 39% (4 students) who got point >65. In the post test of cycle I there was 39, 13% (9 students) who got point >65. It means that there was improvement 21, 74%. The post test of cycle II, there was 91, 30% (21 students) who got point >65. The improvement was about

52,17%. And the total improvement of the students' score from pre-test to post test cycle II was 73, 91%. It could be concluded that sketch and label worked effectively and efficiently in helping students' mastery in developing their vocabulary for first grade SMP Muhammadiyah 02 Medan. And this learning has applied successfully and able to improved students' mastery in vocabulary.

4.2.2. Qualitative Data

In qualitative data, the researcher was conducted in two cycle and each cycle consisted of two meetings

4.2.2.1. Cycle 1

The first cycle was done in two meetings. In this cycle, the students' vocabulary was measured and their problems in using vocabulary were analyzed.

1. Planning

Planning based on the result pre-test which had been administrated before. It was known that the level of the students' achievement in vocabulary was still low. In planning, it was considered everything that was related to the action that would be done and was also prepared everything that would be need in teaching and learning process. It was arranged before doing research. There were many activities that were done in planning, they were:

- a. Making lesson plan which involved scenario of the teaching and activities creations of students.
- b. Preparing and making strategy that were needed when doing the scenario of teaching.

- c. Preparing the observation sheet that were used to know students' reaction and class condition as a whole, and also to see the development that existed since the using strategy in teaching learning process.

The researcher as the teacher, and the teacher would be observer the teaching learning process in which sketch and label was implemented. And the researcher was observed by the other researcher who helped the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.

2. Action

In the action phase, everything that had been planned and arranged was done. They were many activities in action, they were:

- a. The teacher opened the class by greeting the students.
- b. The teacher gave the motivation before study material.
- c. The teacher gave the motivation before study material.
- d. The teacher introduced and explained the material.
- e. The teacher shared and explained the vocabulary.
- f. The teacher explained to the student about the sketch and label to learning vocabulary.
- g. The teacher asked to the students to make sketch and label from the vocabulary that existed in the material.
- h. The teacher gave the opportunity for students to ask the difficulties about the material and the teacher gave the summary about the material.
- i. The teacher closed the class by closing and salam.

3. Observation

The situation of teaching learning process was conducive because most of the students weren't noisy and they were serious when the teacher explained the lesson and active to share their ideas. But the interaction between teacher and student was less. Some students were still shy to give their mind about the vocabulary which they learned. There were many things that had been observed as follows:

- a. The students were paying attention to the teachers' explanation.
- b. The students were energetic in doing teachers' instructions.
- c. The students were interested in learning vocabulary by using sketches and labels.
- d. Some of the students still made noise and imitated their friends' work.
- e. The students asked the teacher if they found any difficulties.
- f. Some of the students rather felt confused when they were asked to do the post-test.
- g. The students were understood about the material.
- h. Some actions of the teacher that were observed by the other researcher.

For more information about the observation could be seen in the appendices.

4. Reflection

The reflection is a feedback process from the action that has been done before. The researcher evaluated the teaching learning process in the end of the meeting of the first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making the second cycle.

The evaluation could be from the students' result test and observation of the attitude to the second cycle in order to get the better result.

4.2.2.2. Cycle II

Based on the reflection on the first cycle, it was needed to conduct the second cycle. The second cycle was done by the researcher in order to get the better improvement of students' result. Their similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

1. Planning

- a. Making improvement in lesson plan which involved more creations of students' activities.
- b. Preparing and making strategy that were needed when doing the scenario of teaching.
- c. Preparing the observation sheet that were used to know students' reaction and class condition as a whole, and also to see the development that existed since the using strategy in teaching learning process.
- d. Having seen in the first cycle, many problem that found the researcher, so the teacher planned to control them more. It was planned that the teacher would make sure that all the students were active and time would be managed effectively and efficiently.
- e. Teacher planned to give a chance to students to ask if there was something that they didn't understand yet. So, they would to ask the teacher.

2. Action

In this phase, there were some activities done by the researcher. In this cycle, the scenario of the teaching learning process arranged based on the result of reflection in the first cycle, they were:

- a. The teacher started the teaching learning process.
- b. The teacher explained the topic and students listened seriously.
- c. The students found the vocabulary that existed in the material and they choose 7 vocabularies to make the sketch in origami paper by their creation and make label in on the sketch.
- d. The teacher controlled the students to make sure that all the students were active in involving themselves in their task.
- e. The teacher asked student which part they don't understand yet.

3. Observation

In this cycle, many students were more active and serious than in the first cycle. The students more active in involving themselves in learning process.

The activity in this phase same with the cycle I, they were:

- a. The students were more pay attention to the teachers' explanation.
- b. The students were more energetic in doing teachers' instruction.
- c. The students were interested in learning vocabulary by using sketch and label.
- d. Some of students were controlled to not make a noise.
- e. The students asked the teacher if about their difficulties.
- f. Students were feeling great to do the post test.
- g. The students were more understood about the material.

- h. Some action the teacher that observed by the other researcher.

For more information about the observation could be seen in appendices.

4. Reflection

Generally, all of the students had been able to understand, remember and use the vocabulary though. It could be seen from their vocabulary test scores which were getting better from meeting to meeting. The situation during the teaching learning process in which sketch and label applied could be run well.

