



**THE EFFECT OF TALULAR (TEACHING AND LEARNING USING  
LOCALLY AVAILABLE RESOURCES) STRATEGY  
ON THE STUDENTS' VOCABULARY MASTERY  
AT SMP IT NUR IHSAN MEDAN IN  
ACADEMIC YEAR 2017/2018**

**SKRIPSI**

**Submitted to Faculty of Tarbiyah and Teachers' Training State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the  
Requirements for the Degree of S-1 Program**

By:

**SRI RAHAYU**

**34.14.4.017**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS' TRAINING  
STATE ISLAMIC UNIVERSITY  
OF NORTH SUMATERA**

**2018**



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**2018**

Medan, Juni 2018

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AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Sri Rahayu** yang berjudul:

**“THE EFFECT OF TALULAR (TEACHING AND LEARNING USING  
LOCALLY AVAILABLE RESOURCES) STRATEGY ON THE  
STUDENTS’ VOCABULARY MASTERY AT SMP IT NUR IHSAN  
MEDAN IN ACADEMIC YEAR 2017/2018”**,

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. WassalamualaikumWr.Wb

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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 oleh Universitas batal saya terima.

Medan, July 2018

Yang Membuat Pernyataan

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## ABSTRACT

**Sri Rahayu (34144017). THE EFFECT OF TALULAR (TEACHING AND LEARNING USING LOCALLY AVAILABLE RESOURCES) STRATEGY ON THE STUDENTS' VOCABULARY MASTERY AT SMP IT NUR IHSAN MEDAN IN ACADEMIC YEAR 2017/2018**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

**Keyword : Vocabulary and TALULAR Strategy.**

*The aim of the research was to find out the effect of TALULAR strategy on the students' vocabulary mastery.. In conducting this research, the researcher have collected data through experimental research, which use test as the instrument for getting the data. The subjects of this study were 42 students at the eighth grade of SMP IT Nur Ihsan Medan in Academic Year 2017/2018. In doing this research, the method of analyzing data was applied by using quantitative method. The instrument of this research was tests. The tests were divided into two, there were pre-test and posttest. The data that were obtained from the tests were analyzed by using SPSS 20 program. Based on the criteria of hypothesis test that if sig. 2 tailed ( $p$ ) was lower than alpha ( $\alpha$ ) 0.05, then  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. In this research, the result of sig. 2 tailed was 0.006 and it proved that  $p < \alpha$ . It showed that there was a positive effect of TALULAR strategy on the students' vocabulary mastery.*

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Medan, July 2018

Sri Rahayu  
34.14.4.017

## TABLE OF CONTENTS

|  |             |
|--|-------------|
| <b>ABSTRACT</b> .....                        | <b>i</b>    |
| <b>ACKNOWLEDGMENT</b> .....                  | <b>ii</b>   |
| <b>TABLE OF CONTENTS</b> .....               | <b>iv</b>   |
| <b>LIST OF APPENDICES</b> .....              | <b>vi</b>   |
| <b>LIST OF TABLES</b> .....                  | <b>viii</b> |
| <br>   |             |
| <b>CHAPTER I INTRODUCTION</b> .....          | <b>1</b>    |
| A. Background of The Study .....             | 1           |
| B. Statement of The Problem .....            | 3           |
| C. Research Questions.....                   | 4           |
| D. Purposes of The Study .....               | 4           |
| E. Significances of The Study .....          | 4           |
| F. Limitations of The Study .....            | 6           |
| <br>   |             |
| <b>CHAPTER II LITERATURE REVIEW</b> .....    | <b>7</b>    |
| A. Review of Literature .....                | 7           |
| 1. Learning Strategy.....                    | 7           |
| 2. Vocabulary.....                           | 8           |
| 3. Kinds of Vocabulary.....                  | 10          |
| 4. Difficulties in Teaching Vocabulary ..... | 13          |
| 5. Kinds of Strategy .....                   | 16          |
| 6. TALULAR Strategy .....                    | 17          |
| B. Conceptual Framework.....                 | 23          |



|   |           |
|---|-----------|
| C. Hypothesis .....                           | 24        |
| <b>CHAPTER III RESEARCH METHODOLOGY .....</b> | <b>25</b> |
| A. Research Design .....                      | 25        |
| B. Population and Sample .....                | 26        |
| C. Data Collection .....                      | 27        |
| D. Data Analysis .....                        | 28        |
| E. Research Procedure .....                   | 30        |
| <b>CHAPTER IV FINDING AND DISCUSSION.....</b> | <b>32</b> |
| A. Findings .....                             | 32        |
| B. Discussion .....                           | 42        |
| <b>CHAPTER V CLOSING.....</b>                 | <b>44</b> |
| A. Conclusion .....                           | 44        |
| B. Recommendation .....                       | 45        |
| C. Implication .....                          | 45        |

**BIBLIOGRAPHY**

**APPEND**

## **LIST OF APPENDICES**

| <b>APPENDIX</b> | <b>TITLE</b>  |
|-----------------|---|
| <b>I</b>        | <b>: Table of Test of Experimental Class</b>          |
| <b>II</b>       | <b>: Statistics of Experimental Class</b>             |
| <b>III</b>      | <b>: Table of Test of Control Class</b>               |
| <b>IV</b>       | <b>: Statistics of Control Class</b>                  |
| <b>V</b>        | <b>: Table of LILIEFORS</b>                           |
| <b>VI</b>       | <b>: Lesson Plan</b>                                  |
| <b>VII</b>      | <b>: Test of Experimental Class and Control Class</b> |
| <b>VIII</b>     | <b>: Key Answer</b>                                   |
| <b>IX</b>       | <b>: Documentation</b>                                |



**LIST OF TABLES**

|                  |                                       |           |
|------------------|---------------------------------------|-----------|
| <b>Table 3.1</b> | <b>Table of Research Design .....</b> | <b>25</b> |
| <b>Table 3.2</b> | <b>Table of Population .....</b>      | <b>26</b> |
| <b>Table 3.3</b> | <b>Table of Sample .....</b>          | <b>27</b> |

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Teaching is a complex activity. It needs a set of strategies. Teaching well means addressing a set of objective, for a particular group of students, at a certain point in the school year, with a certain resources, within a particular time frame, and in a particular school and community setting. It means that the teacher should prepare all aspects that involve in teaching and learning process, to help the students in mastering the material given.

The teaching failure is caused by many factors. It may be from the teachers and from the learners, such as the lack of communication between students and teachers, the teachers do not master the material, the students lack of spirit and motivation to learn English. The teacher should use the appropriate strategy in teaching, because the strategy of teaching can affect the successful of teaching and learning process. So that, the creativity of the teacher is needed to create an effective and an efficient learning activity.

For teachers, creating English teaching effectively and efficiently is not easy; therefore, they must be able to organize the process of learning well. They have to present the materials by implementing a suitable teaching strategy. All abilities of the teacher should be focused on many aspects of learning, not only how to present the material, but also how to implement it well. So that, the learners can improve their English ability, especially in mastering vocabulary.

Vocabulary is one of English components or subskill that must be taught to the learners, because vocabulary is the point of all languages. The first that to

be mastered by the learners in learning language, especially English is vocabulary. Vocabulary is salient in the process of English language teaching because without sufficient vocabulary, students cannot express their own ideas in English or understand English language materials. The students need to learn what words mean and how they are used. By those functions, they can configure the names for everything. To know English words and their meaning, someone must know how the words work together in English sentences. So that, vocabulary mastery is very essential in early period of EFL students.

In academic area, vocabulary mastery plays a significant role to help students to be success in learning language, such as reading, writing, listening, speaking, and translating as well as those are purposed to be acquired as a goal of language teaching. To master those five skills, vocabulary mastery is necessary to support it. The importance of vocabulary affects the students' achievement of the five language skills. In other words, reading, listening, speaking, writing, and translating skill cannot be separated from vocabulary.

Unfortunately, vocabulary becomes a problem to almost all of the students at any level of education in learning language. Vocabulary is assumed as one of the major difficult aspect of language to be mastered since there are many students who still struggle with mastering vocabulary. There are several problems that found by the researcher based on the observation in SMP IT Nur Ihsan Medan. The researcher found the problems based on the result of interviewing the eleventh grade of English teacher in SMP IT Nur Ihsan Medan. The teacher said that the students have many problems in learning vocabulary, such as in memorizing, pronouncing, and understanding the words and it makes them lazy to

study English. Then, they cannot identify the word class in the text. They are not able to classify which one that includes in adjective, noun, and verb. In other side, they seem not interested in learning English.

From the above statement, it can be concluded that the students need something different in learning vocabulary, and of course, it needs creativity of the teachers to teach and to make the students interested in studying vocabulary. So, in teaching vocabulary, the teacher can choose the suitable strategy that can influence the students' interest in learning it. To make teaching and learning process become interesting, a good strategy is needed. There are a lot of strategies that can be used by the teacher to make the English teaching and learning process be effective, especially in learning vocabulary, such as Cooperative Learning, Inquiry, Role Playing, Group Investigation, and TALULAR.

