



**THE EFFECT OF CHORAL REPETITION TECHNIQUE
TOWARDS THE STUDENTS' VOCABULARY MASTERY AT SMP IT
NURUL FADHILAH BANDAR SETIA**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for the Degree of
Educational Bachelor S.1. Program*

By:

ATIKA ARFAH NASUTION

34.14.3.090

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

2018



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Jur / Prodi : Pendidikan Bahasa Inggris

**Judul : “The Effect of Choral Repetition Technique towards the
Students’ Vocabulary Mastery at SMP IT Nurul Fadhilah
Bandar Setia”**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
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Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
kasih.

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PERNYATAAN KEASLIAN SKRIPSI

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

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

Medan, Mei 2018

Yang Membuat Pernyataan

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ABSTRACT

Atika Arfah Nasution. 34.14.3.090. The Effect of Choral Repetition Technique towards The Students' Vocabulary Mastery at Smp IT Nurul Fadhilah Bandar Setia. Thesis. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2018

Keywords: Vocabulary and Choral Repetition Technique

The aim of this research is to find the effectiveness of choral repetition Technique on Students' Vocabulary Mastery which was observed and analyzed from students of seventh grade at SMP IT Nurul Fadhilah. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of SMP IT Nurul Fadhilah. This study was conducted with two groups namely experimental group (26 students) and control group (26 students). Then the researcher taught in the experimental class by using choral repetition technique and in control class without using choral repetition technique. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty multiple-choice questions, then, it was analyzed by using SPSS V 20. The finding of this research shows that teaching vocabulary by using choral repetition technique was effective. It is proved by t_{value} (3.181) which is higher than t_{table} in the degree significance 5% (1.675). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.003 while alpha (α) was 0.05 ($0.003 < 0.05$) meaning that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In others words, the use of choral repetition technique in teaching vocabulary give effect in improving toward the students' vocabulary mastery.

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Medan, May 2018

The Writer

Atika Arfah Nasution
NIM. 34.14.3.090

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is one of the sub-skills in English that is widely discussed by many people in the world. According to Cassidy & Cassidy in *Middle School Journal*, vocabulary has been an important topic in junior high school since long time ago.¹ It is because vocabulary has a big influence on the four skills in English language learning covering reading, listening, speaking, and writing. Furthermore, the students can practice it in learning activity in the school. By knowing the vocabulary since junior high school, students are able to produce and receive the language so they will be able to keep up in the society earlier. Thornbury said that the size of vocabularies that the students need is about 2000 words.² It means that to be able to communicate with people, the students needed to master about 2000 words after several years of learning the English language.

In Indonesia itself, the government has made many efforts to make students familiar about English, because English is considered as the foreign language. One of the efforts is requires English become the compulsory subject to be taught in junior high schools.³It means that vocabulary is one of the components in teaching and learning English that must be given by teacher. According to Mediha & Enisa said that learners and teachers think vocabulary is very important and necessary tool in

¹ William P. Bintz, Teaching Vocabulary Across the Curriculum, *Middle School Journal*, March 2011, p. 44.

² Scott Thornbury, How to Teach Vocabulary, (Longman: Pearson Education Limited, 2002), p. 13.

³ Depdiknas, Peraturan Menteri Pendidikan Nasional, No 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS, (Jakarta: 2003), p. 8.

language learning because without having enough vocabulary, communication does not exist.⁴ Dellar and Hocking in Thornbury said that if students spend most of their time studying grammar, their English will not improve very much. Students will see most improvement if they learn more words and expressions. Students can say very little with grammar, but they can say almost anything with word.⁵ It means that if students have limited number of vocabularies they may find some difficulties in learning English. So, the students should master vocabulary in their target language then communication could be happen in the classroom activity.

Unfortunately, students still encounter some problems in learning vocabulary. As a matter of fact and based on several research findings for example found by Yusheng and Marko, many students in Junior High School still face many problems such as it is hard to memorize the words and it easy to forget them.⁶In line with the researcher experiences in junior high school, the researcher tends to forget vocabulary, the meaning of vocabulary, and use vocabulary in a sentence. It is because English is totally different with Bahasa covering in pronunciation and spelling, meaning and the word use. Therefore, teacher as main role in teaching and learning happens is very important to make students master the vocabulary. So that the students can learn the four skills to express and share their feelings, ideas.

Based on the researcher experience in teaching practice in junior high school. The researcher found the students have difficulties in learning English vocabulary. The first problem in learning process of vocabulary, teachers should be more creative in

⁴ N. Mediha and M. Enisa, A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom, *Procedia - Social and Behavioral Sciences*, 2013, pp. 3443 – 3444.

⁵ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p. 13.

⁶ Yusheng Li and Marko, *Vocabulary Teaching in Junior Middle School*, February 5th 2018, p.1

creating a vocabulary learning technique in order to make the teaching learning process fun, interesting and also easier. In fact, the teacher uses an inappropriate method or technique in teaching learning process. Therefore, it makes students hard to comprehend the materials, even the vocabulary. The second problem was the students itself. There are several reasons why students have difficulties in learning vocabulary. First, students are difficult to understand the meaning of vocabulary. Second, students are difficult to remember all of the vocabulary materials. The last, students often confuse about how to organize the vocabulary.

Furthermore, it can be identified that the technique usually applied by the real teacher in the class might be not appropriate enough related to the situation and condition of students. The English teacher who taught in the classroom seldom taught vocabulary separately. Therefore, the students have no more chance to repeat and use words in many times. It was only done in one time. Apparently, some of vocabularies that students had memorized just stay in students' short-term memory. The evidence that many students who forget the vocabulary that they already memorized. Whereas, the students who have memorized vocabulary are expected to come to the long term memory.

There are many ways of teaching vocabulary such as discovery, practice, presentation technique, including choral/chorus repetition, individual repetition, and visual representation. In this research, the researcher tries to identify "Chorus Repetition Technique". Choral Repetition Technique is repeating the teachers as model as accurately and as quickly as possible. This technique gives students an opportunity to say new language including the speed and the stress of language

immediately with the teacher controlling.⁷ Therefore it can resolve students' problems in learning vocabulary. It means students might have many chances to see words repeatedly and become familiar with the words. This technique is used both for individual vocabulary words and for sentences. Moreover, in this age students still have clear memory of distractions and extremely impressionable. Of course, it will help students to remember and use the words in a sentence.

Based on the explanation above, the researcher intends to conduct the research and decides to discuss and consider under the title "*The Effect of Choral Repetition Technique toward the Students' Vocabulary Mastery At SMP-IT Nurul Fadhilah*".

B. Statement of the Problem

Based on the background of the study above, some problems can be identified as follow:

1. The students are difficult in understanding vocabulary because the teachers use inappropriate technique in transferring materials to the students.
2. The students are difficult in remembering vocabulary because teacher did not give opportunities to the students to repeat the words in many times.
3. The Students are difficult in using vocabulary because the students lack of vocabulary.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (Longman, Pearson, 2003), p 65.

C. Research Question

Based on the background of the study, the researcher formulates a research question: *Is there any significant effect of choral repetition technique on students' vocabulary mastery in SMP IT Nurul Fadhilah?*

D. Purposes of the Study

The purpose of the research was to obtain empirical evidence whether there is any significant effect of choral repetition technique on students' vocabulary mastery at SMP IT Nurul Fadhilah or not.

E. Significance of the Study

The significant of research are expected for 5 (five) groups:

1. Stakeholder

The result of the research is expected to be useful for the stakeholder in institutional quality especially in the English teaching learning process.

2. Teacher

For the teachers, the research expect to give information about teaching vocabulary through choral repetition technique

3. Students

For the students, the research hopefully can give information about vocabulary mastery and they will have more understanding about it. They know the importance of vocabulary mastery and elaborate it. Therefore they can know more vocabulary, meaning of vocabulary, and use of vocabulary.

4. Researcher

For the researcher, the researcher hopefully can be operated in conducting further research/study for obtaining better result.

5. Further Researcher

This research is expected to give new information to further researchers about vocabulary mastery to be useful as a reference for conducting similar studies.

F. The Limitation of the Research

Based on the background above, the researcher concerns and limits this research on the effect of choral repetition technique on students' vocabulary mastery at SMP-IT Nurul Fadhilah.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Vocabulary

a. Definition of Vocabulary

In learning a new language, the most important thing is the students have to master of vocabulary. Because vocabulary is one of the language aspects that is supposed to learned to master new language, beside other language element such as grammar and pronunciation. The students speak fluently and accurately, write easily or understand what he/she reads, if he/she has vocabulary mastery. It is obvious that the vocabulary is very important basic skill in learning English. Richards states, “Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.”⁸It means that vocabulary will make the students easily in learning language. If the students have a good vocabulary mastery, they can read or listen English clearly and then write or speak the sentences in English.

Allah the Almighty has mentioned in Al-Quran about vocabulary, in order human being know the names of something in this worlds.

Allah says in Al-Baqarah :31-32

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (٣٢)

⁸ Jack C.Richards, (2002), *Curriculum Development in Language Teaching*, New York: Cambridge University Press, p. 4.

Meaning: And he taught Adam all the names (of things) all over it, then forward it to the angles , saying: “Mention me the names of these if you are really frightened of the truth!”. They said : Glory to Allah , that we know nothing other than what you have taught us. Allah is All-knowing and Wisely.⁹

From this verse, we know that everybody must know all of the things in this world. This verse is related to learning the vocabulary. A person who doesn't know the meaning of vocabulary, of course he gets a difficulties to understand the spoken or written, reading and listening from other people. Therefore, the mastery of vocabulary is needed to improve the quality of the students in understanding the words.