The situation during the learning process was very conducive, lively and active then the interaction between teacher and the students were better than of the first cycle where sketch and label had been successfully worked in helping students in adding their vocabulary.

Based on the reflection in this cycle, it was not needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary mastery had been improved.

4.3. Research Finding

Based on the data analysis, it could be conducted that all the students got improvement. It was supported by the fact the mean of the score in every meeting increased.

The result was indicated that there was an improvement on the students' mastery in vocabulary through sketch and label. It was proved by the data which showed that the mean of students in second cycle (91, 30%) was higher than the first cycle (39, 13%) and also higher than pre-test (17, 39%). The percentage of the student who got point up to 68 also grew up. In the pre test, there was 17, 39%

(four students) who got point 68 above. In the post test cycle I, there was 39,13% (nine students) who got point 69 above. It means that there was improvement about 21, 74%. In the post test of cycle II, there was 91,30% (twenty one students) who got the point 68 above. The improvement about 52,17%. The total improvement of the students' score from the pre test to the post test of cycle II was 73, 91%. In another words the students became better for meeting to meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from observation sheet, interview for teacher, questionnaire for students, and documentation. All of the data indicated that the students gave their good attitude and response during the teaching learning process. Based on the result of the quantitative and qualitative data that. It was indicated that the action and the implementation of sketch and label kept improving.

4.4. Discussion

The research was conducted to find the improving of the students' mastery in vocabulary by using sketch and label that could make the students easier in learning English especially in vocabulary.

The research has proved the effectiveness of applying sketch and label. It was shown in the table of the improvement of students' score of the pre test, cycle I, and cycle II. It was because the teacher controlled the class better. The effect for the students in used sketch and label was easier in teaching learning process.

Based on the result of quantitative data, the result showed that the students' mastery in vocabulary improved. The score was higher and higher for

each meeting. It was proven by the fact that the mean of the score for each meeting increased. The mean of pre-test was 47, 82. It was low, because the English passing grade was >65 and there were only students who got score point up 68. The mean of the post test of each cycle I was 65, 43, it was higher than pre-test the mean of post test of cycle II was 80, 21, it was higher than post test in cycle I. The improving of the mean of the students' score from post test first cycle to second cycle was 21, 74%. Then, the percentage of the students who got score point up 68 in the first cycle was nine students (39, 13%). The percentage of students who got point up 68 in the second cycle was twenty one (91, 30%). The improving of the percentage from pre test to first cycle was 21, 74% and from the first cycle to the second cycle was 52, 17%, so the total improvement 73, 91%.

The result of these research showed that the implementation of sketch and label can improve the students' mastery in vocabulary. It can be proven by the improving of the students' score from the pre-test to post test in the first and second cycle.

The qualitative data taken from observation sheet during teaching learning process was running. It was found that the class was effectively run. The students paid attention to the teachers' explanation and some of the always asked question when they were given chance to deliver question. Then, the qualitative data also showed the improvement of the teacher's and student's activities during teaching learning process. It indicated that the implementation of sketch and label in teaching vocabulary could motivate the student to be more enthusiastic studying.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on analyzing the data, it was found that the score of student increased from the first meeting namely cycle I until last meeting namely cycle II. In each meeting, there was an improvement of the students' achievement through sketch and label. Based on the result of the research, it can be conclude that:

1. After analyzing the data, it was found out the students' mastery in vocabulary by using sketch and label got improvement.
2. The result of analyzing data showed that there was an improving on the students' mastery in vocabulary. It was showed from the mean in the end of cycle II was 80, 21 and the percentage 91, 30% which 21 students who got the point 68 above. The total improvement of students' scores from pre-test, post-test I, and post-test II was 73, 91%. It means that the students' score have been reached the target.
3. Based on the Observation sheet, interview for teacher, questionnaire for students and documentation showed that the implementation of sketch and label was effective to students' mastery in vocabulary. Furthermore, sketch and label was a unique one used in teaching vocabulary that make students can be actively, enthusiastic, and joyfully to develop students' vocabulary in teaching learning process.

5.2. Suggestions

The following suggestion are offered to be considered

1. To the teacher should, sketch and label is a better way to teach vocabulary, it can be apply in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. To the students, must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they have.
3. To the other researcher, it is very useful as information and the researcher suggested to conduct research related to the topic of the study.

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Appendix 1a : Lesson Plan

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 1

School : SMP Muhammadiyah 02 Medan

Subject : Bahasa Inggris

Class/Semester : I/ II

Times Allocation : 4 x 40 menit

Skill : Reading and Writing

A. Standard of Competences

Reading

- 1.1. Understanding the meaning of functional text and simple short essay in the form of procedure that related with the environment.

Writing

- 1.2. Expressing the meaning in the written short functional text and the simple essay in the form of procedure that related with the environment.

B. Basic Competence

- 1.1.1. Responding to the meaning that exist in the short functional text accurately, fluent and acceptedly that related with the environment.

- 1.1.2. Expressing the meaning that exist in the simple short functional text by express the written style, fluent and acceptedly to interact with the environment.

C. Indicators

1. Identify the feature of procedure text.

2. Identify the vocabulary in the procedure text.

D. The Purpose of Learning

- A. Students identify the feature of the procedure text.
- B. Students identify the vocabulary in the procedure text.