Therefore, the writer would like to use one of the strategies above by choosing TALULAR strategy to improve students' achievement in vocabulary. By implementing this strategy it is hoped that it can affect the students' vocabulary mastery. So that's why the writer would like to conduct a study about **“The Effect of TALULAR (Teaching And Learning Using Locally Available Resources) Strategy on the Students' Vocabulary Mastery**

## **B. Statement of the Problem**

Based on the background, the problem can be identified as follows:

1. The students get difficulties in memorizing vocabulary.
2. The students feel hard to pronounce English words.

3. The students are difficult in understanding the vocabulary and it makes them lazy to study English.
4. The students are not interested in learning vocabulary
5. The teachers' strategies in teaching is not interesting

### **C. Research Question**

The researcher formulates the research question, as follows:

1. How is the students' vocabulary mastery taught by cooperative learning strategy?
2. How is the students' vocabulary mastery taught by TALULAR strategy?
3. Is there any significant effect of TALULAR strategy on the students' ability in memorizing vocabulary?

### **D. Purposes of the Study**

Based on the formulation of the study, the purpose of the research are:

1. To identify the students' vocabulary mastery taught by cooperative learning strategy
2. To identify the students' vocabulary mastery taught by TALULAR strategy
3. To know the effect of TALULAR strategy on the students' vocabulary mastery

### **E. Significances of the Study**

1. Theoretical Significance



- a. To enrich the theory of awareness in vocabulary
- b. To develop theoretical model for vocabulary based on the level of intelligence

## 2. Practical Significance

### a. Stakeholder

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

### b. Teachers

The result of the research is expected to be useful for the English teachers to be more creative to conduct an effective class with modern paradigm of language education.

### c. Students

The study is hopefully able to propose the illumination for the students in which they can enrich their number of vocabulary without feeling bored and losing the spirit, until they will be able to understand their English lesson comprehensively during the teaching-learning process.

### d. Other researcher

The result of the research is expected to be useful for the other researcher to be the consideration to step more carefully in conducting future research in order to afford more valuable research.

## **F. Limitation of the Study**

This research concerned on the effect of TALULAR (Teaching and Learning Using Locally Available Resources) strategy on the students` vocabulary mastery at the eighth grade students of SMP IT Nur Ihsan Medan in Academic Year 2017/2018.

## CHAPTER II

### LITERATURE REVIEW

#### A. REVIEW OF LITERATURE

##### 1. Learning Strategy

###### 1) Definition of Strategy

According to Oxford dictionary, strategy is a plan intended to achieve a particular purpose.<sup>1</sup> The general principle is the use of learning strategy that not all learning strategies are suitable to achieve the goals and all circumstances. Killen said “No teaching strategy is better than others in a circumstance, so you have to be able to use a variety of teaching strategies and make rational decisions about when each of the strategies is likely to be the most effective”. What is proposed by Killen is clear that teachers should be able to choose the strategy that is suitable to the circumstance. Therefore, teachers need to understand the general principles of the use of learning strategies.<sup>2</sup>

From the definition above, it can be concluded that the learning strategy is a plan of action (a series of activities) which includes the use of methods and utilization of various resources/strengths in learning. This means that in the preparation of a new strategy to the process of preparing the work plan has not come to the action. Strategies designed to achieve specific goals here means that the direction of all the decisions of strategy is the achievement of goals, so that the

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<sup>1</sup> *Oxford Learner's Pocket Dictionary*. 2008. (Oxford: Oxford University Press). p. 427

<sup>2</sup> Wina Sanjaya, 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana). p. 3

steps of learning, the use of various facilities, a learning resources are all geared towards the achievement of goals.

In education, learning strategies can be interpreted as a plan that contains a series of activities designed to achieve specific educational goals. In the context of learning as a strategy to bring art and knowledge of classroom teaching. In such a way that the goals can be achieved and implemented effectively and efficiently. A strategy in teaching is one of the most important elements in teaching a language. Teachers must be creative in their ways to teach their material. The strategies of teaching should be easy, enjoyable, and motivated for the students to improve their ability.

## 2. Vocabulary

### 1) Definition of Vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.<sup>3</sup>

In Webster's Dictionary, vocabulary is defined as follows:

1. A list or collection of words and phrases usually alphabetically arranged and explained or defined.
2. A sum or stock of word employed by a language group individual or work or in relation to a subject: Scope of language.
3. A list of a foreign language textbook of the word and phrases taught or used<sup>4</sup>

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<sup>3</sup> Virginia French Allen, 1983. *Techniques in Teaching Vocabulary*. (Oxfords: Oxford Univesity Press). p. 7

<sup>4</sup> <http://www.meriam-webster.com/dictionary/vocabulary> accessed at 27th februari

Then, Hatch & Brown define vocabulary as a list or set of words particular language or a list or set or words individual speakers of language might use.<sup>5</sup> It means that, by using vocabulary itself, the interaction can be happened. It is a tool for communicating each other in daily life. It is important to express the feelings and to express the ideas what is on our minds. Moreover, Penny Ur said that vocabulary can be defined roughly as the words we teach in foreign language.<sup>6</sup>

From the above explanation, it is clear that vocabulary cannot be separated from learning English as foreign language. Then, it can be synthesized that vocabulary is a set of words that cannot be separated as a part of language system because it is the most important aspect in language teaching. It is important to know the vocabulary, before learning grammar. Vocabulary is the meaning of the words. It is used to communicate each others and to express the ideas what is on our minds, so that the interaction happens.

Allah said about vocabulary in Al-Baqarah 31:

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

*“And He taught Adam the names of all things; then He placed them before the angels, and said “tell me the names of these if you are right”<sup>7</sup>*

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<sup>5</sup> Evelyn Hatch & Cheryl Brown, 1996. *Vocabulary, Semantics, and Language Education*. (Cambridge: Cambridge University Press). p. 24

<sup>6</sup> Penny Ur, 1996. *A Course in Language Teaching* (New York: Cambridge University Press). p. 60

<sup>7</sup> [www.quran.com](http://www.quran.com) accessed on march 28<sup>th</sup> 2018

### 3. Kinds of Vocabulary

According to Nation, vocabulary is divided into 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.<sup>8</sup>

#### a. High Frequency Words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word 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.<sup>9</sup>

#### b. 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.<sup>10</sup>

#### c. 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.<sup>11</sup>

#### d. Technical Words

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<sup>8</sup> I.S.P. Nation, 2008. *Teaching Vocabularies: Strategies and Technique*, (Boston: Heinle Cengage Learning). p. 7

<sup>9</sup> *Ibid.* p. 8

<sup>10</sup> *Ibid.* p. 8

<sup>11</sup> *Ibid.* p. 9

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.<sup>12</sup>

Furthermore, Evelyn Hatch and Charly Brown classify the vocabulary into active and passive.<sup>13</sup>

a. Active Vocabulary (Productive Vocabulary)

Active vocabulary is word which the students understand, pronounce, and use constructively in speaking and writing. It refers to put an item which the learner can use appropriately in speaking or writing. It is also called as *productive vocabulary*, although in fact it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know how to pronounce it well. They must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.<sup>14</sup>

b. Passive Vocabulary (Receptive Vocabulary)

Passive Vocabulary is words that recognized and understood when they occur in a context, but which the students cannot produce correctly by themselves. It refers to language items that can be recognized and understood in the context of reading or listening and also called as *receptive vocabulary*.<sup>15</sup>

Beside the ideas above, 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

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<sup>12</sup>I.S.P. Nation, 2008. *Teaching Vocabularies: Strategies and Technique*, (Boston: Heinle Cengage Learning). p. 7-11

<sup>13</sup>Jo Ann Aebersold and Mary Lee Field, 1997. *From Reader to Reading Teacher*. (Cambridge: Cambridge University Press). p. 139

<sup>14</sup> *Ibid.* p. 139

<sup>15</sup> *Ibid.* p. 139

and instructional implications. So, they stated that the simplest categorization based on about kinds of vocabulary come at least into two forms; oral and print vocabulary.

a. Oral Vocabulary

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

b. Print Vocabulary

Print vocabulary consists of those words for which the meaning is known when we write or read silently.<sup>16</sup>

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

#### 4. Difficulties in Teaching Vocabulary

In Indonesia, English is regarded as a foreign language. Learning English is so difficult for Indonesian people that English and Indonesian language are so different. Most English teachers in Indonesia find several obstacles in teaching English. Thornbury investigates that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a

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<sup>16</sup>Elfrida H. Hiebert and Michael L. Kamil, 2003. *Teaching and Learning Vocabulary: Bringing Research to Practice*. (New Jersey: Lawrence Erlbaum Associates). p. 3



foreign language such as pronunciation, spelling, length and complexity, grammar, meaning, and idiom.<sup>17</sup>

### 1) Pronunciation

The difference of pronouncing the words in the language which is learned and the native language will make the students find difficulty in learning it. The sound of /ð/ for „the and /θ/ for think do not exist in Bahasa. Therefore, the English language learners in Indonesia will find difficulties in learning new vocabularies that pronounce that way.<sup>18</sup>