According to Hornby as cited by Zaenuri says, “If we look up the meaning of vocabulary in the dictionary, it can be defined as the total number of words that (with ruler for combining them) make up a language.”¹⁰Vocabulary is the first and foremost important step in language acquisition.¹¹In line by Linse states that vocabulary is the collection of words that a person can know.¹² From those definitions, vocabulary is a set of words in language and vocabulary is a component of language which is important for everyone in mastering any foreign language. To make the students easily in learning English, the words of vocabulary can be found in the dictionary because there have a lot of words and meanings.

⁹ Yusuf Ali, Abdullah English Translation of A-Quran, (Retrieved march ,02 2018), from www.alqur'an/English Translate

¹⁰ A.S. Hornby as cited by A.M. Zaenuri, (2003), *Vocabulary I*, Jakarta: UIN Jakarta Press, p. 1.

¹¹ Naveen Kumar Mehta, (2009) *Vocabulary Teaching: Effective Methodologies*, The Internet TESL Journal, Vol. XV, No. 3, p. 1

¹² Caroline. T. Linse, (2005) *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill Companies, Inc, p. 129

If the students have mastered of vocabulary, it will help the students to communicate with everyone, make the students understand all information from other countries, and vocabulary also help the students to speak and listen English clearly with native speaker, and then the students understand when they read the English words from newspaper, book, magazine, etc. National Institute of Child Health and Human Development (NICHD) as cited by FLaRE journal points out that, “Vocabulary is stored information about the meanings and pronunciations of words necessary for communication.”¹³ In other words, the vocabulary is one of facilities to provide and receive the oral or written information in English.

From the statements of all definition above, vocabulary is a central and part of language, because it cannot be separated from language. Vocabulary is also the knowledge toward the number of words which is used by people to express their information or ideas as necessary to communicate, especially in using foreign language.

¹³ National Institute of Child Health and Human Development (NICHD) as cited by FlaRe Journal, (2000)*Vocabulary, Journal of Teaching Academy*,US: Florida Literacy and Reading Excellence Professional Paper, p. 1.

b. Kinds of Vocabulary

There are many vocabulary according to some experts. Hatch and Brown divide the vocabulary into two kinds based on its use. Those are receptive and productive vocabulary.¹⁴

1) Receptive vocabulary

It is words that learners know and understand their meaning but cannot produce them in active skill such as speaking and writing. The words can be found when someone read a text but cannot use words in the text for speaking or writing.

2) Productive vocabulary

It is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.¹⁵

1) High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word

¹⁴ Mofareh Alqahtani, (2015) *The Importance of Vocabulary in Language Learning and How to Be Taught*, International Journal of Teaching and Education Vol. 3, No. 3, p. 25.

¹⁵ I.S.P. Nation, *Learning Vocabulary in Another Language*, (2001) Cambridge: Cambridge University Press, p. 11

families are a more pedagogical criterion and based on Schmitt's research, it coverage 87% of words in formal text and 95% in informal spoken text. Schmitt said that more vocabulary than 3000 words can make learners able to communicate in more situations than usual.

2) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

3) Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

4) Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.¹⁶

Moreover, Hiebert and Kamil proposed the different views about kinds of vocabulary. They said that an error to categorize different kinds of vocabulary may bring to confusion and disagreement about both research findings and instructional implications. So, they stated that the simplest categorization based on about kinds of vocabulary come in at least two forms; oral and print vocabulary and supported by the

¹⁶ I.S.P. Nation, (2008)*Teaching Vocabularies: Strategies and Technique*, Boston: HeinleCengage Learning, pp. 7-11

knowledge of vocabulary kinds which divided also to two forms; the productive vocabulary and receptive or recognition vocabulary.¹⁷

1) Oral Vocabulary

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

2) Print Vocabulary

Print vocabulary consists of those words for which the meaning is known when we write or read silently.

In conclusion from the explanation about kinds of vocabulary above, it is so important to teachers and learners to know and understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. Moreover, the vocabulary itself has different dividing concepts of vocabulary kinds which can also affect teaching-learning instructions and objectives.

c. Problems in Learning Vocabulary

Learning vocabulary is not easy for a student, especially foreign learner. Building up a vocabulary is a complicated process, and one that takes a long time.¹⁸ There are a lot of problems that a student face while they are learning vocabulary. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, besides one word has a lot of meaning.

¹⁷ Elfrida H. Hiebert and Michael L. Kamil, (2005) *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associates, Inc., p. 3

¹⁸ Ronald Carter, (2012) *Vocabulary, Applies Linguistic Perspectives* Second Edition, London: Routledge, p. 184

According to Thornbury investigates that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a foreign language such as pronunciation, spelling, length and complexity, grammar, meaning, and idiomatic.

1. **Pronunciation** Words that are difficult to pronounce are more difficult to learn. Many students find that word with clusters of consonant such as strength or crisps or breakfast, are also problematic.
2. **Spelling** Mismatches between spelling the word and pronoun the word are some factors that are to because of error, such as honest, muscle, listen, headache, etc.
3. **Length and Complexity** Variable stress in polysyllabic words can add students difficult such as in word families like necessary, necessity, necessarily.
4. **Grammar** The grammar associated with the word is also become problematic by students. Especially the word is different from their first language. Such as they have to remember whether a verb like enjoy, love, or hope is followed by infinitive or an -ing form can add their difficult.
5. **Meaning** Students are likely to confuse when the word has overlap in meaning such as do and make.
6. **Range, connotation, and idiomatic** Connotation of some words may cause problem too such as propaganda has negative connotation in English but its equivalent with publicity. And the last one is idiomatic. Words are idiomatic like make up your mind, generally difficult to understand than transparent like decide.¹⁹

¹⁹ Scott Thornbury, (2002) How to Teach Vocabulary, England: Longman, pp.27-28.

Based on the explanations above it can be concluded that teaching English vocabulary will be so difficult since English and Indonesian language are completely different. The learners will face difficulty to learn English, the same way the teacher will find an obstacle in teaching them. As an English teacher, this obstacle should be faced in order to meet the successful learning outcome. A good teacher will never give up even if there are so many obstacles that will be faced.

d. Technique of Teaching Vocabulary

Strategy in teaching vocabulary is a fundamental aspect for teacher to be concern. It because strategy is a plan of action designed of teaching to make methods and techniques easier to implement so an overall aim of learning activity is achieved. So, it is important for teachers to know about learner's strategies before come to the class. Teacher has to choose the effective strategy that it is appropriate with students' situation and condition. According to Schmitt and Mc Charty, they divide the taxonomy of vocabulary learning strategies become five, namely: discovery, social, memory, cognitive, and metacognitive strategy.²⁰

1. Discovery Strategy

In this strategy, learners do not know a word, and they must discover the meaning of the word by guessing from their structural knowledge of the language, from first cognate, from context, using reference materials, or asking someone else.

2. Social Strategy

In this strategy, learners do not know a word, and they must discover the meaning of the word by asking someone who knows. Teachers are often in this

²⁰ Montana State University, (2017) *Teaching Strategies*, Retrieved from <http://www.montana.edu/facultyexcellence/Papers/teachingstrategies.html>. p. 1.

position, and they can be asked to give help in a variety of ways such as giving the first language translation to students, a synonym, a definition by paraphrase, etc.

3. Memory Strategy

In this strategy involve relating the word to be retained with some previously learned knowledge, using some form of picture, or grouping.

4. Cognitive Strategy

In this strategy, specifically on manipulative mental processing, they include repetition and using mechanical means to study vocabulary.

5. Metacognitive Strategy

This strategy can use to control and evaluate students own learning, by having an overview of the learning process in general

From the statements above, the teachers can combine strategies until they create an effective learning in teaching vocabulary to students. If students in condition do not know a word, teacher can give help to make students know about it by giving synonym, giving a definition by paraphrase, using the new word in a sentence, show a picture to students, etc. It will help students to grab the aim of teaching and learning process.

In addition, Brown and Payne states five steps that learners must do in learning vocabulary are: “(1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms

and meanings of the words; and (5) using the words.”²¹Meanwhile, Emerald proposed there are some steps that teachers can do in teaching and developing vocabulary to students:²²

1. Show the word clearly written in a paper or the blackboard.
2. Pronounce the word for the students, making sure that they look at the words as it is pronounced.
3. Have the students pronounce the word and make sure that they look at the word when it is pronounced.
4. Explain the meaning of the word and present the word in written sentence context :
 - a) Read the sentence to the students.
 - b) Have the students to read the sentence aloud.
 - c) Have the students identify the word, underlined the word and give its meaning.
5. Make sure students make a sentence using the word.
6. Make sure students look at the sentence and read it aloud
7. Present the word in isolation again, let the students pronounce it, and give its meaning.

Those explanations above, it will become new experience for students in learning vocabulary and it will help the students to remember the English words

²¹ Seyyed A. Ostovar, Namaghi, and Akram Malekpur, (2015)*Vocabulary Learning Strategies from the Bottom-Up: A Grounded Theory*, The Reading Matrix: An International Online Journal, p. 237.

²² Ali Sarjuni, (2017)*How The Students' Easy to Speak Using Vocabulary in Daily Activity*, tt.p.,p. 4

through hand, body movement, visual or auditory, and the others. It is also teaches the students to have social corporate to other students. By teacher is it will help the teacher to present the vocabulary clearly for students, where it is focused the students to know the words, remember the words, and use the words. Therefore, choral repetition technique is one of good ways that can be used to make students easily to achieving of that.