E. Learning Material

Procedure Text

How to make Oriental Fried Rice

Preparation:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper, and salt.
3. Break in and stir in one or two eggs.
4. To make Oriental Fried Rice, you will need a plate of rice, meatballs, eggs, leeks, pepper, and salt, and spoonful of oyster sauce.
5. Chop up the leeks into very pieces.

How to make it:

1. Pour the eggs and green peas.
2. After that, put the garlic, pepper and salt, adds a spoonful of oyster sauce.
Put the leeks into the mixture and a plate of rice
3. First of all, try the chicken fillet and meatballs. Stir the mixture well.
4. Finally, serve oriental fried rice ion a plate with hot sauce, if you like.

Vocabulary

Noun		Verb	
Fried rice	Nasi goreng	Make	Membuat
Meatball	Bakso	Cut	Memotong
Pieces	Potongan	Grind	Ulek
Garlic	Bawang putih	Break	Memecahkan

Pepper	Merica	Stir	Adut
Salt	Garam	Soak	Merendam
Egg	Telur	Chop up	Cincang
Leek	Daun bawang	Pour	Menuang
Green peas	Kacang polong	Add	Menambahkan
Water	Air	Put	Meletakkan
Oyster Sauce	Saus tiram	Fry	Goreng
Mixture	Campurtan	Serve	Hidangkan

Adjective		Adverb	
Oriental	Khas timur	Together	Bersama
Small	Berukuran kecil	How	Bagaimana
Frozen	Beku	Then	Lalu, kemudian
Hot	Panas, pedas	After that	Setelah itu
Very	Sangat	First of all	Pertama-tama
		Well	Dengan baik
		Finally	Terakhir

F. Metode pembelajaran

- Three phase technique (Introduction, Implementation/ Process, Evaluation/ Assessment).

G. Teaching Learning Activity

a) Introduction Activity set (Pre-Teaching)

(10 minutes)

- Greeting.
- Pray.
- Check the attendance list of students.
- Warning up activity
- Explain how important the next competence learning that should be master by the students.

b) Core Activity

(50 minutes)

- Introduction the topic to the students.
- Asking the students about their prior knowledge that relate to the topic.
- Share the text in the form of procedure text to the students.
- Read the text and ask to the student to listen carefully.
- Ask the students to read the text alternately.
- Ask to the student to do the task in the paper.
- Ask to the students to write their answer in the whiteboard.
- Teacher give the example how to make sketch and label with the different picture each words and how to study by using sketch and label.
- Students search the other vocabulary and write it in the whiteboard.
- The vocabulary elected to make sketch.
- Students playing the games “What am I?” by using sketch and make the label if the answer is correct.

c) Post Activity

(10 minutes)

- Asking the difficulty during the teaching and learning process.
- Giving the conclusion about the lesson.
- Giving motivation for students to not to be shy in telling their words connect to the sentence as context even in Indonesian.
- Closing the lesson by praying and giving closing-greeting.

H. Source

Ebooks kurikulum KTSP 2006 *Inter Language* – Joko Priyana, Virga Renitasari, A.R. Irjayani.

I. Media

- Write tools

- Paper
- Students' discussion paper.

J. Evaluation

- Technique : Written test
- Form : Essay test
- Instrument : Short Answer

K. The Scoring

1. What is definition of procedure text!
2. Make an example of procedure text!
3. Define the vocabulary that exists in your procedure text.
4. Make a sketch of the vocabulary in origami paper!
5. Give the label of the sketch vocabulary!

Note: The answer based on the student answer and should be logically and correctly.

The score

- For each correct answer will get 20 point.
- The formula to getting the maximum score $20 \times 5 = 100$
- The maximum score = 100
- Students score = $\frac{\text{Getting Score}}{\text{Maximum Score}} \times 10$

Known By:

Medan, 21st April 2017

Headmaster

Teacher

Researcher

Muhammad Andres, S. Pd.I.

Mawarliah, S. Pd

Indah Pratiwi Gultom
NIM. 34.13.4.209

Appendix 1b : Lesson Plan

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 2

School : SMP Muhammadiyah 02 Medan

Subject : Bahasa Inggris

Class/Semester : I/ II

Times Allocation : 4 x 40 menit

Skill : Reading and Writing

B. Standard of Competences

Reading

1.3. Understanding the meaning of functional text and simple short essay in the form of procedure that related with the environment.

Writing

1.4. Expressing the meaning in the written short functional text and the simple essay in the form of procedure that related with the environment.

B. Basic Competence

1.1.3. Responding to the meaning that exist in the short functional text accurately, fluent and acceptedly that related with the environment.

1.1.4. Expressing the meaning that exist in the simple short functional text by express the written style, fluent and acceptedly to interact with the environment.

E. Indicators

1. Identify the feature of procedure text.

2. Identify the vocabulary in the procedure text.

F. The Purpose of Learning

- C. Students identify the feature of the procedure text.
- D. Students identify the vocabulary in the procedure text.

L. Learning Material

Procedure Text

How to make Mango Juicec

Materials:

- A piece of mango
- A half glass of water
- A glass of ice pack
- A spoon of sugar

Tools:

- Glass
- Juicer
- Spoon

How to make it

1. First, peel the mango and clean it.
2. Next, cut the mango into pieces and put them into the juicer.
3. Then, put the water ice and sugar.
4. After that turn on the juicer and wait about 15 seconds.
5. Finally, pour the mango juice into the glass and ready to drink.