### 2) Spelling

In English there are some words that are not pronounced but exist in the written form. For example, the word “climb” and “foreign.” Even in the word “climb” there is “b” at the end of the word, but it is not pronounced. The same way in the word “foreign”, even there is “g” before “n”, but it is not pronounced. The English language learners will get confused since in Indonesia there are no words that are not pronounced. All the letters must be pronounced in Indonesia, there are no voiceless or silent letters.<sup>19</sup>

### 3) Length and complexity

The longer the new words that are taught, the harder the learners try to understand it. In English, there are words that have the stress in different parts of the words necessary and necessarily. In Bahasa, there are no words that have

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<sup>17</sup>Scott Thornbury, 2002. *How to Teach Vocabulary*. (Essex: Longman). p. 27

<sup>18</sup> *Ibid.* p. 27

<sup>19</sup> *Ibid.* p. 27

stress, we can put the stress, in the beginning, middle, or even the end of the word. It does not matter as long as the words exist in Bahasa.<sup>20</sup>

#### 4) Grammar

Grammar is also one of the problems for the learners since it is so different to the first language which is possessed by the learners. There are 16 tenses in English grammar while in Bahasa there are no tenses at all. It will make the language learners find problems in learning the language. The speaker just needs to add the adverb of time in the beginning or at the end of the sentence in Bahasa. Meanwhile, in English, the speaker needs to change the verb in order to give a different clue of time.<sup>21</sup>

#### 5) Meaning

In English, there are some words that have similar meaning but they are completely different words, for example, make and do, such as in the sentences you make an appointment and you do the homework. For Indonesian learners, it is problematic since they need to translate all the sentence word by word. Once they meet the words that are different but the meanings are the same, they will get confused. Most learners tend to remember one word as a meaning of certain things. Meanwhile, in English, there is the synonym of the word that exists but the learners do not know it.<sup>22</sup>

#### 6) Idiom

Some expressions are not explicitly stated the meaning of them. The content of the expressions is completely different that it cannot be read once to get

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<sup>20</sup> *Ibid.* p. 27

<sup>21</sup> *Ibid.* p. 28

<sup>22</sup> *Ibid.* p. 28

the meaning. As language learners, they usually translate word by word in order to get the meaning of a sentence. Meanwhile, even they have already translated word by word they will not get the meaning idiomatic expressions. This is confusing the learners since they only know the meaning of the expressions explicitly not implicitly.<sup>23</sup>

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.

## 5. Vocabulary Mastery

Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It will be explained below:

### 1) Mastery

According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. Futhermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development

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<sup>23</sup> *Ibid.* p. 28

community. So, mastery is related one`s ability, skill knowledge, proficiency, understanding capacity.<sup>24</sup>

According to Longman, mastery is a complete control or power over someone or something through understanding or great skill. Knowledge is important thing to the students to get more information and minimalist misunderstanding.<sup>25</sup>

Based on the explanation above, it comes to the conclusion that mastery is knowledge and skill that the students have in English vocabulary. Vocabulary mastery is needed to express our ideas and to be able to understand what other people say.

## 6. Kinds of Strategy

- Cooperative Learning is one of the learning strategy that bring students learn in some small groups that has different level of skills. In finishing group exercise, every member should work together and should help each other in mastering the material.<sup>26</sup>
- Inquiry is learning strategy that can push students to be more active in learning. Inquiry learning is a learning activity that will develop students to have some experience and do some effort to find the principle for themselves.<sup>27</sup>

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<sup>24</sup> Butterfield, 2007. *Collin English Dictionary Plus Good Writing Grade*. (Great Britain: Harper Collins Publishers). p. 56

<sup>25</sup> Longman, 2007. *Advanced American Dictionary New Edition*. (England: Pearson Education Limited). p. 984

<sup>26</sup> Aris Shohimin, 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. (Ar-Ruzz Media: Yogyakarta). p. 45

<sup>27</sup> *Ibid.* p. 85

- Role Playing is learning strategy that give chance to students for practice themselves in some roles and some situation that will increase students` awareness to their value and believes. <sup>28</sup>
- Group Investigation is learning strategy that focus on students` selection and students` control than learning technic in the classroom. <sup>29</sup>
- TALULAR is an acronym that stands for Teaching and Learning Using Locally Available Resources. An acronym is a word whose letters stand for other words. Sometimes an acronym is described as mnemonic. that is, a memory aid, in that by simply looking at the word or by mentioning it, one is reminded of the other words embedded in it.<sup>30</sup>

## 7. **TALULAR Strategy**

### 1) **Definition of TALULAR**

The term TALULAR was first coined in 1994, it belongs to everyone, so feel free to use it wherever it seems appropriate. TALULAR proposes that we make the best possible use of the things around the classroom. The term provides a title for this often neglected educational discipline.<sup>31</sup> TALULAR (pronounced ta-Iu-Iar or talu-Iar) is an acronym that stands for Teaching and Learning Using Locally Available Resources. An acronym is a word whose letters stand for other words. Sometimes an acronym is described as mnemonic. that is, a memory aid,

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<sup>28</sup> *Ibid.* p. 161

<sup>29</sup> *Ibid.* p. 80

<sup>30</sup> Andy Byers & Gibson H. Zembeni, 2003. *TALULAR: Teaching And Learning Using Locally Available Resources A User`s Guides.* p. 4

<sup>31</sup>[http://www.unevoc.unesco.org/tvetipedia.html?tx\\_drwiki\\_pi1%5Bkeyword%5D=Teaching+And+Learning+Using+Locally+Available+Resources](http://www.unevoc.unesco.org/tvetipedia.html?tx_drwiki_pi1%5Bkeyword%5D=Teaching+And+Learning+Using+Locally+Available+Resources) accessed on March 3rd 2018

in that by simply looking at the word or by mentioning it, one is reminded of the other words embedded in it.<sup>32</sup>

## 2) **Types of Resources**

The resources you may have identified can be categorized as follows:

### 1. **Human resources**

Human resources are people who facilitate learning apart from the class teacher. For example, guest speakers from the community such as craft persons to assist in skills development; village heads to talk about their duties or some cultural practices or historical events; medical personnel to discuss health issues and the police to talk about crimes. Teachers may also collaborate with other teachers through joint planning, team teaching, mentorship, peer observation and supervision. Pupils can be used to facilitate their own learning through demonstration, experiences, sharing their dramatizing events and collecting or producing learning resources.<sup>33</sup>

### 2. **Animal resources**

- Farm animals such as cattle, goats, sheep, fowls and pigeons
- Pets such as cats and dogs
- Wildlife such as lions, elephants, crocodiles, monkeys, guinea-fowls and other birds
- Animal products such as skins, leather, milk, cheese and meat.<sup>34</sup>

### 3. **Plants**

This category includes:

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<sup>32</sup> *Ibid.* p. 4

<sup>33</sup> Simeon Mackson Gwayi, 2009. *Perception of Innovation as Predictors of TALULAR Implementation Levels among Secondary School Science Teacher in Malawi: Disertasi.* (Virginia Polytechnic Institute and State University)

<sup>34</sup> *Ibid.*

- Fruit trees such as mangoes, guavas, peaches, oranges and apples
- Vegetables such as cabbage, lettuce, carrot, tomatoes and spinach
- Tubers such as potatoes, yams, cassava and beet
- Grass
- Indigenous trees
- Exotic trees such as blue-gum, Cinderella and pine.<sup>35</sup>

#### 4. **Non-material resources**

**TALULAR** also involves the use of non-material resources such as

- Time
- Personal knowledge, skills, talents and experiences
- Personal qualities such as sense of humour, perseverance
- Language
- Culture eg games, songs, dances, art, proverbs.<sup>36</sup>

### 3) **The Advantages of TALULAR**

#### 1. **Encourages creativity**

TALULAR, how they are made and how they are used in the classroom give teachers an insight into how they can stimulate creativity in learners. For example, simply showing learners a car is not as effective in evoking their creativity as giving them some wire or clay for them to come up with their own car models.<sup>37</sup>

#### 2. **Motivates learners**

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<sup>35</sup> *Ibid.*

<sup>36</sup> *Ibid.*

<sup>37</sup> *Ibid.*

Since talular are readily available in the local environment, they are within the experience of the student and using them fulfills the principle of going from the known to the unknown to capture learners' interest and captivate them to learn.<sup>38</sup>

### **3. Promotes Variety**

TALULAR enables the teacher to organize a variety of activities and contexts to enhance the effectiveness of teaching and learning.<sup>39</sup>

### **4. Promotes Productivity**

An educated community or society is a productive society. The community benefits from it and this evokes their interest in the education of their children. Consequently, community members are encouraged to contribute various objects for modification and use in the school.<sup>40</sup>

### **5. Transformation**

TALULAR promote effective transformation through acquisition of knowledge, skills and positive change in attitudes and behaviours.<sup>41</sup>

### **6. Cost effective**

TALULAR are affordable, often costing little or nothing since the materials are obtained from the local environment.<sup>42</sup>