2. The Characteristics of Young Learners

As a teacher, knowing students' characteristics is important to do before teaching in the class because student has different needs, competence and cognitive skills each others. So, by knowing the characteristics of students will help teacher to decide what to learn and how to teach it.²³

Junior high school students are usually referred to as young learners who are 10 to 15 years old.²⁴ Students in this age have many characteristics that teachers have to consider. Teachers need to be knowledgeable of the variety of young learners characteristic then they can choose a suitable technique of teaching to teach the students. According to Harmer, students at this age usually react to respond to texts and situations with their own thoughts and experiences rather than answering questions and learning abstract activity.²⁵

In addition, Salyers and McKee mention the intellectual characteristics of young learners, some of them are:

²³ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, (Longman, Pearson, 2007), p. 81

²⁴ Salyers and McKee, *The Young Adolescent Learner*, 2009, p. 1. Retrieved from <http://www.learner.org/workshops/middlewriting/images/pdf/W1ReadAdLearn.pdf>.

²⁵ Harmer, 2007, op.cit. p. 84.

- Enjoys both intellectual and manipulative activities
- Forgets easily because his/her mind is so preoccupied with other issues.
- Interesting to relate the similar concepts, ideas, and experiences and makes inferences.
- Seeks to find causal and correlative relationships
- Some of them begin to understand abstract ideas and another stay on concrete operations stage
- Makes personal-social concerns a priority over academic matters
- Likes to discuss experiences with adults
- Shows intense curiosity about the world and him/herself
- Forms long-lasting attitudes about learning.²⁶

To sum up, the teachers have to design appropriate technique that can be in accordance with these characteristics. Appropriate technique for young learner, in this research is junior high school students', they need it to provide opportunities for their mastering vocabulary.

3. Choral Repetition Technique

a. Definition of Choral Repetition

Choral repetition is one of the techniques in teaching vocabulary. There are some experts purposed the definition about choral repetition technique. Larsen Freeman states choral repetition as students are asked to repeat the teacher's model as accurately and as quickly as possible. Harmer said that choral repetition technique is

²⁶ Ibid., p. 4

the whole class to repeat together what the model says.²⁷ Therefore, it can conclude that choral repetition is a technique that makes teacher as a center and model in teaching-learning process and students follow what the teacher says together correctly as quickly as possible.

Choral repetition is one of appropriate technique that can support teaching English to students who have lack of vocabulary because in this technique students will give opportunities to repeat as much as possible the new words that can give positive impact for students to remember the word. According to Harmer, for more he said that chorus repetition technique is useful because it gives all the students a chance to say the new language immediately, with teacher control. It also gives students confidence and give the teachers a general idea of whether the students have grasped the model.²⁸ Hence, the researcher assumes that teaching vocabulary using choral repetition can be one of alternative technique to enhance students' vocabulary mastery in junior high school.

b. Advantages of Choral Repetition Technique in Teaching Vocabulary

There are many advantages for students in using choral repetition technique in learning vocabulary, some of them are:²⁹

- a. Helping students to focus on accuracy
- b. Helping students to practice in hearing and saying particular word.
- c. Helping students to build their confidence

²⁷ Harmer, 2003, *op.cit.*, p. 65

²⁸*Ibid.*

²⁹ Tt.p. *Teaching English for Foreign Language*, Wordpress, 2017. pp. 1 – 3. Retrieved from <https://teffl.wordpress.com>

- d. Helping students to notice the correct form or pronunciation of a word
- e. Helping students to remember the word form.
- f. Helping the teacher to recognize whether new language is causing problems in terms of form or pronunciation.
- g. Helping students to remember, to correct any mistakes, and to resolve students' difficulty in learning vocabulary by teacher's control.

From the statements, the choral repetition technique give good effects for students especially which is the students hearing, remembering, practicing, and confident in learning vocabulary in the class. Therefore, it will help the teacher in teaching vocabulary. It means that choral repetition technique is a tool that can help the English teacher in teaching vocabulary and help the students get selfconfidence and focus on specific details to the material of vocabulary mastery.

c. Teaching Vocabulary by Using Choral Repetition Technique

Choral repetition technique is one the alternative ways to master students vocabulary. In line with Richards and Rodgers said that teaching vocabulary related to oral fluency in this case known as repetition technique which developed by audio lingual method.³⁰ Wherein behaviorism becomes a base principle upheld. It means something like word repeat as much as possible then it will occur again and eventually become a habit for students. It can purpose to produce mistakes are minimized by students. Harmer adds to do the chorus repetition technique in teaching must remember these things: “(1) Clearly indicate when the students should start the chorus,

³⁰ Richards and Roders,(2001) *Approaches and Methods in Language Teaching*, New York: Cambridge University Pers, , p. 58.

(2) Clearly indicate the correct stress during the chorus, (3) Keep silent during the chorus to hear how well the students are performing.”³¹

Furthermore, there are several principles of chorus repetition technique that can be explained as follows: 1) To make sure students know what they are saying. 2) To let the students hear the word several times to identify the form before they are asked to reproduce it. 3) To break down a long utterance into shorter parts. 4) To make sure the students to build up familiarity and confidence after doing the chorus. 5) To keep the drill brisk and short it is about 40-60 for each drill. 6) To give clear gestures or other visual aids to students. 7) To give verbal praise if the students do the word repetition correctly.³²

Based on the principles above, the procedures of teaching vocabulary by using chorus repetition techniques can be done with the following steps:

1) Attention

Showing to students the gesture for silence by giving a hush sign and pointing to your ear. Ensure full attention.

2) Modeling

Giving the model and speak clearly but naturally. Use proper stress and intonation. Give the model three or five times with pauses so the students can memorize it.

3) Full class choruses

Giving the listen sign again and repeat the model once more. Next gesture for repetition again. It is important to give good gestures to students. Two hands

³¹ Harmer, 2003, op.cit., pp. 68 – 69.

³² Tt.p., *loc.cit*

beckoning is a clear signal for a repetition. This saves teacher having to interrupt with language other than that of the drill. Get three or four full class repetitions, until the students are confident and can speak at the same speed as in the model.

4) Half class repetition

Getting half class repetitions, using an appropriate gesture. Stretch out one arm, dividing the classroom, while beckoning half the class with the other hand.

5) Explanation word meaning and word form of the word.

Giving the explanation to students about the word meaning and the word form that they have learned, such as what the meaning, synonym, antonym, etc. It can be done by using visual aids. In line with cross statement said that teacher can use visual prompts to convey the meaning of the word such as gesture, projector, tape, blackboard, and reading text.³³ If teacher using a visual, keep it in front of students to ensure that they associate sound and meaning. Then teacher can write the structure on the board, underlining the key features or highlighting them with colored chalk. To sum up, teaching vocabulary through chorus repetition technique in the class might go something like this:

Teacher : Flight 309 goes to Paris... flight 09 goes to Paris... everybody.

(makes a gesture)

Students : Flight 309 goes to Paris.

Teacher : Again. (gesture)

³³*Ibid.*, p. 48.

Students : Flight 309 goes to Paris.

First, teacher asked students to hear the word or sentence. Second, students repeat the sentence after teacher saying. Many choruses are needed based on model and students difficulty. If students are not correct and fluent in producing the words, the teacher as a model can asks students to repeat the words again. And showing the incorrectness of students in saying the word can be done in five ways: (1) repetition: in this stage the students asked to repeat what the teacher just said by using the word again; (2) echoing: teacher repeats what students has just said using a questioning intonation; (3) denial: teacher can tell the students that what they have just said is unsatisfactory and ask them to repeat the word again; (4) questioning: teacher can ask students in the class by using questions like ‘is it correct?’; (5) Expression: teacher can show the incorrect students response by some gesture or expression.³⁴

After showing the incorrectness then students are given the opportunity to identify the word, to know the meaning of the word, to know form of the word, and to use the word in correct sentence. To identify the meaning and word formation can be done by giving the explanation by teacher to students either directly or through discussion. During the discussion the teacher asks the students to practice a picture given by the teacher and the students try to answer the question in English. Meanwhile, to make a sentence using the word can be done in directly or written context. At the end, make sure students look at the sentence that they had made and read it aloud. It is purposed at the end of learning students can familiar with the word and easier to remember the word, to know the meaning of the word, and to use the word.

³⁴ Harmer, 2003, *op.cit.*, pp. 68 – 6

B. Conceptual Framework

Vocabulary is an important aspect of language, without knowing the vocabulary, we will have difficulty in understanding what we see, read, and learn. Vocabulary is all the words in a particular language. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correctly.

In learning vocabulary through choral repetition technique will give good impact for students in developing their foreign language because it is emphasized the students to repeat as much as possible the words in every meeting. It can influence the students to read or speak English fluently, to express their idea effectively by using English, give self-confidence with other people to communicate. Therefore, that is the reasons why vocabulary is important for students in learning English.

The choral repetition technique which is addressed by researcher in the classroom hope it has an effect on students vocabulary mastery such as word meaning and word form that can be used in daily activity in English class. As the statement above that chorus repetition as practiced in the classroom is characterized by whole classroom interaction variety between teacher and students. Choral repetition technique involves modeling by the teacher and imitation by students, next the students practice and perform it. Therefore, by using choral repetition technique the students at Seventh Grade Students of SMP IT Nurul Fadhilah of can improve their vocabulary and help them to remember about the meaning of vocabularies and use them easily that appropriately with their function in sentence. It is expected to be an alternative way to keep and practice the students vocabulary mastery.