Vocabulary

Noun		Verb	
Mango	Mangga	Peel	Kupas
Water	Air	Cut	Bersihkan
Glass	Gelas	Put	Meletakkan
Ice	Es	Turn on	Hidupkan
Spoon	Sendok	Wait	Tunggu
Sugar	Gula	Pour	Tuangkan
Juicer		Drink	Minum

Adjective		Adverb	
A piece	Seotong	First	Pertama
A half	Setengah	Next	Selanjutnya
A glass	Segelas	Then	Lalu, kemudian
A spoon	Sesendok	After that	Setelah itu
		Finally	Terakhir

M. Metode pembelajaran

- Three phase technique (Introduction, Implementation/ Process, Evaluation/ Assessment).

N. Teaching Learning Activity

1. Introduction Activity set (Pre-Teaching)

(10 minutes)

- Greeting.
- Pray.
- Check the attendance list of students.
- Warning up activity
- Explain how important the next competence learning that should be master by the students.

2. Core Activity

(50 minutes)

- Introduction the topic to the students.
- Asking the students about their prior knowledge that relate to the topic.
- Share the text in the form of procedure text to the students.
- Read the text and ask to the student to listen carefully.
- Ask the students to read the text alternately.
- Ask to the student to do the task in the paper.
- Ask to the students to write their answer in the whiteboard.
- Teacher give the example how to make sketch and label with the different picture each words and how to study by using sketch and label.
- Students search the other vocabulary and write it in the whiteboard.
- The vocabulary elected to make sketch.
- Students playing the games “What am I?” by using sketch and make the label if the answer is correct.

3. Post Activity

(10 minutes)

- Asking the difficulty during the teaching and learning process.
- Giving the conclusion about the lesson.
- Giving motivation for students to not to be shy in telling their words connect to the sentence as context even in Indonesian.
- Closing the lesson by praying and giving closing-greeting.

O. Source

Ebooks kurikulum KTSP 2006 *Inter Language* – Joko Priyana, Virga Renitasari, A.R. Irjayani.

P. Media

- Write tools
- Paper

- Students' discussion paper.

Q. Evaluation

- Technique : Written test
- Form : Essay test
- Instrument : Short Answer

R. The Scoring

6. What is definition of procedure text!
7. Make an example of procedure text!
8. Define the vocabulary that exists in your procedure text.
9. Make a sketch of the vocabulary in origami paper!
10. Give the label of the sketch vocabulary!

Note: The answer based on the student answer and should be logically and correctly.

The score

- For each correct answer will get 20 point.
- The formula to getting the maximum score $20 \times 5 = 100$
- The maximum score = 100
- Students score = $\frac{\text{Getting Score}}{\text{Maximum Score}} \times 100$

Known By:

Medan, 21st April 2017

Headmaster

Teacher

Researcher

Muhammad Andres, S. Pd.I.

Mawarliah, S. Pd

Indah Pratiwi Gultom
NIM. 34.13.4.309

Appendix 2a : Interview Sheet for Teacher

Interview before Implementing Sketch and Label

Interviewer :

Interviewee :

Profession :

Day/Date :

Place :

1. What are the teaching and learning activities of English in the classroom?
2. What skills and sub-skills do you find that most difficult in teaching English?
3. What are the teaching techniques that you use in vocabulary learning?
4. What media that you use in vocabulary teaching?
5. What are facilities that available in this school to supports learning English?
6. What are the constraints in teaching vocabulary?
7. How does the students participation when vocabulary teaching process?
8. What tasks do you give in the classroom?
9. How many KKM in English subject for class VII in SMP Muhammadiyah 02 Medan?
10. Which class has a low ability to master vocabulary?

Appendix 2b : Interview Sheet for Teacher

Interview after Implementing Sketch and Label

Interviewer :

Interviewee :

Profession :

Day/Date :

Place :

1. How your students' ability in mastering vocabulary after the researcher is apply sketch and label?
2. What do you think learning vocabulary by using sketch and label?
3. Do you feel motivated after seeing the use of sketch and label in vocabulary in the classroom?
4. After apply Sketch and label in learning vocabulary, is it effective used in learning vocabulary?
5. Do you think that sketch and label improve students' vocabulary?

The Result of Interview the teacher before Implementation Sketch and Label

Interviewer : Indah Pratiwi Gultom

Interviewee : Mawarliah

Profession : English Teacher

Day/Date : Monday/ 3 April 2017

Place : Teachers' office of SMP Muhammadiyah 02 Medan

R= Researcher

T= Teacher

R : What are the teaching and learning activities of English in the classroom?

T : The teaching learning process in the class is give the material and task

R : What skills and sub-skills do you find that most difficult in teaching English?

T : In sub skill is vocabulary subject, so I can explain the material by speak English.

R : What are the teaching techniques that you use in vocabulary learning?

T : I use fun learning method.

R : What media that you use in vocabulary teaching?

T : I always ask to the students to bring dictionary, so the media that I use is dictionary.

R : What are facilities that available in this school to supports learning English?