### **7. Sustainability**

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<sup>38</sup> *Ibid.*

<sup>39</sup> *Ibid.*

<sup>40</sup> *Ibid.*

<sup>41</sup> *Ibid.*

<sup>42</sup> *Ibid.*



TALULAR encourage reduction of litter, recycling and reusing of materials while emphasizing the value of resources in the local environment.<sup>43</sup>

### **8. Community Participation**

TALULAR promotes community participation in the education of their children and thus promotes ownership of schools and what goes on there.<sup>44</sup>

### **9. Promotes success in school**

TALULAR are instrumental to bringing about success in teaching and learning because the teacher is encouraged to:

- Use learners' experiences as a learning resource
- Not to view the classroom walls as a boundary
- Involve all learners in the learning process
- Develop learners' confidence in their ability to investigate.<sup>45</sup>

### **4) The Disadvantages of TALULAR**

- Lack of adequately qualified and trained teacher
- Inadequate supplies of teaching and learning resources
- Expanding class sizes and teacher rations due to increasing enrollment
- High drop-out and repetition rates
- Lack of adequate classrooms and lab facilities<sup>46</sup>

### **5) The Purpose of Using TALULAR**

The design and development of teaching and learning resources begins with thorough preparation of schemes arising from the use of the teaching

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<sup>43</sup> *Ibid.*

<sup>44</sup> *Ibid.*

<sup>45</sup> *Ibid.*

<sup>46</sup> *Ibid.*

syllabus, textbook and teacher's guide. This ensures that the TALULAR produced are relevant to the topic to be taught or learned.<sup>47</sup>

Lockwood and Nacino-Brown have provided the following summary of the reasons why teachers should use TALULAR in the classroom:

- Promoting meaningful communication, hence effective learning
- Ensuring better retention, thus making learning more permanent
- Providing first-hand or direct experience with the realities of the social and physical environment
- Helping overcome the limitations of the classroom by making the inaccessible accessible
- Providing common experience upon which other learnings can be developed
- Stimulating and motivating students to learn.
- Helping develop interest in other areas of learning
- Encouraging active participation, especially if students are allowed to manipulate materials used.
- Helping simplify complicated topics
- Reducing the need for a teacher's verbal expression
- Consolidating knowledge, skills and attitudes
- Helping summarise the main points
- Encouraging creativity.
- Cost little or nothing, thus increasing the chances of sustainability

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<sup>47</sup> *Ibid.*

- Empowering at the grassroots level, thus increasing chances of decentralization and sustainability<sup>48</sup>

## 6) The Stages in applying TALULAR

### 1) Analysing the Situation

- Identify the need
- Put yourself in the situation and image how learners would feel
- Record your observations and thoughts

### 2) Answering Questions

The following questions are useful when designing TALULAR:

1. Who will use it?
2. What is the practical function of the design?
3. What part does appearance play in the design?
4. What materials are suitable for the design?
5. What construction methods are appropriate to the design?
6. What are the likely social and environmental effects of the design?

### 3) Planning

Come up with an outline of how you are going to design.

## B. Conceptual Framework

Vocabulary is central to English language because without sufficient vocabulary students cannot understand others or express their own ideas. Teaching vocabulary helps students understand and communicate with others in English.

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<sup>48</sup> *Ibid.* p. 19

Vocabulary mastery in the second language is not easy because the students who study English for many years cannot really master all vocabularies in English. It happens because the process of teaching and learning in the classroom does not influence the students` interest in mastering vocabulary itself.

To improve the students` vocabulary mastery, there are so many ways to do. One of them is by adjusting the students` need with the learning strategy. It will become a priority for the teacher to teach the vocabulary in order students not only know about the vocabulary but also they can practice it in their daily activity. The teacher should change the conventional strategy (teachers center) to be an active strategy (students center) so, the students can master the vocabulary well.

One of the active learning strategy is TALULAR strategy. TALULAR strategy is focus on how the learning is productive, high quality, and creativity. in learning process, the students will be active and creative than before, and will help the students to remember all materials if the function of cognitive, affective, and psychomotoric can work together. Therefore, TALULAR strategy can improve the students` vocabulary mastery.

### **C. Hypothesis**

Based on the description of the effect of the method that was applied to the students, there is a different of students` ability in mastering vocabulary because they don`t have the same interest abilities, potential, or learning styles. So, Based on this result, so the null hypothesis is refused, and the research hypothesis (H<sub>i</sub>) is accepted.

Ha : There is a significant effect of using TALULAR (teaching and learning using locally available resources) strategy on the students` vocabulary mastery.

Ho : There is no a significant effect of using TALULAR (teaching and learning using locally available resources) strategy on the students` vocabulary mastery.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

The method used in this research is quantitative method. This research will be an experimental research which means that there will be a certain experiment that will be applied to the sample. This research consists of two different groups, namely experimental group and control group. The experimental group will be the group that receives the treatments by applying TALULAR strategy. While the control group will be taught by Cooperative Learning strategy. In this research pre-test and post-test will be given to both groups to show the differences. The design can be presented as follows:

**Table 3.1**  
**Research Design**

| <b>Group</b>           | <b>Pre-test</b> | <b>Independent variable</b>   | <b>Post-test</b> |
|------------------------|-----------------|-------------------------------|------------------|
| (R) Experimental Group | T1E             | TALULAR strategy              | T2E              |
| (R) Control Group      | T1C             | Cooperative Learning strategy | T2C              |

Where:

T1E : Pre-test of Experimental group

T1C : Pre-test of Control Group

T2E : Post-test of Experimental Group

T2C : Post-test of Control Group



## B. Population and Sample

This research will be conducted at SMP IT Nur Ihsan which is located at Jl. Bersama No. 83 A Medan, in academic year 2017-2018. It will be carried out on the second grade students of SMP IT Nur Ihsan Medan.

### 1. Population

Population is defined as all members of any well-defined class of people, events, or objects.<sup>49</sup> The population of this research is all of the students in VIII SMP IT Nur Ihsan Medan on Bersama street Medan which has two classes. The total number of the students are 42 students. The details are as follows:

**Table 3.2 Population**

| No | Class  | Number |
|----|--------|--------|
| 1  | VIII-1 | 21     |
| 2  | VIII-2 | 21     |

*Source: Administrator of SMP IT Nur Ihsan*

### 2. Sample

Sample is a portion of a population.<sup>50</sup> Based on Arikunto's theory stated that if the number population is less than 100, it is better to take all of them. While, if the subject are more than 100, it is better to take about 10 to 15 % or 20 to 25 % or more population.<sup>51</sup> The sample consist of two classes, they are VIII-1 and VIII-2. These two classes are divided into two groups, experimental and

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<sup>49</sup> Donald Ary, 2010. *Introduction to Research in Education*. (Canada: Wadsworth Cengage Learning). p. 148

<sup>50</sup> *Ibid.* p. 148

<sup>51</sup> Suharsimi Arikunto, 2013. *Prosedur Penelitian*. (Jakarta: Rhineka Cipta). p.



control group. Class VIII-1 as the experimental groups include 21 students will be taught by using TALULAR strategy and class VIII-2 as control group include 22 students will be taught by Cooperative Learning strategy.

**Table 3.2 Sample**

| No | Class  | Number |
|----|--------|--------|
| 1  | VIII-1 | 21     |
| 2  | VIII-2 | 21     |
|    | Total  | 42     |

### C. Data Collection

The instrument that the researcher use for collecting the data is test. The test is divided into two tests, pre-test and post-test. The pre-test will be given to the students before the treatment and the post-test after the treatment. This research involve the eighth grade students of SMP IT Nur Ihsan which consists of two classes, they are VIII-1 and VIII-2.

There are 40 items of multiple choices in each of the test. The score per item is 2.5 for correct answer. Students will get 100 point if they can answer correctly to all of the questions. Both of the classes, experimental group and control group will be given the same test.

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

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

Where:

S : Score of the test

R : Number of the correct answer

N : Number of the question

#### D. Data Analysis

The data to be analyzed is obtained by giving multiple choice to the students in order to know their vocabulary mastery. It will be calculated by using the scores of vocabulary test in both the experimental group and control group. The analyzing of data through pre-test and post-test in both of the groups will be computed by applying normality test, homogeneity test, and t-test to prove the hypothesis in this study. In details, those data will be computed as following calculation:

##### a. Normality Test

Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test will be done by using Lilifors test. After getting  $L_0$ , it will be compared to  $L_t$   $\alpha - 0,05$  the characteristic of Lilifors test is:

- If  $L_0 < L_t$  = data is normal
- If  $L_0 > L_t$  = data is not normal<sup>52</sup>

##### b. Homogeneity Test

Homogeneity test is done to know whether the sample is homogeneous or not. Homogeneity test is done in this research is Fisher test.