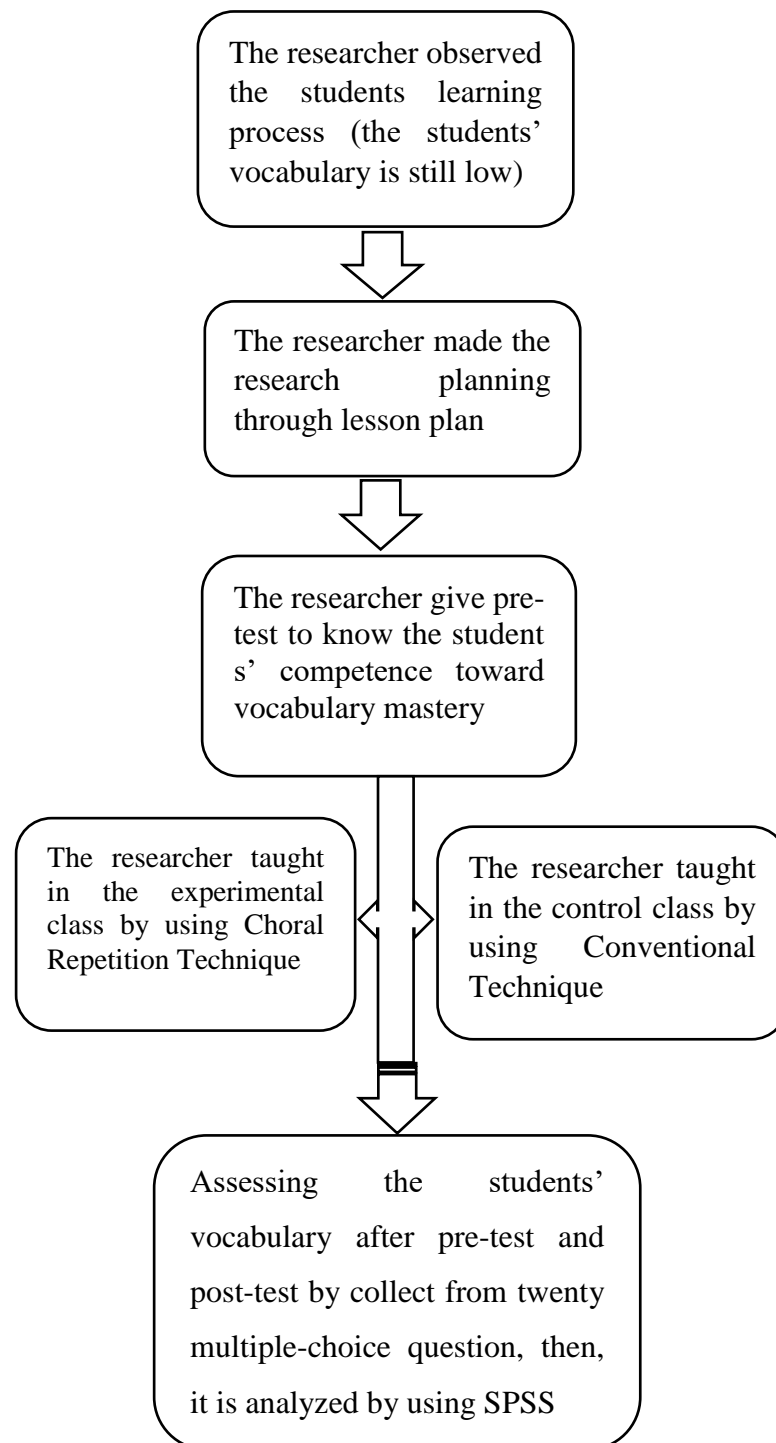


Figure 2.1. Figure of Conceptual Framework

C. Research Hypothesis

The statistic hypothesis states:

1. Alternative Hypothesis (Ha): “There is a significance difference of students’ vocabulary achievement to students who are taught by Choral Repetition Technique and students who are taught without using Choral Repetition Technique.”
2. Null Hypothesis (Ho): “There is no significance difference of students’ vocabulary achievement to students who are taught by Choral Repetition Technique and students who are taught without using Choral Repetition technique.”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research is quantitative method. As Creswell stated quantitative method consists of three type designs namely experimental designs, correlational designs, and survey designs.³⁵ This research would be conducted in experimental research design because experimental design is aimed to find out the cause-effect between two variables.³⁶ The design will be applied in order to investigate the effect of Choral Repetition Technique toward student vocabulary mastery. This research consist of two different groups, namely experimental group and control group. The experimental taught by using Choral Repetition Technique and control group taught by using conventional technique. Both of group would be given pre-test and post-test with the same material and test.

Table 3.1 Pre and Posttest Design

Select control group	Pre-test	No treatment	Post-test
Select experimental group	Pre-test	Experimental treatment	Post-test

There are two variables in this study; they are independent and dependent variable. Independent variable is the effect of Choral Repetition Technique while the dependent variable is the students' vocabulary mastery.

³⁵ John W. Creswell, *Educational Research*, Fourth Edition, (United States of America: Pearson Education, Inc., 2012), p. 293.

³⁶ *Ibid.*, p. 295.

B. Population and Sample

The research was conducted in SMP-IT Nurul Fadhilah Bandar Setia which is located at Jl. Pelaksanaan Gg IV, Bandar Setia, kec. Percut Sei Tuan, Kab. Deli Serdang, North Sumatera

Population is a set of collection all elements process one or more elements of interest.³⁷ According to Syahrums and Salim, population is the whole object of the research.³⁸ The population of this research is the seventh grade students of SMP-IT Nurul Fadhilah Bandar Setia . There are 55 students in total and divided into two classes, which are VII-1, VII-2

Sample is any part of a population of individual information is obtained.³⁹ In selecting of the sample, the researcher used total sampling by talking all of the population as the sample. In the seventh year students of SMP-IT Nurul Fadhilah Bandar Setia consist of two classes and both of them became a sample of this research, because the number of population is less than one hundred. The total number is 55 students, 26 students from VII-1, 29 student from VII-2 and they became a sample in this research. The sample of this study is VII-1 as a controlled class and VII-2 as an experimental class.

C. Data Collection

Instrument is the tool of the method which used to obtain the data in the research. The researcher used kind of instrument to do the research, it is vocabulary

³⁷ Suharsimi Arikuno. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek* . (Jakarta:Pt RINEKA CIPTA).p.108-109

³⁸ Syahrums and Salim, 2011, *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p. 113.

³⁹ Sugiono, 2016 *Metode penelitian kuantitatif, kualitatif R & D*, Bandung : Alfabeta).p.81

test. The researcher would be used multiple choice to test students vocabulary mastery. The researcher used multiple choice tests because it can be used with isolated words, words in a sentence context, or whole text.⁴⁰ It means the researcher can design words questions in sentence, dialogue, monologue, as well paragraph form to measure students vocabulary mastery. Furthermore, multiple choice tests are one of vocabulary type of tests are popular and easy to score and design. The test was given to student consists of 20 test items that all questions of multiple choices based on material of vocabulary at seventh grade students of junior high school.

In this research, the researcher uses pretest and posttest technique to obtain students vocabulary mastery. Pretest and posttest were used to know the different achievements between experimental class and control class before and after the treatment. Before the pretest and posttest are given to the students in control and experimental classes, the researcher had analyzed the validity and reliability of the test. Reliability and Validity are two important elements that used for evaluate the measurement of instrument tests in the research.⁴¹ In order to know whether the validity and reliability of the test the researcher was analyzed them by using SPSS V 20 software.

1. Validity

The accuracy of the research must be consideration in quantitative research. One of many ways to know the accuracy is by measuring the validity of the test was given in the research. According to Heale and Twycross, validity is “the extent to

⁴⁰ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p. 132.

⁴¹ Mohsen Tavakol & Reg Dennick, *Making Sense of Cronbach's Alpha*, International journal of Medical Education, 2, 2011, p.53.

which a concept is accurately measured in a quantitative study.⁴² It means validity is degree to which a test any measuring measures what it is intended to measure.

Actually, there are three types of validity: content validity, construct validity, and criterion validity. Content validity is kind of validity which focus on whether the instrument covers all of the variable contents. In other word, content validity focuses on what students have learnt in the classroom. All of the materials that students have learned will be given to test then. A test is said to have content validity if its contents represent of the language skill being tested. Meanwhile, construct validity refers to whether a researcher can draw the conclusion about test scores related to the concept being learned. And criterion validity is any other instrument that measures the same variable.⁴³

In this research, the researcher emphasizes on the construct validity to know validity of instruments research of pretest and posttest. The researcher measures validity of the instrument tests by using SPSS V 22. The validity of each item of instrument tests r_{count} is compared with r_{table} . In this research r_{table} is 0.324. If $r_{\text{count}} > r_{\text{table}}$ then the test items are valid, with the significance level $\alpha = 0.05$. The result of the validity test is showed at Appendix 5.

2. Reliability

Reliability relates to the consistency of an instrument. Creswell said that reliability is the stability and consistency of students' scores when administered the instrument in many times at different times.⁴⁴ A test is said to have reliable if it is used in the same situation on repeated occasions and the result of measurements

⁴² Roberta Heale and Alison Twycross, *Validity and Reliability in Quantitative Studies, Evid Based Nurs*, 18, 2015, pp. 66 – 67.

⁴³ *Ibid.*

⁴⁴ Creswell, *op.cit.*, p. 159.

obtained relatively consistent. Otherwise, a test is said to have unreliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively different. The researcher concludes that reliability helps the researcher to know whether the instrument research was suitable to use in pretest and posttest or not. For analyzing the reliability in this researcher, the researcher uses SPSS V 20. Meanwhile, the test items were reliable after being calculated by using SPSS V 20. This can be checked through the Cronbach's alpha score 0.672 that was higher than the significance level 0.60 ($0.672 > 0.60$). Therefore, the instrument of the research was reliable. The details result of the reliability test is showed in Appendix 6.