T : The facilities that exist in school are library, dictionary and language laboratory.

R : What are the constraints in teaching vocabulary?

T : The student difficult in remind vocabulary.

R : How does the students participation when vocabulary teaching process?

T : They bring the dictionary.

R : What tasks do you give in the classroom?

T : Describing a picture and ask the student to remind the new vocabulary.

R : How many KKM in English subject for class VII in SMP
Muhammadiyah 02 Medan?

T : KKM in English subject at SMP Muhammadiyah 02 Medan is 6,8.

R : Which class has a low ability to master vocabulary?

T : The class VII because they are Kelas VII karena mereka masih pemula.

**The Result of Interview the teacher after Implementation Sketch and Label
(in the end of Cycle II)**

Interviewer : Indah Pratiwi Gultom

Interviewee : Mawarliah

Profession : English Teacher

Day/Date : Wednesday/ 19 April 2017

Place : Teachers' office of SMP Muhammadiyah 02 Medan

R = Researcher

T= Teacher

R : How your students' ability in mastering vocabulary after the researcher is apply sketch and label?

T : The students more easy to remind and knowing vocabulary.

R : What do you think learning vocabulary by using sketch and label?

T : I think after using sketch and label, the student more interest to understand vocabulary.

R : Do you feel motivated after seeing the use of sketch and label in vocabulary in the classroom?

T : Yes, I want to apply it in learning vocabulary.

R : After apply Sketch and label in learning vocabulary. Is it effective used in learning vocabulary?

T : Yes, Sketch and label is effective used for learning vocabulary.

R : Do you think that sketch and label improve students' vocabulary?

T : Yes, sketch and label improve students' vocabulary and the students can keep in remind vocabulary.

Questioner Sheet for Student

Nama :

Kelas :

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda *ceckhlist* (√) pada salah satu jawaban “Ya” atau “Tidak”.
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.
5. Terimakasih atas bantuan dan kerjasamanya.

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa Inggris materi kosakata (<i>vocabulary</i>)?		
2.	Apakah kamu dengan mudah memahami materi kosakata (<i>vocabulary</i>) dalam bahasa Inggris selama ini?		
3.	Apakah kamu merasa nilai bahasa Inggris materi kosakata (<i>vocabulary</i>) selama ini baik?		
4.	Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan.		
5.	Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (<i>vocabulary</i>).		
6.	Apakah kamu merasa teknik yang digunakan guru		

	dapat mengatasi kesulitan dalam mengenai kosakata (<i>vocabulary</i>) bahasa Inggris.		
7.	Apakah teknik yang digunakan guru dapat membantumu memperkaya kosakatumu.		
8.	Apakah guru sering memberikan latihan untuk mengembangkan kemampuan kosakara (<i>vocabulary</i>).		
9.	Apakah kamu sering mengerjakan tugas kosakata (<i>vocabulary</i>) dengan mudah.		
10.	Apakah kamu merasa kosakata (<i>vocabulary</i>) bahasa Inggris sudah banyak.		

**Observation Sheet of Students' Activities in the Teaching and Learning
Process of Vocabulary in Procedure Text by Using Sketch and Label
Organizer in Cycle I**

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it. Give your description on description column if it is needed.

No	Students' Activities	Yes	No	Description
1	The students pay attention to the researcher's explanation	√		Almotst all of the student pay attenton with the researcher explanation. There are some students do not pay attention to the researcher.
2	The students are energetic in doing teachers' instruction.	√		They more energetic in doing teachers' instruction.
3	The students are interest in learning vocabulary by using sketch and label.	√		They more interest learning vocabulary by using sketch and label which make them more active.
4	The students enthusiast in teaching and learning process	√		They are still enthusiast but some students make a noise.
5	The students ask the researcher if they find difficulties	√		Some students ask about their difficulties and almost of them still shy to ask.
6	The students are understands about the material.	√		Almost of them understand the material, but there are some students still not understand.
7	The students do the post test.	√		They do their post test.

Medan, 6 April 2017
Observer

Indah Pratiwi Gultom

**Observation Sheet of Students' Activities in the Teaching and Learning
Process of Vocabulary in Procedure Text by Using Sketch and Label
Organizer in Cycle II**

Instruction:

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the students does it while "No" if the students does not it. Give your description on description column if it is needed.

No	Students' Activities	Yes	No	Description
1	The students pay attention to the researcher's explanation	√		The student more pay attention with the researcher explanation. The teacher give more control to face the students do not pay attention.
2	The students are energetic in doing teachers' instruction.	√		They more energetic in doing teachers' instruction than in cycle I
3	The students are interest in learning vocabulary by using sketch and label.	√		They more interest learning vocabulary by using sketch and label because the teacher asks them to make sketch based on their imagines.
4	The students enthusiast in teaching and learning process	√		They are still enthusiast but some students make a noise.
5	The students ask the researcher if they find difficulties	√		Student more brave to ask their difficulties
6	The students are understands about the material.	√		They more understand about the material
7	The students do the post test.	√		They more

Medan, 18 April 2017

Observer

Indah Pratiwi Gultom

**Observation Sheet of Teachers' Activities in the Teaching and Learning
Process of Vocabulary in Procedure Text by Using Sketch and Label
Organizer in Cycle I**

Instruction:

1. This observation sheet to observe the teachers' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

No	Teachers' Activities	Yes	No	Description
1	The teacher explain the material	√		Teacher difficult explain the material because some students do not pay attention to the researcher.
2	The teacher giving question to simulate students active	√		The teacher ask the student to make them active and understand the material.
3	The teacher giving time to students ask and answer the question	√		Teacher gives students opportunity to ask and answer question, but the students still shy.
4	The teacher response to the students question and answer	√		Teacher always answer students' question.
5	The teacher guides the student in using sketch and label.	√		Some students ask about their difficulties and almost of them still shy to ask.
6	The students are understands about the material	√		Almost of them understand the material, but there are some students still not understand.
7	The teacher gives the post test.	√		Students do their post test.