Here is the Formula :

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<sup>52</sup> Suharsimi Arikunto, 2013. *Prosedur Penelitian*. (Jakarta: Rineka Cipta.). p. 354

$$F = \frac{S_g}{S_i}$$

$S_g$  = the highest variable

$S_i$  = the lowest variable

After getting the  $F_o$ , it will be compared to  $F_t \alpha - 0,05$  the characteristic of

Fisher test is:

- If  $F_o < F_t$  = sample is homogenous
- If  $F_o > F_t$  = sample is heterogeneous<sup>53</sup>

c. T-test

To analyse the data in order to find out the difference means of scores of both experimental and control class, t-test will be used. Arikunto showed the formula below.

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

In which:

t : total score

$M_x$  : the mean of experimental group

$M_y$  : the mean of control group

$Dx^2$  : the standard of deviation of experimental group

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<sup>53</sup> *Ibid.* p. 354

$Dy^2$  : the standard of deviation of control group

$Nx$  : the total numbers of experimental group

$Ny$  : the total numbers of control group.<sup>54</sup>

### **The Statistical Hypothesis**

Statistical hypothesis is used in order to know the result of observation about the sample quantitatively.

**Ho** :  $\mu x 1 = \mu x 2$

**Ha** :  $\mu x 1 > \mu x 2$

Where :

Ha : Alternative Hypothesis

Ho : Null Hypothesis

$\mu$  : Mean of Population

$x$  : Mean of Sample

### **E. Research Procedure**

In getting the data, there are 3 procedures in this research: Pre-test, treatment, and post-test.

1. Pre-test

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<sup>54</sup> *Ibid.* p. 355

The researcher will give a pre-test to the class. There are 40 items of multiple choices. It will be given to the experimental and the control groups. It is intended to know whether the students in both groups are relatively homogenous in their ability.

## 2. Treatment

The experimental and control groups are thought the same topics with different strategies. In this case, the researcher use TALULAR strategy to the experimental group and Cooperative Learning strategy to the control group. There are 6 meetings in this research and each meeting consists of 30 minutes.

## 3. Post-test

The last step is giving post-test. It will be given after the treatment finished. The post-test is purposed to know the students' achievement after they have been given treatment.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

##### **1. Data Descriptions**

The data of this research were obtained from the result of test from both of class, the experimental class (VIII-1) and the control class (VIII-2). The experimental class and the control class were taught differently. In the experimental class, the students were taught by using TALULAR strategy, meanwhile, in the control class, the students were taught by using Cooperative Learning strategy. In order to see the differences of students' vocabulary mastery who were taught by using TALULAR strategy and by using Cooperative Learning strategy, the data were needed to be gathered. The data were collected from the results of the pre-test and post-test that were conducted in the beginning and at the end of the research.

##### **1.1 Students' Scores of Pre Test and Post Test in Experimental Class**

###### **1.1.1 The Result of Pre Test of Experimental Class**

The experimental class in the research was students in class VIII-1 at SMP IT Nur Ihsan Medan. There were 21 students in this class, 13 of them were male, while the rest of the students were female. Based on Apendix I ( table of the result of pre test and post test in experimental class), the minimum score of pre test was 65, meanwhile the maximum score was 85. there were three students who got the minimum score and three students who got the maximum score. After the data

were obtained from the pre test, the treatment for experimental class was conducted by using TALULAR strategy.

Additional results from pre-test in class VIII-1 as the experimental class could be seen in Appendix II ( table of statistics of pre test and post test in experimental class), the total students of experimental class were 25 students. The mean score was the total of all the students' score in a group and divided with the total of the students in that group, the result was 75,83. Median of the data was the value that separated between the maximum and the minimum data. In this pre-test, the median was 77,50. Mode was the score that was frequently appeared which was 77,5. Standard deviation of data was 6,1407. The sets of score represented a population was variance. Variance of the students' score in the pre-test was 37,708. The range of the data was calculated from the maximum score to the minimum score, which was 20. The minimum score from the pretest was 65, meanwhile the maximum score was 85.

#### **1.1.2 The Result of Post Test of Experimental Class**

After the treatment was done, the post-test was conducted. There were 21 students in this class, 13 of them were male, while the rest of the students were female. Based on Appendix I ( table of the result of pre test and post test in experimental class), the minimum score of post test was 65, meanwhile the maximum score was 90. There was a student who got the minimum score and two students who got the maximum score.

Additional results from post test in the experimental class could be seen in Appendix II ( table of statistics of pre test and post test in experimental class). The

mean score of the students increased to be 81,42. Median of the data was 82,50. Mode of the data was 85. Standard deviation of data was 5,7321. Variance of the students' score in the post test was 32,857. The range of the data was 25. The minimum score from the post test was 65, meanwhile the maximum score was 90.

## **1.2 Students' Scores of Pre Test and Post Test in Control Class**

### **1.2.1 The Result of Pre Test of Control Class**

In this research, the control class was VIII- 2 at SMP IT Nur Ihsan Medan. This class consisted of 21 students, 10 were female students and 11 were male students. The pre-test was done in order to see the students' vocabulary mastery. Based on Appendix III ( table of the result of pre test and post test in control class), the minimum score of pre test was 45, meanwhile the maximum score was 77,5. There was a student who got the minimum score and a student who got the maximum score. After conducting the pre-test, the teaching and learning process was done by using Cooperative Learning strategy.

The additional result from the pre-test in class VIII-2 as the control class could be seen in Appendix IV (Table of statistics of pre test and post test in control class). The table showed that in the control class, there were 21 students. The mean score of the pre-test was 56,30. The median of the result was 55. The score that often appeared from the data or called as mode was 57,50. The standard deviation was 6,69. The variance was 44,762. The range of the score was 30,00. The minimum score of pre-test was 45, while the maximum score was 77,5.

### **1.2.2 The Result of Post Test of Control Class**

After analyzing the results of pre-test in control class, it is needed to



analyze the result of post test. Based on Apendix III( table of the result of pre test and post test in control class), the minimum score of post test was 65, meanwhile the maximum score was 95. there were a student who got the minimum score and a student who got the maximum score.

Then, an additional statistics data of the result of post test in the control class could be seen in Apendix IV (table of statistics of pre test and post test in control class). The table showed that in the control class, there were 21 students. The mean score of the post test was 75,23. The median of the result was 72,50. The score that often appeared from the data or called as mode was 72,50. The standard deviation was 7.98. The variance was 63,690. The range of the score was 32,50. The minimum score of pre-test was 65, while the maximum score was 95.

Overall, based on the two tables in Apendix II (table of statistics of pre test and post test in experimental class) and Apendix IV (table of statistics of pre test and post test in control class), 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 5,0 points, from 20 to 25 while the control class increased 2,50 points from 30 to 32,5 points.

## **2. Analysis of Data**

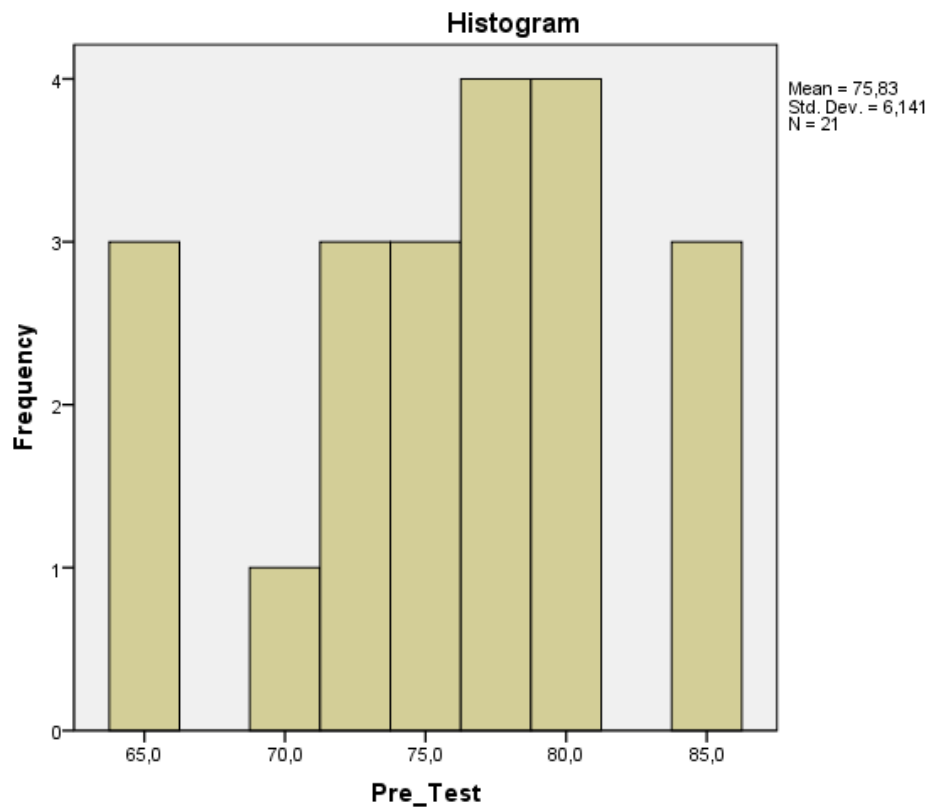
### **a. Normality Test**

#### **1. Normality Test of Experimental Class**

In this research, normality test was tested by using Lilliefors in SPSS 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 21.