D. Data Analysis

The researcher would be used the data from students' tests to find out the result of students' vocabulary knowledge by implementing chorus repetition technique which is applied in the experimental class, then without chorus repetition technique in the control class. After all students' scores were obtained, next the researcher will be conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using SPSS. After analyzed normality test and homogeneity test, the researcher will be used T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

1) Prerequisite for Data Analysis

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity test.

a. Test of Normality

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:⁴⁵

1. Open SPSS program.
2. Input all the data.
3. Click Analyze from the top menu, choose descriptive statistics and click explore.
4. Move the data from the left box into the box in Dependent List.
5. Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.
6. Click Continue and OK.

b. Test of Homogeneity

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:⁴⁶

1. Open SPSS program.
2. Input the data in the data view.
3. Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.

⁴⁵ Andrew Garth, *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*, (Sheffield: Sheffield Hallam University, 2008), p. 73

⁴⁶ *Ibid.*, 71-72

4. Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.
5. Click the Options tab to open the options dialogue box.
6. Give a tick in Homogeneity of variance tests.
7. Click continue, and then OK

2) T-test

Pre-test and post-test were done in order to see the difference of vocabulary retention before and after the students were taught by using Pictionary game. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: ⁴⁷

1. Open SPSS 20 program.
2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.
3. Click Data View, insert the data
4. Click Analyze, choose Compare Means and click Independent-Samples T-test.
5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

⁴⁷ *Ibid.*, 45-46

Statistical Hypothesis

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

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

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

The hypotheses of this research are:

- a. Alternative Hypothesis (H_a): “There is a significance difference of students’ vocabulary mastery between students who are taught by choral repetition technique and students who are taught without using choral repetition technique.”
- b. Null Hypothesis (H_o): “There is no significance difference of students’ vocabulary mastery between students who are taught by choral repetition technique and students who are taught without using choral repetition technique.”

E. Research Procedure

In conducting the research, there were some procedures that applied for taking the data :

1. In order to determine the problem, the researcher observed the students’ learning process (the students’ vocabulary is still low)
2. The researcher will be made the research planning through lesson plan.
3. The researcher chooses two classes that will be the control and experimental class
4. The researcher conducts the try out for validating the instrument

5. The researcher conducts pre-test for control and experimental class.
6. The researcher gives treatment s for experimental class.
7. The researcher conducts post-test to give evaluation in control and experimental class
8. The researcher analyzes the data collected from, pre-test, and post-test.
9. The researcher concludes the research from the result of the data analysis.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

1. Description of Data

The data of this research were obtained from the result of test from both of class, the experimental class (VII-AI-Qowiyu) and the control class (VII-Ar-Rasyid). In the experimental class, the students were taught by using Choral Repetition Technique, meanwhile in the controlled class, the students were taught without Choral Repetition Technique. The researcher measured students' vocabulary mastery by using a test in multiple choices form. The test consisted of 20 test items. The accumulation of the correct item was multiplied by 5. So, it would be accumulated to 100 points of the test.

a. Experimental Class (VII AI-Qawiyu)

Table 4.1
The scores of pre-test and post-test in control class

Students' Number	Experimental Class		
	Pre-test	Post-test	Gained Score
1	65	80	15
2	70	90	20
3	65	70	5
4	50	60	10
5	70	90	20
6	70	95	25
7	30	60	30
8	60	80	20
9	80	90	10

10	65	65	0
11	75	90	15
12	55	65	10
13	35	60	25
14	65	85	20
15	30	60	30
16	60	85	25
17	75	90	15
18	35	65	30
19	65	85	20
20	55	90	35
21	60	75	15
22	80	90	10
23	85	90	5
24	45	70	25
25	45	65	20
26	60	75	15
$\sum n = 26$	$\sum X_0 = 1550$	$\sum X_1 = 2020$	$\sum X_2 = 470$
Average	59,61	77,69	18,07
Min	30	60	0
Max	85	95	35

From the Table above, it can be seen that the average of the pre-test in experimental class is 59,61 while in post-test is 77,69. The lowest score in pre-test is 30 and the highest score in pre-test is 85. While in post-test, the lowest score is 60 and the highest score is 95 points. And gained score in control class is 18,07.

b. Control Class (VII Ar-Rasyid)

Table 4.2

The scores of pre-test and post-test in control class

Students' Number	Control Class		
	Pre-test	Post-test	Gained Score
1	50	60	10
2	60	60	0
3	65	70	5
4	55	65	10
5	40	50	10
6	55	65	10
7	55	60	5
8	70	70	0
9	65	70	5
10	60	80	20
11	55	60	5
12	50	50	0
13	70	75	5
14	60	60	0
15	45	55	10
16	60	75	15
17	80	90	10
18	55	60	5
19	65	60	-5
20	60	65	5
21	50	60	10
22	70	85	15
23	60	70	10
24	75	85	10
25	75	70	-5

26	85	85	0
$\sum n = 26$	$\sum X_0=1590$	$\sum X_1=1755$	$\sum X_2=165$
Average	61,15	67,5	6,34
Max	75	90	20
Min	40	50	-5

From the table above, it can be shown that the average of the pre-test in control class is 61,15 while in post test is 67,5. The lowest score in pre-test is 40 and the highest score in pre-test is 75. While in post-test, the lowest score is 50 and the highest score is 90 points. And gained score in control class is 6.55

Based on the two tables above the average score of both experimental and control group increased. However, the experimental class's score increased more significantly rather than the control class. This can be seen through the range points gained by the two groups. The experimental class increased 18.08 points, from 59.61 to 77.69 while the control class increased 6.35 points from 61.15 to 67.5.

2. Analysis of Data

1) Prerequisite for Data Analysis

a. Normality Test

In this research, normality test was tested by using Lilliefors in SPSS V 20 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 26.

Table 4.3

Normality of Pre-test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Experiment	,164	26	,071	,942	26	,153
Pre-Test Control	,158	26	,093	,974	26	,740

a. Lilliefors Significance Correction

Based on the data in Table 4.3, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Experiment Class data is 0.071. Meanwhile, the significance in Lilliefors table of Control Class data is 0.093. Both significances of Experiment class data and Control class data are much less than the calculation Lilliefors table with critical points of $26 = 0,170$. It can be concluded that the pre-test results in both experimental class and control class are normally distributed.

Table 4.4

Normality of Post-test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-test Experiment	,190	26	,017	,867	26	,003
Post test Control	,178	26	,034	,932	26	,087

a. Lilliefors Significance Correction

Based on the data in Table 4.4, it shows that the data of experiment class is 0.017 while the data of control class is 0.034. It can be stated that the data of experiment and control class are much less than the calculation Lilliefors table with critical points of $26 = 0.170$. So, the posttest result in both experiment and control class are normally distributed.

Below is presented the frequency distribution of pre-test and posttest scores of the control and the experimental classes as the details for the normality test.