Medan, 6 April 2017

Observer

Salmi Zaki Yanti

**Observation Sheet of Teachers' Activities in the Teaching and Learning
Process of Vocabulary in Procedure Text by Using Sketch and Label
Organizer in Cycle I**

Instruction:

1. This observation sheet to observe the teachers' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. The observer checks (√) Yes/ No column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

No	Teachers' Activities	Yes	No	Description
1	The teacher explain the material	√		Teacher more easy explain the material because she give more control.
2	The teacher giving question to simulate students active	√		The teacher more makes students active.
3	The teacher giving time to students ask and answer the question	√		Teacher gives students opportunity to ask and answer question the student more brave to answer the teachers' question
4	The teacher response to the students question and answer	√		Teacher always answer students' question such in cycle I
5	The teacher guides the student in using sketch and label.	√		Teacher asked them to make sketch and label in origami paper to make them easy to understand.
6	The students are understands about the material	√		The students more understand the material.
7	The teacher gives the post test.	√		Students do their post test.

Medan, 18 April 2017
Observer

Salmi Zaki Yanti

Appendix 5a: Instrument and Answer Key (Pre-Test)

Name : Day/ Date :
Class : Time : 40 Minutes

Saying Basmalah...

A. *Choose the most appropriate answer!*

1. Cut up the meatballs and chicken fillet into small pieces. Kata *meatballs* bermakna...
 - a. Daging
 - b. Sate
 - c. Bakso
 - d. Pentol
2. Grind together garlic, pepper, and salt. Kata *grind* bermakna...
 - a. Uleg
 - b. Campurkan
 - c. Cincang
 - d. Tambahkan
3. Break in and stir in one or two eggs. Kata *eggs* bermakna...
 - a. Telur
 - b. Daging
 - c. Ayam
 - d. Bebek
4. To make oriental fried, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in a hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata *frozen* bermakna...
 - a. Yang didinginkan
 - b. Yang direndam
 - c. Yang dibekukan
 - d. Yang disimpan
5. Chop up the leeks into very small pieces. Kata *leeks* bermakna...
 - a. Bawang merah
 - b. Bawang putih
 - c. Daun Bawang
 - d. Bawang bombay
6. How to make it. Kata *how* bermakna...
 - a. Apa
 - b. Bagaimana
 - c. Kapan
 - d. Dimana
7. Then, pour the eggs and green peas. Kata *pour* bermakna...
 - a. Campurkan
 - b. Tuangkan
 - c. Dicampur
 - d. Campuran

8. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Kata *salt* bermakna...
- a. Gula
 - b. Lada
 - c. Garam
 - d. Merica
9. Put the leeks into the mixture and a plate of rice. Kata *a plate of rice* bermakna...
- a. Piring
 - b. Nasi
 - c. Sepiring nasi
 - d. Semangkuk nasi
10. First of all, fry the chicken fillet and meatballs. Stir the mixture well. Kata *stir* bermakna...
- a. Membuat
 - b. Mengadoni
 - c. Diaduk
 - d. Aduk
11. Finally, serve oriental fried rice on a plate with hot sauce, if you like. Kata *plate* termasuk jenis kata...
- a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
12. Father grills beef and fish in the yard. Kata *grill* termasuk jenis kata...
- a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
13. Don't forget to garnish the fried rice with cucumber, lettuce and tomato. Kata *garnish* termasuk jenis kata...
- a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
14. Drink a glass of hot milk. Next, you'll fell so sleepy. Kata *hot* termasuk jenis kata...
- a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
15. Chop up garlic into a very thin piece. Kata *thin* termasuk jenis kata...
- a. Noun
 - b. Adjective
 - c. Verb
 - d. Adverb
16. Cut up vegetables into small peaces. Kata *cut* termasuk jenis kata...
- a. Noun
 - c. Verb

- b. Adjective
d. Adverb
17. Heat the oil in a frying pan. Kata *pan* termasuk jenis kata...
- a. Noun
c. Verb
b. Adjective
d. Adverb
18. Mrs. Wono is very famous for the delicious baked brownies. Kata *Mrs. Wono* termasuk jenis kata...
- a. Noun
c. Verb
b. Adjective
d. Adverb
19. Fry the spices until aromatic. Kata *spices* termasuk jenis kata...
- a. Noun
c. Verb
b. Adjective
d. Adverb
20. At twelve o'clock you must cook rice for lunch. Kata *o'clock* termasuk jenis kata...
- a. Noun
b. Verb
b. Adjective
d. Adverb

Answer Key of Pre-test

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

Appendix 5b: Instrument and Answer Key (Post-Test)

Name : Day/ Date :
Class : Time : 40 Minutes

Saying Basmalah...