Based on appendix V (normality test of pre-test of experimental class), it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,200. In addition, the significance of normality of pre-test score of experimental class in *Shapiro-Wilk* was 0,138. So, it could be claimed that it was normally distributed.

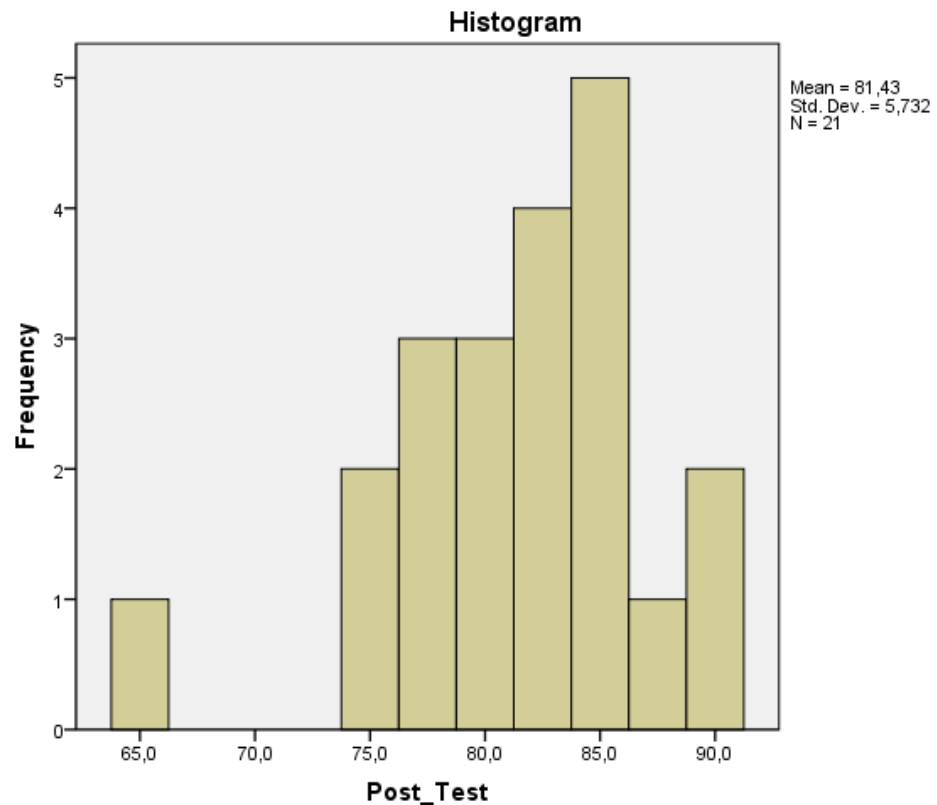


**Figure 4.1**

#### **The Frequency Distribution of Pre Test of Experimental Class**

Then, based on appendix VI (normality test of post-test of experimental class), it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,200. While, the significance of normality of post-test score of experimental class

in *Shapiro-Wilk* was 0,103. So, it could be claimed that it was normally distributed.



**Figure 4.2**

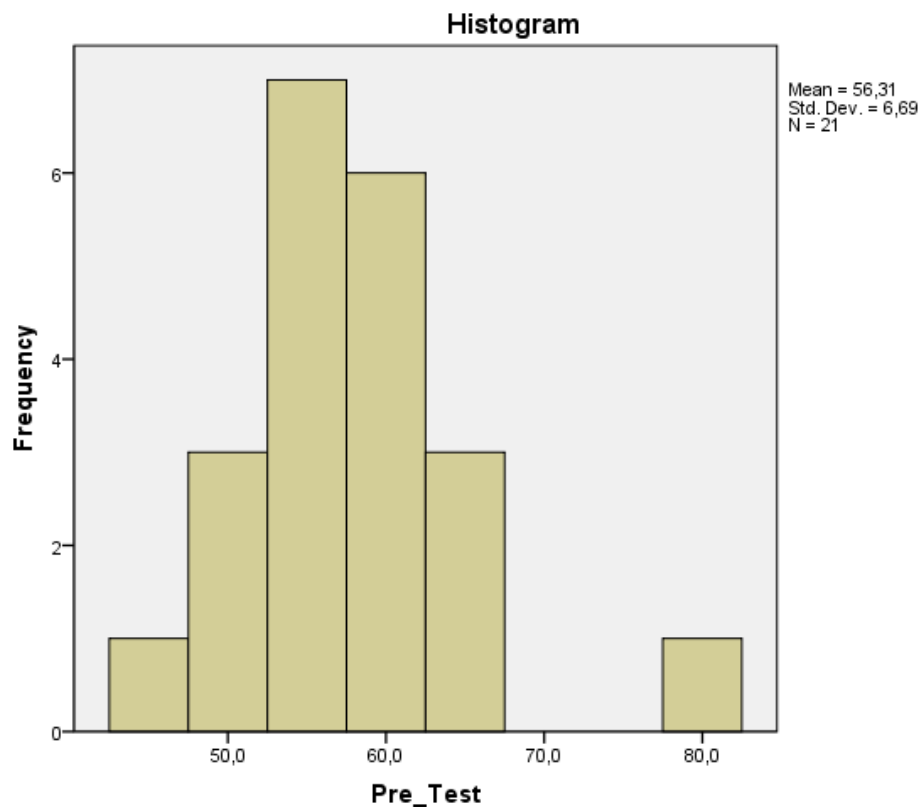
### **The Frequency Distribution of Post Test of Experimental Class**

Based on the above statements, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Pre-Test of Experimental Class data is 0.138. Meanwhile, the significance in Lilliefors table of Post-Test Experiment Class data is 0.103. Both significances of Pre-test data and Post-Test data of Experimental are much less than the calculation Lilliefors table with critical points of  $21 = 0,1881$ . It can be concluded that the pre-test and post-test

results of experimental class are normal. So, the pre-test and post test result of experimental class are normally distributed.

## 2. Normality Test of Control Class

Based on appendix VII (normality test of pre-test of control class), it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,043. In addition, the significance of normality of pre-test score of control class in *Shapiro-Wilk* was 0,016. So, it could be claimed that it was normally distributed.

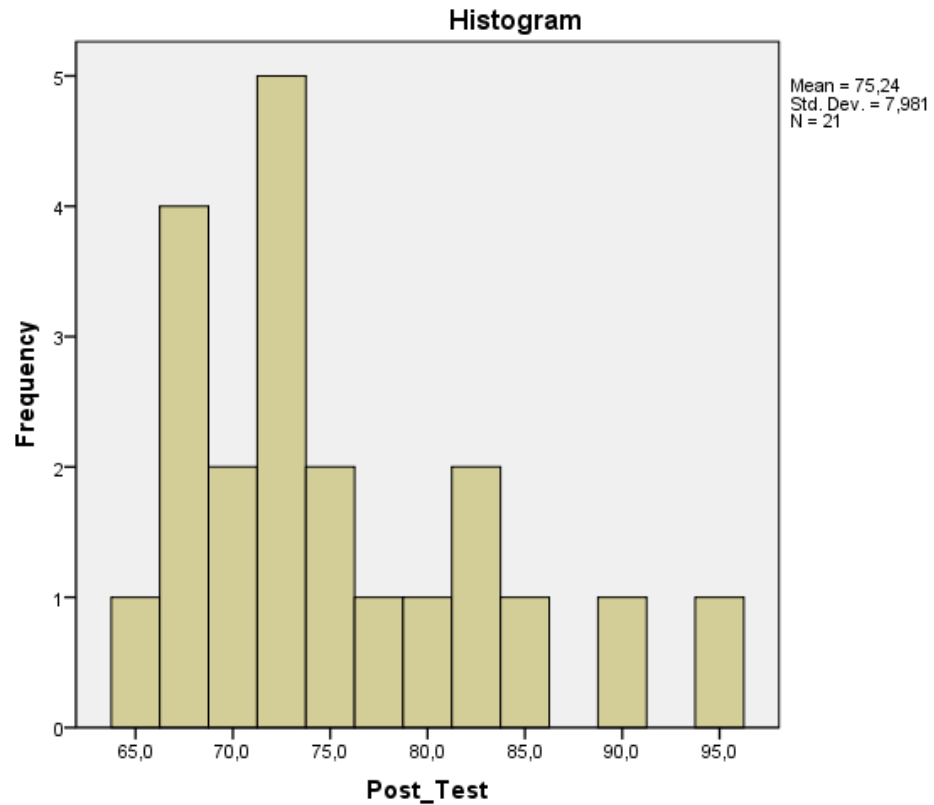


**Figure 4.3**

### **The Frequency Distribution of Pre Test of Control Class**

Then, based on appendix VIII (normality test of post-test of control class), it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,021.

In addition, the significance of normality of post-test score of control class in *Shapiro-Wilk* was 0,042. So, it could be claimed that it was normally distributed.