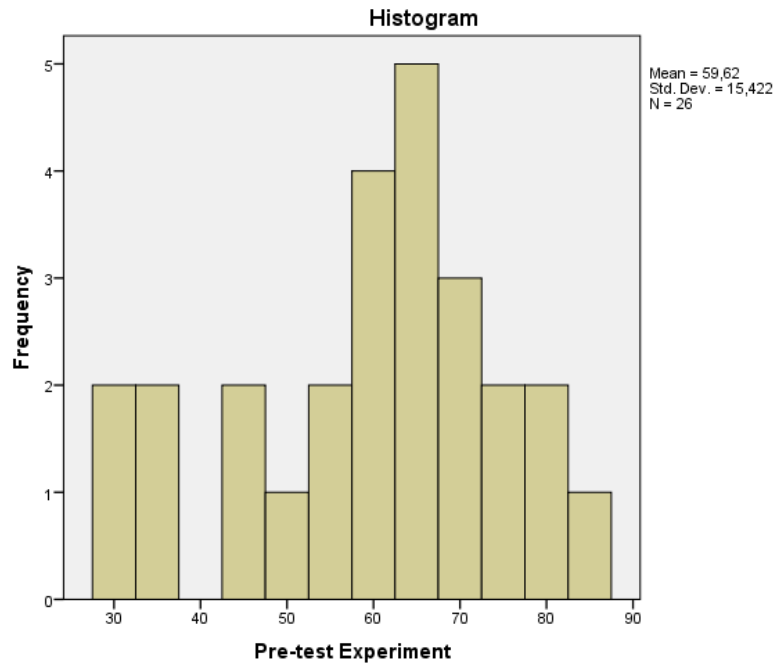


Figure 4.1
The Frequency Distribution Of Pre-Test Score Of Experiment Class

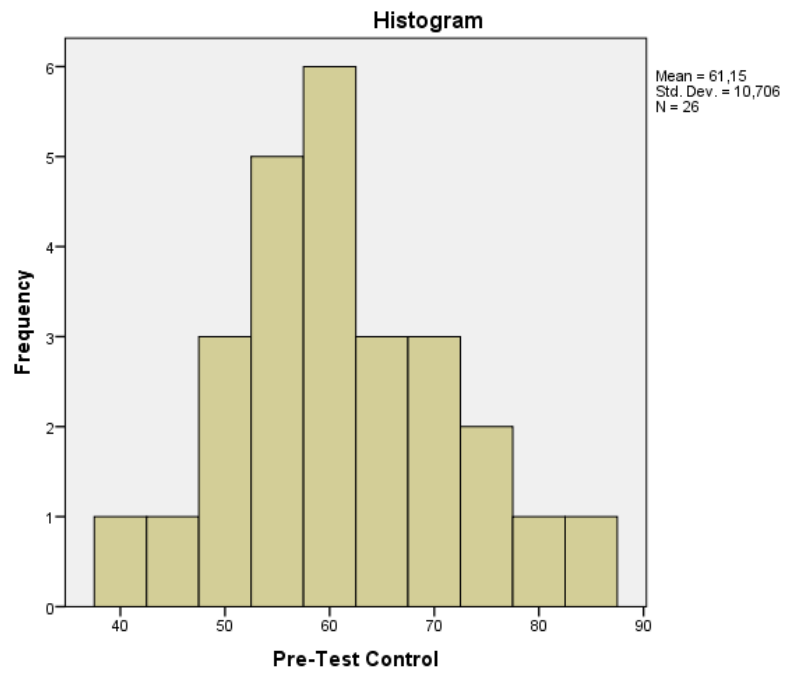


Figure 4.2
The Frequency Distribution Of Post-Test Score Of Control Class

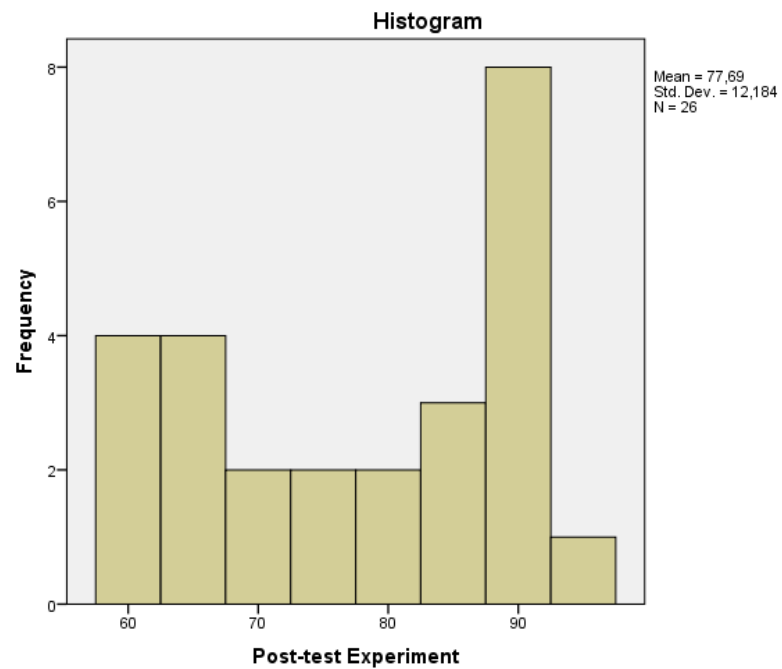


Figure 4.3
The Frequency Distribution Of Post-Test Score Of Experiment Class

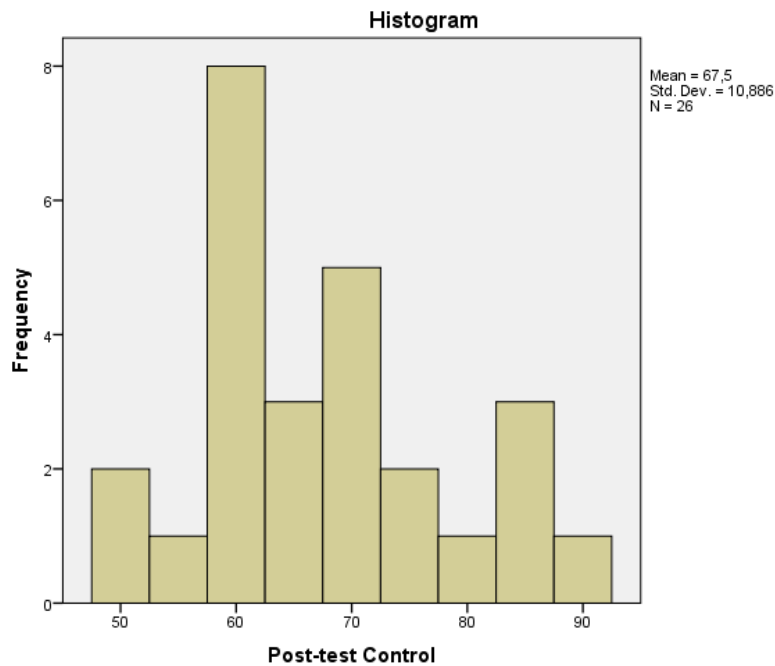


Figure 4.4
The Frequency Distribution Of Post-Test Score Of Experiment Class

b. Homogeneity test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows

Table 4.5
Pre-test of Homogeneity of Variances both Control and Experiment
Test of Homogeneity of Variances

Pre-test Experiment and Control

Levene Statistic	df1	df2	Sig.
2,751	1	50	,103

The result of the data in Table 4.5 showed that the significance of pre-test between experiment class and control class was 0.103. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

Table 4.6

Post-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances

Post-test Experiment and Control

Levene Statistic	df1	df2	Sig.
1,882	1	50	,176

The result of the data in Table 4.6 showed that the significance of pre-test between experiment class and control class was 0.176. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

2) T-test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 20 to know the significant difference between students' vocabulary mastery in experimental class and students' vocabulary mastery in control class. Next, the researcher used t-test to get empirical evidence about the effect of chorus repetition technique on students' vocabulary mastery by using SPSS V 20. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The t-test result of posttest score both control and experiment class is presented in the figure below:

Table 4.7

The T-test Result of Post-test Score both Control and Experiment Class

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	experiment post test	26	77,69	12,184	2,390
	control post test	26	67,50	10,886	2,135

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test experimet and control	Equal variances assumed	1,882	,176	3,181	50	,003	10,192	3,204	3,756	16,628
	Equal variances not assumed			3,181	49,378	,003	10,192	3,204	3,754	16,630

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.7, it can be seen that there was a significant different between the experiment class ($M = 77,69$ and $SD = 12,184$) and control class ($M = 67,50$ and $SD = 10,886$).

Next, the researcher was compared t_{value} and t_{table} to know whether using chorus repetition technique in teaching vocabulary is effective to improve students' vocabulary or not. Reviewing to the data in Table 4.10, it shows the result of $t_{\text{value}} = 3,181$ with the $\text{Sig. (2-tailed)} = 0,003$. And t_{table} of 0.05 (5%) as the significance level is 1.675 with 50 the degree of freedom (df). It can be found that $t_{\text{value}} = 3,181 > t_{\text{table}} = 1,675$ and the $\text{Sign. (2-tailed)} = 0,003 < 0,05$. It means that the choral repetition technique is effective toward students' vocabulary mastery.

3. Hypothesis Test

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: “Is there any significant effect of choral repetition technique on students’ vocabulary mastery at the seventh grade of students in SMP IT Nurul Fadhilah Bandar Setia? The conclusion is obtained as follows:

H_a : There is a significance difference of students’ vocabulary mastery between students who are taught by choral repetition technique and students who are taught without using choral repetition technique.

H_0 : There is no significance difference of students’ vocabulary mastery between students who are taught by choral repetition technique and students who are taught without using choral repetition technique.

And then, the criteria of hypotheses test as follow:

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

Based on the result of posttest of experiment class and control class, it can be found that the $t_{value} = 3.181 > t_{table} = 1.675$ in the significance level of 0.05 (5%) and the Sig. (2-tailed) is $0.003 < 0.05$. To sum up, the $t_{value} > t_{table}$ and the Sig. (2-tailed) < 0.05 , it means that H_a is accepted. So, I can be concluded that the choral repetition technique is effective toward students’ vocabulary mastery.

B. Discussion

Based on the analysis of data in the seventh grade students' of SMP IT Nurul Fadhillah Bandar Setia, the students' vocabulary mastery is improved by using choral repetition technique. The results of data from the test were divided pre-test and post-test. The students that were taught by Choral Repetition technique had higher score than those who were taught by without Choral Repetition technique.

Moreover, after being calculated the normality test by using SPSS V 20, it can be proved that the data of both experimental and control classes in pre-test and post-test were distributed normal. It can be stated that the data of experimental and control class are much less then the calculation Liliefors table which critical points of $26 = 0.170$. The result of the data pre-test in experimental class is 0.071 while the data of control class is 0.093 and the result of the data post-test in experimental class is 0.017 while the data of control class is 0.034 . So, it can be conclude that the whole data used in this research were normal.

Next, based on the result of homogeneity test, the data of both experimental and control classes were classified as the homogenous group of data. It can be seen from the results that the significance result of the pre-test of both control and experiment classes are 0.103 which is higher than significant value 0.05 and the significance result of the post-test of both control and experiment classes are 0.176 which is higher than significant value 0.05 . Therefore, the groups of the data were proved to be categorized as homogenous data.

In analyzing the data, the researcher analyzed the hypothesis of pre-test and post-tests both experiment class and control class in order to know whether choral repetition technique is significant toward the students' vocabulary mastery or not.

The researcher analysis by conducting t-test using SPSS V 20 with 5% (0.05) the significant level, then the criteria is $t_{\text{value}} > t_{\text{table}}$ or the Sign. (2-tailed) < 0.05 . The calculation showed that t_{value} got 3.181 and t_{table} is 1.675; the Sign. (2-tailed) is 0.003 < 0.05). Based on the criteria for the calculation, it means that the hypothesis null (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is a significant difference on students' vocabulary mastery by using choral repetition technique in learning process.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance by using choral repetition technique toward the students' vocabulary mastery, because the results show that the hypothesis of H_0 is rejected and H_a is accepted. The significance differences are between by using choral repetition technique and without using choral repetition technique. Furthermore, it can be happened because the students in experiment class can repeat the words together in many times until they get used to say it and make them enjoying to use the words in the class.