Choose the most appropriate answer!

- Cut up the vegetables into small pieces. Kata *cut* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb
- Don't forget to garnish the fried rice with cucumber, lettuce and tomato. Kata *garnish* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb
- Heat the oil in a frying pan. Kata *pan* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb
- Drink a glass of hot milk. Next, you'll feel so sleepy. Kata *hot* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb
- Chop up garlic into a very thin piece. Kata *thin* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb
- Mrs. Wono is very famous for the delicious baked brownies. Kata *Mrs. Wono* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb
- Fry the spices until aromatic. Kata *spices* termasuk jenis kata...
 - Noun
 - Adjective
 - Verb
 - Adverb

8. At twelve o'clock you must cook rice for lunch. Kata *o'clock* termasuk jenis kata...
- a. Noun
 - b. Verb
 - b. Adjective
 - d. Adverb
9. Finally, serve oriental fried rice on a plate with hot sauce, if you like. Kata *plate* termasuk jenis kata...
- a. Noun
 - c. Verb
 - b. Adjective
 - d. Adverb
10. Father grills beef and fish in the yard. Kata *grill* termasuk jenis kata...
- a. Noun
 - c. Verb
 - c. Adjective
 - d. Adverb
11. Then, pour the eggs and green peas. Kata *pour* bermakna...
- a. Campurkan
 - c. Dicampur
 - b. Tuangkan
 - d. Campuran
12. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Kata *salt* bermakna...
- a. Gula
 - c. Garam
 - b. Lada
 - d. Merica
13. Cut up meatballs and chicken fillet into small pieces. Kata *meatballs* bermakna...
- a. Daging
 - c. Bakso
 - b. Sate
 - d. Pentol
14. To make oriental fried, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in a hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata *frozen* bermakna...
- a. Yang didinginkan
 - c. Yang dibekukan
 - b. Yang direndam
 - d. Yang disimpan
15. Chop up the leeks into very small pieces. Kata *leeks* bermakna...
- a. Bawang merah
 - c. Daun Bawang
 - b. Bawang putih
 - d. Bawang bombay
16. How to make it. Kata *how* bermakna...
- a. Apa
 - c. Kapan

- b. Bagaimana
d. Dimana
17. Put the leeks into the mixture and a plate of rice. Kata *a plate of rice* bermakna...
- a. Piring
c. Sepiring nasi
b. Nasi
d. Semangkuk nasi
18. Grind together garlic, pepper, and salt. Kata *grind* bermakna...
- a. Uleg
c. Cincang
b. Campurkan
d. Tambahkan
19. Break in and stir in one or two eggs. Kata *eggs* bermakna...
- a. Telur
c. Ayam
b. Daging
d. Bebek
20. First of all, fry the chicken fillet and meatballs. Stir the mixture well. Kata *stir* bermakna...
- a. Membuat
c. Diaduk
b. Mengadoni
d. Aduk

Do Your Best!!!

Answer Key

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

Appendix 5c : Instrument and Answer Key (Post-Test II)

Name : Day/ Date :
Class : Time : 40 Minutes

Saying Basmalah...

Choose the most appropriate answer!

21. Peel the mango and clean it. Kata *peel* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
22. Cut the mango into pieces and put them into the juicer. Kata *put* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
23. Cut the mango into pieces. Kata *mango* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
24. Turn on the juicer. Kata *juicer* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
25. Add a spoon of sugar. Kata *a spoon* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
26. Put a piece of mango into the juicer. Kata *a piece* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
27. After that turn on the juice and wait about 15 seconds.. Kata *after* termasuk jenis kata...
- c. Noun c. Verb
d. Adjective d. Adverb
28. Next, cut the mango into pieces and put them into the juicer. Kata *next* termasuk jenis kata...
- c. Noun b. Verb

- d. Adjective
d. Adverb
29. Turn on the juicer and wait about 15 seconds. Kata *second* termasuk jenis kata...
- c. Noun
c. Verb
- d. Adjective
d. Adverb
30. How to make mango juice. Kata *make* termasuk jenis kata...
- b. Noun
c. Verb
- d. Adjective
d. Adverb
31. There are four materials to make mango juice. Kata *materials* bermakna...
- c. Campuran
c. Keperluan
- d. Bahan-bahan
d. Kebutuhan
32. First, peel the mango and clean it. Kata *peel* bermakna...
- c. Mencabut
c. Mengupas
- d. Menanam
d. Memakan
33. Put the water, ice, and sugar. Kata *sugar* bermakna...
- c. Gula
c. Garam
- d. Sari manis
d. Merica
34. Add the ice to the tea Kata *add* bermakna...
- c. Tuangkan
c. Masukkan
- d. Campurkan
d. Tambahkan
35. Turn on the juicer. Kata *turn on* bermakna...
- c. Pasang
c. Matikan
- d. Nyalakan
d. Padamkan
36. Ready to drink. Kata *drink* bermakna...
- c. Minum
c. Kunyah
- d. Makan
d. Gigit
37. Prepare a glass of ice pack. Kata *a glass of ice* bermakna...
- c. Segelas es
c. Segelas air
- d. Es
d. Salju
38. The tools are glass, juicer, and spoon.. Kata *tools* bermakna...
- c. Keperluan
c. Alat-alat

- d. Prosedur
39. Pour the mango juice into the glass. Kata *glass* bermakna...
- c. Kaca
d. cangkir
- d. Cara Membuat
c. Lensa
d. Gelas
40. Finally, pour the mango juice into the glass and ready to drink. Kata *finally* bermakna...
- c. Kemudian
d. Akhirnya
- c. Setelah itu
d. Lalu

Do Your Best!!!