**Figure 4.4**

**The Frequency Distribution of Pre Test of Experimental Class**

Based on the above statements, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Pre-Test of Control Class data is 0.016. Meanwhile, the significance in Lilliefors table of Post-Test of Control Class data is 0.042. Both significances of Pre-test data and Post-Test data of Control class are much less than the calculation Lilliefors table with critical points of  $21 = 0,1881$ . It can be concluded that the pre-test and post-test results of control

class are normal. So, the pre-test and post test result of control class are normally distributed.

**b. Homogeneity test**

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS 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.

Based on Appendix IX (homogeneity test of pre-test and ANOVA of experimental class and control class), the result of the tables showed that the significance of pre-test between experiment class and control class is 0,033. It can be stated that the data of pre-test experiment and control class are much less than the calculation F table with critical points  $13 = 4,164$ . So, the pre test result in both experiment and control class are normally distributed.

Then, based on Appendix X (homogeneity test of post-test and ANOVA of experimental class and control class), the result of the tables showed that the significance of post-test between experiment class and control class is 0.266. It can be stated that the data of pre-test experiment and control class are much less than the calculation F table with critical points  $10 = 0,652$ . So, the post test result in both experiment and control class are normally distributed.

### c. T-test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS 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 TALULAR strategy on the students' vocabulary mastery by using SPSS 20. The researcher used the data from post-test of experiment and control classes, and gained score from both classes.

The result of post-test both experiment class and control class was conducted after doing the treatment. Based on the data in Appendix XI (statistics), it could be seen that there is a significant different between the experiment class ( $M = 81,429$  and  $SD = 5,7321$ ) and control class ( $M = 75,238$  and  $SD = 7,9806$ ).

Next, the researcher was compared  $t_{\text{value}}$  and  $t_{\text{table}}$  to know whether using TALULAR strategy in teaching vocabulary is effective to improve students' vocabulary or not. Reviewing to the data in Appendix XII (independent sample test), it shows the result of  $t_{\text{value}} = 2,887$  with the Sig. (2-tailed) = 0.006. And  $t_{\text{table}}$  of 0.05 (5%) as the significance level is 2.02 with 40 the degree of freedom (df). It can be found that  $t_{\text{value}} = 2,887 > t_{\text{table}} = 2.02$  and the Sign. (2-tailed) is  $0.006 < 0.05$ . It means that the TALULAR is effective toward students' vocabulary mastery.

### d. 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 TALULAR method on students' vocabulary

mastery at the eighth grade of students in SMP IT Nur Ihsan Medan? The conclusion is obtained as follows:

$H_a$ : There is a significant difference of students' vocabulary mastery between students who are taught by TALULAR strategy and they who are taught by using Cooperative Learning strategy.

$H_0$ : There is no significant difference of students' vocabulary mastery between students who are taught by TALULAR strategy and they who are taught by using Cooperative Learning strategy.

And then, the criteria of hypothesis 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  $t_o < t_{tabel}$ , or if the Sig. (2-tailed)  $> 0.05$ .

Based on the result of post test of experiment class and control class, it can be found that the  $t_{value} = 2,887 > t_{table} = 2.02$  in the significance level of 0.05 (5%) and the Sign. (2-tailed) is  $0.006 < 0.05$ . To sum up, the  $t_{value} > t_{table}$  and the Sign. (2-tailed)  $< 0.05$ , it means that  $H_a$  is accepted. So, it can be concluded that the TALULAR strategy is effective toward students' vocabulary mastery.

## **B. Discussion**

Based on the result of the data analysis, it showed that there was a significant difference between students' vocabulary mastery for those who learnt by using TALULAR strategy and those who did not learn by using TALULAR strategy. As the result that was written in the tables in Appendix that the students' vocabulary mastery improved in the pre-test and post-test with different mean score. In the experimental class, the mean score of pre-test in was 75,83, in



contrast the mean score of post-test was 81,42. It could be calculated the score increased 5,59 from the pre-test to the post-test. On the other hand, the mean score of pre-test in the control class was 56,30, while the mean score of the post-test in control was 75,23. It showed that the score gained was 18,93 . The difference between the mean score of both classes was 13,34. Based on the calculation of the mean score in both control and experimental classes, it proved that there was a significant effect of using TALULAR strategy on the students' vocabulary mastery.

In addition, based on the calculation of the t-test that  $H_0$  was rejected and  $H_a$  was accepted if  $p < \alpha$ . However, if  $p > \alpha$ ,  $H_0$  was accepted and  $H_a$  was rejected. Based on the calculation, the result of p was lower than  $\alpha$ , which was  $0.006 < 0.05$ . Therefore,  $H_a$  was accepted and  $H_0$  was rejected. It showed that there was positive effect of using TALULAR strategy on the students' vocabulary mastery.

After conducting this research, it showed that TALULAR strategy could enhance students' vocabulary mastery, make the students work collaboratively, become a tool to review material, and make the students want to get involved during the teaching and learning process. This strategy was useful, it could make the students enthusiast in learning vocabulary. They became so enthusiast because it was created an exciting atmosphere. There were no students who got sleepy, or bored during the lesson, all of the students were actively involved during the process of learning.

Based on the above explanation, the researcher concluded that the implementation of TALULAR strategy had significant effect to the students' vocabulary mastery, especially for the students of SMP IT Nur Ihsan Medan.

## CHAPTER V

### CLOSING

#### A. Conclusion

After carrying experiment and according to the result of students' pre-test and post-test in the VIII grade of SMP IT Nur Ihsan Medan, the writer found that the students who were taught vocabulary through TALULAR strategy got higher result than the students who were not taught vocabulary through TALULAR strategy. It can be proven that in the gained score from the experimental class is higher than gained score from the control class.

The result of post-test both experiment class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is a significant different between the experiment class ( $M = 81,4286$  and  $SD = 5,73212$ ) and control class ( $M = 75,238$  and  $SD = 7,9806$ ). The researcher was compared  $t_{\text{value}}$  and  $t_{\text{table}}$  to know whether using TALULAR strategy in teaching vocabulary is effective to improve students' vocabulary or not. Reviewing to the data in Table 4.10, it shows the result of  $t_{\text{value}} = 4,105$  with the Sig. (2-tailed) = 0.006. And  $t_{\text{table}}$  of 0.05 (5%) as the significance level is 2.02 with 40 the degree of freedom (df). It can be found that  $t_{\text{value}} = 2,887 > t_{\text{table}} = 2.02$  and the Sign. (2-tailed) is  $0.006 < 0.05$ . It means that the TALULAR is effective toward students' vocabulary mastery.

As the conclusion of the whole chapters, it could be interpreted that the effect of TALULAR strategy on the students' vocabulary mastery was significant, especially for eighth-grade students of SMP IT Nur Ihsan Medan.

## **B. Recommendation**

Based on the above conclusion, the researcher gives some recommendations. Firstly, English teachers are recommended to use TALULAR strategy in their teaching learning process in order to affect the students' vocabulary mastery. Secondly, the researchers who are interested in doing a research related to this study should try to apply TALULAR strategy on different level of learners through different genre to prove the effectiveness of TALULAR strategy on the students' vocabulary mastery. Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

## **C. Implications**

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' vocabulary mastery between students who are taught by using TALULAR strategy and they who are taught by using Cooperative Learning strategy. Moreover, this research implies that the use of TALULAR strategy is needed in teaching vocabulary.

Considering the conclusion drawn above, it implies that the use of TALULAR strategy is capable to promote the improvement of students' vocabulary mastery in which it can be seen from the progress of the students' test scores after given treatment by using TALULAR strategy. It is expected that the English teachers are highly recommended to utilize TALULAR strategy on teaching vocabulary in order to affect students' vocabulary mastery.

Students are motivated and relaxed in learning vocabulary when they are taught by using TALULAR strategy. Therefore, it implies that the use of

TALULAR strategy can keep students' interest and help them to master vocabulary well.