Based on the explanation above, the researcher concluded that the implementation of Choral Repetition technique had significant effect to the students' ability in learning vocabulary, especially for the students of SMP IT Nurul Fadhilah Bandar Setia.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching vocabulary by using choral repetition technique in experiment class and without using choral repetition technique in control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research. Based on the data which has been calculated, the researcher concludes that there is a significance difference of students' vocabulary mastery between students who are taught by choral repetition technique and students who are taught without using choral repetition technique. It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (77,69) is higher than pre- test (59,62) with gained score was 18.07 point.

From the data analysis, the test hypothesis was determined by t-test that $t_{\text{value}} > t_{\text{table}}$ in significance 0.05 (5%). Thus, the value of the t_{value} is 3.181 while the value of t_{table} with df 50 in the significance 5% is 1.675. So the alternative hypothesis (H_a) is accepted. It means that there is significant difference between students' achievement in vocabulary mastery which was taught by using choral repetition technique and without using choral repetition technique.

B. Recommendation

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. Stakeholder

For the principle of SMP IT Nurul Fadhilah Bandar Setia, it is good to

motivate the teachers, especially English teacher to teach the students by using choral repetition Technique.

2. Teacher

For English teacher, the English teacher can use choral repetition technique as an alternative in learning vocabulary. English teacher to make the learning activity not monotonous and enjoyable.

3. Students

For students, it is suggested to foster their vocabulary mastery. By applying choral repetition technique, the students could improve their vocabulary mastery because this technique give students opportunity to repeat the words, remember the words, and use the words that make them familiar with the words. So, students will have a habit to say the words in classroom activity even in outside classroom activity.

4. Researcher

For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

5. Further Researcher

For other researcher, the result of this research can give information or reference about implementation of choral repetition technique in teaching vocabulary.

C. Implication

Implication are drawn from the research finding. The discussion of the data from research finding points out that teaching and learning vocabulary by using choral-repetition technique is effective toward students' mastery in vocabulary. It was showed by the students' achievement in mastering vocabulary by using choral-repetition are performed better than the students' who did not have the treatment of choral-repetition technique.

Moreover, it can be happened because the students have to repeat the words more, then it can be output for the students to remember that words easily. It was believed by Richards and Rodgers that teaching vocabulary related to oral fluency' in this case known as repetition technique which developed by audio lingual method. It means that by hearing and repeating the words many times it would make the students master their vocabulary especially when the students use those vocabularies in the context and in the everyday conversation.

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APPENDIX I
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

A. IDENTITAS

Nama Sekolah	: SMP-IT Nurul Fadhillah
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII (Experimental Class)
Tema	: Profession
Sub Tema	: My Dream Job
Aspek	: Listening /Speaking/Writing
Alokasi Waktu	: 2 x 45 menit

B. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

C. KOMPETENSI DASAR

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

D. INDIKATOR

- Siswa dapat mengidentifikasi jenis-jenis pekerjaan
- Siswa mampu menuliskan jenis-jenis pekerjaan
- Siswa mampu melafalkan jenis-jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

E. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, siswa diharapkan dapat:

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu menyebutkan jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan

F. MATERI PEMBELAJARAN

Vocabulary for language master:

Vocabulary	Arti	Vocabulary	Arti
Teacher	Guru	Pilot	Pilot
Student	Siswa	Driver	Supir
Architect	Arsitek	Doctor	Doktor
Chef	Koki	Gardener	Tukang kebun
Mechanic	Montir	Waitress	Pelayan wanita
Farmer	Petani	Vendor	Penjual keliling
Postman	Tukang pos	Police	Polisi
Singer	Penyanyi	Secretary	Sekretaris
Sailor	Pelaut	Civil servant	Pegawai negeri
Carpenter	Tukang kayu	Butcher	Tukang daging

Script untuk Listening

Listen to your teacher and complete the dialogs below!

- A : What is he?
 B : He is

A : where does he work?
 B : He works

A : what does he do?
 B : He
- Ani : What is your mother?
 Boni :

Ani : Where does she work?
 Boni :

Ani : What does she do?
 Boni :

Script untuk Speaking

Practice the dialogs above with your partner in front of the class!

Script untuk writing

Match the words in the columns below based on job, work place and responsibility.
Number 1 is done as an example!

Job	Work Place	Responsibility
Teacher	School	Teach students
Doctor	Post office	Fix cars
Architect	Field	Work in ship
Chef	Stage	Make furniture
Mechanic	Ship	Cure patients
Farmer	Restaurant	Design buildings
Postman	Furniture factory	Grow rice
Singer	Hospital	Cook food
Sailor	Private company	Entertain people
Carpenter	Garage	Type letters

G. METODE PEMBELAJARAN

Strategi : Choral Repetition technique

Pendekatan : Individual

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	5
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Guru mengucapkan salam Good morning How are you today?, etc	
2	KEGIATAN POKOK	80
	a. Guru memberikan pertanyaan kepada murid mengenai pekerjaan orangtua mereka	5
	b. Guru memberikan teka teki dengan menyebutkan beberapa petunjuk mengenai jenis pekerjaan dan siswa menebak.	10
	c. Siswa yang dapat menjawab teka teki yang diberikan oleh guru, segera menuliskan nama pekerjaan tersebut di papan tulis.	
	d. Guru menyebutkan jenis jenis pekerjaan dan siswa mengikuti	25
	e. Siswa secara bersama-sama mengulang kata-kata tersebut sebanyak yang diperlukan.	5
	f. Guru membagi siswa dalam dua kelompok g. setiap kelompok mengutus satu anggotanya untuk maju ke depan kelas dan mendeskripsikan suatu pekerjaan dan anggota kelompok lainnya menebak jenis pekerjaan	

	h. masing masing kelompok bergantian menjawab pertanyaan i. kelompok yang paling banyak menjawab pertanyaan dengan betul, menjadi pemenangnya	35
3	PENUTUP a. Guru memotivasi siswa b. Berdoa dan membaca Hamdallah bersama sama c. Salam See you later Nice to meet you, etc	5 5

I. ALAT DAN SUMBER BELAJAR

1. Sumber bahan:

- Buku paket Bhs. Inggris
- English on Sky 1 for Junior High School Students (Penerbit Erlangga)
- Competence-based English, Developing competencies in English for grade (Grafindo Media Pratama)
- Students' worksheet

2. Media:

- White board
- Board marker

ASPEK PENILAIAN

a. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

b. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru

Medan, 24 April 2018

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Peneliti

Vansisca Elsa Fadhilah, S.Pd

Atika Arfah Nasution

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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Kelas	: VII (Controll Class)
Tema	: Profession
Sub Tema	: My Dream Job
Aspek	: Listening /Speaking/Writing
Alokasi Waktu	: 2 x 45 menit

B. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

C. KOMPETENSI DASAR

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

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- Siswa mampu menuliskan jenis jenis pekarjaan
- Siswa mampu melafalkan jenis jenis pekarjaan
- Siswa antusias dalam belajar bahasa Inggris

E. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, siswa diharapkan dapat:

- Siswa mampu menjawab pertanyaan lisan
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Mechanic	Montir	Waitress	Pelayan wanita
Farmer	Petani	Vendor	Penjual keliling
Postman	Tukang pos	Police	Polisi
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Sailor	Pelaut	Civil servant	Pegawai negeri
Carpenter	Tukang kayu	Butcher	Tukang daging

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Listen to your teacher and complete the dialogs below!

3. A : What is he?
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- A : where does he work?
 B : He works
- A : what does he do?
 B : He
4. Ani : What is your mother?
 Boni :
- Ani : Where does she work?
 Boni :
- Ani : What does she do?
 Boni :

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Practice the dialogs above with your partner in front of the class!

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Match the words in the columns below based on job, work place and responsibility. Number 1 is done as an example!

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Mechanic	Ship	Cure patients
Farmer	Restaurant	Design buildings
Postman	Furniture factory	Grow rice
Singer	Hospital	Cook food
Sailor	Private company	Entertain people
Carpenter	Garage	Type letters

G. METODE PEMBELAJARAN

Strategi : GTM Method

Pendekatan : Individual

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	5
	a. Membaca Basmallah dan Berdoa bersama b. Guru mengucapkan salam Good morning How are you today?, etc	5
2	KEGIATAN POKOK	
	a. Guru memberikan pertanyaan kepada murid mengenai pekerjaan orangtua mereka	80
	b. Guru memberikan kosa kata yang akan dipelajari, kemudian meminta siswa untuk mencaatatnya	5
	c. Guru meminta siswa untuk membaca kosakata yang diberikan	10
	d. Guru meminta siswa untuk mencari arti kosakata dalam kamus dan menerjemahkannya	25
e. Guru meminta siswa untuk menghafal kosakata yang telah diberikan	5	
		35

3	PENUTUP	
	a. Guru memotivasi siswa	5
	b. Berdoa dan membaca Hamdallah bersama sama	5
	c. Salam See you later Nice to meet you, etc	

I. ALAT DAN SUMBER BELAJAR

3. Sumber bahan:

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ASPEK PENILAIAN

a. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

b. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru

Medan, 24 April 2018

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris

Peneliti

Vansisca Elsa Fadhilah, S.Pd

Atika Arfah Nasution

APPENDIX III
INSTRUMENT OF VALIDITY

Name :

Class :

Answer the questions below by giving a cross (x) on a, b, c, or d!

Questions number 1-5

My family's jobs

My name is Linda. I live with my family on Jl. Kenari No. 35. My father's name is Irwan. He is a doctor. He works at Sumber Sehat Hospital. His job is to help patients become healthy. My mother is Hasanah. She is a teacher. She teaches English at Junior High School. My older sister is Ira. She studied architecture when she was at university. Now she works in a private company as an architect. She designs buildings and supervises the construction. Indra, my brother, and I do not work yet. We are still students. My brother goes to a senior high school. He is in second year and I go to junior high school. I'm in first year now.