Answer Key

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

Appendix 6 : Documentations



The researcher explain the material in teaching learning process



The students focus on researcher explanation in teaching learning process



The researcher explain about vocabulary



The researcher explains to the students sketch and label

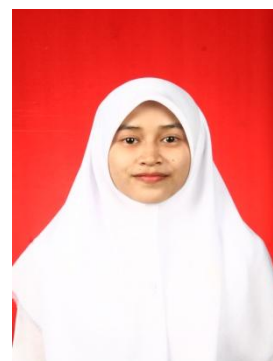


The student do post test I



The students do post test II

BIOGRAPHY



Name : Indah Pratiwi Gultom
Reg. Number : 34134209
Department : English Education
Place/Date of Birth : Tarutung, 29th December 1995
Adress/Email : Desa Sorkam, Kec. Sorkam, [Tapteng/ indahpratiwi2995@gmail.com](mailto:indahpratiwi2995@gmail.com)
Phone Number : 082272258337
Thesis Tittle : Improving Students' Vocabulary Mastery through Skecth and Label Organizer at SMP Muhammadiyah 02 Medan
Advisor : 1. Dr. Derliana Marbun, M. Pd.
2. Maryati Salmiah, S. Pd. M. Hum.
Motto : The most important thing in life is the principle. Without principle, human life is like a ship without a compass, lost.
Keyword : Mastery in Vocabulary, Classroom Action Research, Sketch and Label Organizer.

The aim of this research is to improve students' vocabulary mastery after being taught using Sketch and Label at SMP Muhammadiyah 02 Medan. The research was conducted with Classroom Action Research. The subject of study was students of class VII-A Plus at SMP Muhammadiyah 02 Medan which consisted of 23 students in the academic year 2016/2017. The qualitative data were taken from observation sheet, interview, questionnaire, and documentation. The quantitative data were taken from tests, which was carried out in the end of every cycle.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II. It was showed from the mean of orientation test was 47,82 there was 17,39% (4 students) who got point 68 above. In the post test of cycle I, the mean of the post test of cycle I was 65.43, it was higher than orientation test. There was 39,13% (9 students) who got point 68 above. The percentage of the students' score in the post test of cycle I to the orientation test was improvement 21. 74%. In the post test of cycle II the mean of the post test of cycle II was 80. 21, and the percentage was 91.30% (21 students) who got point 68 above. The improvement of the students score from the post test of cycle I to the post test of cycle II was improvement 62. 17%. In other words, the students mastery in vocabulary was improved. Based on the observation, it showed that the excitement of the students were also improved.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Lampiran :
Hal : Izin Riset

27 Maret 2017

Yth. Kepala SMP Muhammadiyah 02 Medan

Assalamu 'alaikum Wr. Wb.

Dengan hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan, adalah menyusun skripsi (karya ilmiah), untuk hal dimaksud dengan ini kami tugaskan mahasiswa :

Nama : INDAH PRATIWI GULTOM
Tempat/Tanggal lahir : Tarutung, 29 Desember 1995
NIM : 34134209
Smt/Jurusan : VIII/Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon perkenan Bapak/Ibu berkenan memberi izin dan bantuannya terhadap pelaksana riset di SMP Muhammadiyah 02 Medan guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan skripsi yang berjudul:

"IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH SKETCH AND LABEL ORGANIZER AT SMP MUHAMMADIYAH 02 MEDAN"

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



Dik. Sholihatul Hamidah Dly, M.Hum
NIP. 197506222003122002

Tembusan;
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
CABANG MEDAN TIMUR – KOTA MEDAN
SMP SWASTA MUHAMMADIYAH 2**

NSS : 204076002052 NPSN : 10210133 NDS : G. 17022027

Jalan Pahlawan No. 67 Telp. (061) 4568535 Kel. Pahlawan Kec. Medan Perjuangan – Medan 20233

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
NOMOR : 038/KET/IV.4.AU/F/2017

Yang bertanda tangan dibawah ini, Kepala SMP Swasta Muhammadiyah 02 Medan, dengan ini menerangkan dengan sebenarnya bahwa :

Nama : **INDAH PRATIWI GULTOM**
T. T/ Lahir : Tarutung / 29 Desember 1995
NIM : 34134209
Sem/Jurusan : VIII/ Pendidikan Bahasa Inggris

Benar telah melakukan **Penelitian/Riset** di SMP Swasta Muhammadiyah 02 Medan pada tanggal 4 s.d 20 April 2017, untuk penyusunan skripsi yang berjudul : **“IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH SKETCH AND LABEL ORGANIZER AT SMP MUHAMMADIYAH 02 MEDAN.”**

Demikian surat keterangan ini diperbuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Medan, 22 April 2017

Kepala Sekolah,



MUHAMMAD ANDRES, S. Pd.I.