1. What is Linda's father?

a. He is a teacher	c. He is an architect
b. He is a nurse	d. He is a doctor
2. Where does Linda's father go to work?

a. he works in a post office	c. he works at Hospital
b. He works in a company	d. He works at school
3. Linda's mother teaches English at Junior high school. She is a...

a. teacher	c. architect
b. gardener	d. singer
4. Ira designs buildings and supervises the construction. She is an...

a. dancer	c. cashier
b. architect	d. sailor
5. Linda and Indra are ...

a. a farmer	c. a policewoman
b. a sailor	d. students
6. A nurse works at ...

a. Company	c. Hospital
b. Garden	d. field
7. a person who flies the plane is ...

a. police officer	c. pilot
b. steward	d. carpenter
8. Someone who drives a bus called ...

a. a driver	c. a civil servant
b. a mechanic	d. a clerk
9. Linda works in a restaurant, she serves food, she is a ...

- a. servant
b. singer
- c. waitress
d. butcher
10. Her mother sells meats in the market, she is a ...
a. carpenter
b. artist
c. postman
d. butcher
11. my father cures someone's teeth, he is ...
a. a farmer
b. a dentist
c. a vendor
d. a librarian
12. a doctor works at
- a. hospital
b. office
c. fields
d. furniture factory
13. The man works in garage. He repairs and fixes motorcycle. He is
a. a tailor
b. a soldier
c. a sailor
d. a mechanic
14. The woman works in the garden. She keeps garden clean and beautiful. She is...
a. an architect
b. a gardener
c. a civil servant
d. a dentist
15. A person who sends and delivers letters everyday is a ...
a. postman
b. reporter
c. singer
d. musician
16. a secretary work in
a. home
b. office
c. field
d. hospital
17. a sailors works on the ...
a. ship
b. bus
c. train
d. airplane
18. A farmer works in
a. School
b. Field
c. Tv Stasiun
d. Home
19. a civil servant works in
a. government office
b. private company
c. restaurant
d. hotel
20. My sister works in hotel. She cooks food. She is a ...
a. chef
b. waitress
c. waiter
d. gardener

Questions number 21 – 23

A : (21)

B : She is a teacher

A : Where does she work?

B : (22)

A : (23)

B : She teaches mathematics

21. a. Where does she?
b. What does she do?
c. What is she?
d. What is she doing?

22. a. She works at office
b. She works at post office
c. She works at company
d. She works at school
23. a. where does she?
b. What does she do?
c. what is she?
d. what is she doing?
24. a teacher works at ...
a. garden
b. company
c. teacher
d. hotel
25. a chef works in ...
a. garden
b. company
c. school
d. hotel / restaurant

Rearrange the words into a good sentence

26. works- in- the man- garden- the
a. garden in the man the works
b. the man in the garden works
c. the man works in the garden
d. works in the garden the man
27. a-restaurant-a chef-cooks-in-food
a. cooks chef in a restaurant
b. a chef cooks food in a restaurant
c. in a restaurant a chef cooks food
d. a chef food cooks in restaurant a
28. Dentist – teeth – someone's – a – cures
a. someone's teeth cures a dentist
b. dentist cures a someone's teeth
c. a dentist someone's teeth cures
d. a dentist cures someone's teeth
29. Letters – delivers – postman – a
a. a postman delivers letters
b. delivers letters a postman
c. letter delivers a postman
d. a postman letters delivers
30. the rice fields – farmer - in-works - a
a. a farmer works in the rice fields
b. a farmer in the rice fields works
c. in the rice fields farmer a works
d. farmer works in a the rice fields

APPENDIX IV**ANSWER KEY VALIDITY TEST**

- | | |
|-------|-------|
| 1. D | 16. C |
| 2. C | 17. A |
| 3. A | 18. B |
| 4. B | 19. A |
| 5. D | 20. A |
| 6. C | 21. C |
| 7. C | 22. D |
| 8. D | 23. B |
| 9. C | 24.C |
| 10. D | 25.D |
| 11. B | 26.C |
| 12. A | 27.B |
| 13. D | 28.D |
| 14. B | 29.A |
| 15. A | 30.A |

APPENDIX VI

RESULT OF RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	35	100,0
	Excluded ^a	0	,0
	Total	35	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,672	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
soal1	36,66	64,467	,381	,658
soal2	36,43	66,723	,130	,670
soal3	36,57	64,546	,384	,658
soal4	36,51	64,904	,354	,660
soal5	36,89	67,281	,040	,673
soal6	36,54	63,903	,478	,654
soal7	36,43	64,840	,407	,659
soal8	36,49	66,610	,133	,670
soal9	36,60	64,835	,341	,660
soal10	36,57	65,134	,308	,662
soal11	36,51	67,610	-,003	,675
soal12	36,46	64,903	,380	,660
soal13	36,37	67,887	-,035	,675
soal14	36,97	67,499	,019	,674
soal15	36,51	64,551	,401	,658
soal16	36,69	65,104	,299	,662
soal17	36,49	65,316	,309	,662
soal18	36,69	71,104	-,415	,693
soal19	36,49	65,081	,341	,661
soal20	36,57	69,134	-,192	,683
soal21	36,49	65,198	,325	,662
soal22	36,49	64,375	,439	,657
soal23	36,80	67,988	-,052	,677
soal24	36,60	64,718	,356	,659
soal25	36,60	63,894	,462	,655
soal26	36,69	64,516	,373	,658
soal27	36,63	64,417	,390	,658
soal28	36,60	64,718	,356	,659
soal29	36,54	67,785	-,026	,676
soal30	36,54	64,255	,431	,657
skor	18,60	16,953	1,000	,622

APPENDIX VII
QUESTION OF PRE-TEST AND POST TEST

Name :

Class :

Answer the questions below by giving a cross (x) on a, b, c, or d!

Questions number 1-5

My family's jobs

My name is Linda. I live with my family on Jl. Kenari No. 35. My father's name is Irwan. He is a doctor. He works at Sumber Sehat Hospital. His job is to help patients become healthy. My mother is Hasanah. She is a teacher. She teaches English at Junior High School. My older sister is Ira. She studied architecture when she was at university. Now she works in a private company as an architect. She designs buildings and supervises the construction. Indra, my brother, and I do not work yet. We are still students. My brother goes to a senior high school. He is in second year and I go to junior high school. I'm in first year now.

1. What is Linda's father?

a. He is a teacher	c. He is an architect
b. He is a nurse	d. He is a doctor
2. Where does Linda's father go to work?

a. he works in a post office	c. he works at Hospital
b. He works in a company	d. He works at school
3. Linda's mother teaches English at Junior high school. She is a...

a. teacher	c. architect
b. gardener	d. singer
4. Ira designs buildings and supervises the construction. She is an...

a. dancer	c. cashier
b. architect	d. sailor
5. Linda and Indra are ...

a. a farmer	c. a policewoman
b. a sailor	d. students
6. a person who flies the plane is ...

a. police officer	c. pilot
b. steward	d. carpenter
7. Someone who drives a bus called ...

a. a driver	c. a civil servant
b. a mechanic	d. a clerk
8. Linda works in a restaurant, she serves food, she is a ...

a. servant	c. waitress
b. singer	d. butcher
9. Her mother sells meats in the market, she is a ...

a. carpenter	c. postman
b. artist	d. butcher
10. my father cures someone's teeth, he is ...

a. a farmer	c. a vendor
b. a dentist	d. a librarian

11. A person who sends and delivers letters everyday is a ...
 a. postman
 b. reporter
 c. singer
 d. musician
12. The man works in garage. He repairs and fixes motorcycle. He is
 a. a tailor
 b. a soldier
 c. a sailor
 d. a mechanic
13. The woman works in the garden. She keeps garden clean and beautiful. She is...
 a. an architect
 b. a gardener
 c. a civil servant
 d. a dentist
14. A farmer works in
 a. School
 b. Field
 c. Tv Stasiun
 d. Home

Questions number 15 – 17

A : (15)

B : She is a teacher

A : Where does she work?

B : (16)

A : (17)

B : She teaches mathematics

15. a. Where does she?
 b. What does she do?
 c. What is she?
 d. What is she doing?
16. a. She works at office
 b. She works at post office
 c. She works at company
 d. She works at school
17. a. where does she?
 b. What does she do?
 c. what is she?
 d. what is she doing?

Rearrange the words into a good sentence

18. works- in- the man- garden- the
 a. garden in the man the works
 b. the man in the garden works
 c. the man works in the garden
 d. works in the garden the man
19. a-restaurant-a chef-cooks-in-food
 a. cooks chef in a restaurant
 b. a chef cooks food in a restaurant
 c. in a restaurant a chef cooks food
 d. a chef food cooks in restaurant a
20. Dentist – teeth – someone's – a – cures
 a. someone's teeth cures a dentist
 b. dentist cures a someone's teeth
 c. a dentist someone's teeth cures
 d. a dentist cures someone's teeth

APPENDIX VIII

ANSWER KEY OF PRE-TEST AND POST TEST

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

APPENDIX IX
TABLE OF LILIEFORS (L)

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

APPENDIX X
TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

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

APPENDIX XI

TABLE OF R DISTRIBUTION

Tabel r untuk df = 1 - 50

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

APPENDIX XII
RESEARCH DOCUMENTATION



Picture 1. Pre-test





Picture 2. Treatment



Picture 3. Post-Test