In summary, the use of TALULAR strategy during the research can affect the students' vocabulary mastery. Therefore, the application of TALULAR strategy needs to be applied continuously in teaching vocabulary. It is because the use of TALULAR strategy can be an effective strategy to help the students mastering vocabulary and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

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## Appendix I

Table of Test of Experimental Class

| <b>NO</b> | <b>INITIAL</b> | <b>PRE-TEST</b> | <b>POST-TEST</b> |
|-----------|----------------|-----------------|------------------|
| 1         | NRA            | 65,00           | 80,00            |
| 2         | AI             | 75,00           | 75,00            |
| 3         | AA             | 80,00           | 85,00            |
| 4         | AP             | 65,00           | 65,00            |
| 5         | WAPN           | 77,50           | 75,00            |
| 6         | AZ             | 80,00           | 90,00            |
| 7         | TN             | 85,00           | 85,00            |
| 8         | WL             | 85,00           | 77,50            |
| 9         | NA             | 85,00           | 85,00            |
| 10        | NF             | 77,50           | 82,50            |
| 11        | PSUT           | 72,50           | 77,50            |
| 12        | RPA            | 77,50           | 90,00            |
| 13        | MNE            | 72,50           | 87,50            |
| 14        | RA             | 80,00           | 85,00            |
| 15        | HW             | 75,00           | 77,50            |
| 16        | MA             | 65,00           | 80,00            |
| 17        | MR             | 72,50           | 82,50            |
| 18        | FR             | 70,00           | 82,50            |
| 19        | MAHG           | 75,00           | 80,00            |
| 20        | RY             | 80,00           | 85,00            |
| 21        | SR             | 77,50           | 82,50            |

## Appendix II

**Statistics**

|                    |         | Pre_Test          | Post_Test |
|--------------------|---------|-------------------|-----------|
| N                  | Valid   | 21                | 21        |
|                    | Missing | 0                 | 0         |
| Mean               |         | 75,833            | 81,429    |
| Std. Error of Mean |         | 1,3400            | 1,2509    |
| Median             |         | 77,500            | 82,500    |
| Mode               |         | 77,5 <sup>a</sup> | 85,0      |
| Std. Deviation     |         | 6,1407            | 5,7321    |
| Variance           |         | 37,708            | 32,857    |
| Range              |         | 20,0              | 25,0      |
| Minimum            |         | 65,0              | 65,0      |
| Maximum            |         | 85,0              | 90,0      |
| Sum                |         | 1592,5            | 1710,0    |

a. Multiple modes exist. The smallest value is shown



## Appendix III

Table of Test of Control Class

| <b>NO</b> | <b>INITIAL</b> | <b>PRE TEST</b> | <b>POST TEST</b> |
|-----------|----------------|-----------------|------------------|
| 1         | AA             | 50,00           | 85,00            |
| 2         | SD             | 57,50           | 67,50            |
| 3         | AS             | 62,50           | 72,50            |
| 4         | B              | 57,50           | 72,50            |
| 5         | F              | 52,50           | 82,50            |
| 6         | CDH            | 62,50           | 95,00            |
| 7         | NA             | 50,00           | 67,50            |
| 8         | MP             | 57,50           | 77,50            |
| 9         | HA             | 50,00           | 70,00            |
| 10        | PR             | 52,50           | 72,50            |
| 11        | FT             | 52,50           | 67,50            |
| 12        | AL             | 60,00           | 67,50            |
| 13        | SA             | 52,50           | 70,00            |
| 14        | NWWH           | 57,50           | 75,00            |
| 15        | AIS            | 57,50           | 65,00            |
| 16        | MHP            | 45,00           | 75,00            |
| 17        | RI             | 55,00           | 80,00            |
| 18        | NSHH           | 62,50           | 90,00            |
| 19        | FF             | 77,50           | 72,50            |
| 20        | CMP            | 55,00           | 72,50            |
| 21        | KR             | 55,00           | 82,50            |

## Appendix IV

**Statistics**

|                    |         | Pre_Test | Post_Test |
|--------------------|---------|----------|-----------|
| N                  | Valid   | 21       | 21        |
|                    | Missing | 0        | 0         |
| Mean               |         | 56,3095  | 75,2381   |
| Std. Error of Mean |         | 1,45997  | 1,74152   |
| Median             |         | 55,0000  | 72,5000   |
| Mode               |         | 57,50    | 72,50     |
| Std. Deviation     |         | 6,69043  | 7,98063   |
| Variance           |         | 44,762   | 63,690    |
| Range              |         | 30,00    | 32,50     |
| Minimum            |         | 45,00    | 65,00     |
| Maximum            |         | 77,50    | 95,00     |
| Sum                |         | 1182,50  | 1580,00   |

## Appendix v

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          |

## Apendix VI

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah : SMP IT NUR IHSAN MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-1 (Experimental Class)

Materi Pokok : Vocabulary of Noun (Fruit), Vocabulary of Noun (Vegetable), and Vocabulary of Noun (food and drink)

Alokasi Waktu : 2 x 45 Menit

#### A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar dan Indikator

| No | Kompetensi Dasar   | Indikator  |
|----|--|--|
|    | 1.1 mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris dengan sungguh-sungguh.                     |
|    | 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.  | 2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama perjalanan berlangsung. |

|    |  |  |
|----|--|--|
|    | <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> | <p>2.2.1 Tidak menyontek pada saat ulangan</p> <p>2.2.2 Menyalin karya orang lain dengan melampirkan sumber pada saat mengerjakan tugas</p> <p>2.2.3 Berani mengakui kesalahan yang telah dilakukan.</p>               |
|    | <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.</p>                            | <p>2.3.1 Berani mengakui kesalahan yang telah dilakukan</p> <p>2.3.2 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok</p> <p>2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.</p> |
| 3. | <p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk</p>   | <p>3.1.1 Mempraktekkan penggunaan kata benda</p>   |

|    |  |   |
|----|--|---|
|    | <p>melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.</p>   | <p>sederhana seperti: Vocabulary of Noun (Fruit), Vocabulary of Noun (food) and Vocabulary of Noun (Vegetable)</p> <p>3.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.</p>   |
| 4. | <p>4.1 Menyusun kalimat lisan sederhana untuk mengucapkan dan mengartikan kata benda sederhana serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p> | <p>4.1.1 Membuat atau menyusun kalimat sederhana terkait dengan kata benda sederhana seperti: Vocabulary of Noun (Foods) And Vocabulary of Noun (Animals)</p> <p>dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p> |

### C. Materi Pembelajaran

Vocabulary for language mastery

#### 1) Vocabulary of Noun (Fruit)

- Apple
- Mango
- Grape
- Orange
- Star fruit
- Mangosteen

- Pineapple

## 2) Vocabulary of Noun (Vegetable)

- Spinach
- Carrot
- Cabbage
- Pumpkin
- Broccoli
- Mushroom
- Brinjal
- Potato

## 3) Vocabulary of Noun (Food and drink)

- Coffee
- Noodles
- Bread
- Tea
- Milk
- Cake
- Cheese
- Rice
- Meat
- Butter

### D. Metode pembelajaran

Pendekatan : Scientific ( Observing, questioning, experiment, associating, Networking)

Metode : TALULAR Strategy

### E. Media, Alat dan sumber pembelajaran

1. Media : Gambar
2. Alat/bahan : Spidol dan Paper

## **F. Langkah-langkah pembelajaran**

### **Pendahuluan (10 menit)**

1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan

### **Kegiatan Inti (60 Menit)**

#### **a. Observasi**

1. Siswa mendengarkan instruksi yang diberikan
2. Peneliti memperlihatkan gambar sesuai dengan tema
3. Peneliti menyebutkan Bahasa Inggris dan arti dari gambar tersebut
4. Peneliti meminta siswa untuk mengulang kembali apa yang disebutkan oleh penelian.

#### **b. Menanyakan**

1. Siswa mengisi kotak kosong nama dari gambar yang diberikan dalam Bahasa Inggris.
2. Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan
3. Siswa diminta untuk menghafal kata-kata yang telah diberikan

#### **c. Penutup (10 Menit)**

1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
3. Siswa dan guru mengucapkan salam penutup /berdoa sebelum pulang



## **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, April 2018**

**Mengetahui,**

**Guru Mata Pelajaran Bahasa Inggris**

**Peneliti**

**Sri Rahayu**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : SMP IT NUR IHSAN MEDAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII-2 (Control Class)

Materi Pokok : Vocabulary of Noun (Fruit), Vocabulary of Noun (Vegetable), and Vocabulary of Noun (food and drink)

Alokasi Waktu : 2 x 45 Menit

**G. Standar Kompetensi**

Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

**H. Kompetensi Dasar dan Indikator**

| No | Kompetensi Dasar                | Indikator                |
|----|---------------------------------|--------------------------|
|    | 1.1 mensyukuri kesempatan dapat | 1.1.1 Mengungkapkan rasa |

|    |   |   |
|----|---|---|
|    | mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.                            | syukur atas kesempatan dapat belajar bahasa inggris dengan sungguh-sungguh.   |
|    | 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.                                   | 2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama perjalanan berlangsung.  |
|    | 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | 2.2.4 Tidak menyontek pada saat ulangan<br>2.2.5 Menyalin karya orang lain dengan melampirkan sumber pada saat mengerjakan tugas<br>2.2.6 Berani mengakui kesalahan yang telah dilakukan.               |
|    | 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.                            | 2.3.4 Berani mengakui kesalahan yang telah dilakukan<br>2.3.5 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok<br>2.3.6 Tidak menyalahkan orang lain atas tindakannya sendiri. |
| 3. | 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk   | 3.1.1 Mempraktekkan penggunaan kata benda   |

|    |  |   |
|----|--|---|
|    | <p>melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.</p>   | <p> sederhana seperti: Vocabulary of Noun (Fruit), Vocabulary of Noun (food) and Vocabulary of Noun (Vegetable)</p> <p>3.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.</p>  |
| 4. | <p>4.1 Menyusun kalimat lisan sederhana untuk mengucapkan dan mengartikan kata benda sederhana serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p> | <p>4.1.1 Membuat atau menyusun kalimat sederhana terkait dengan kata benda sederhana seperti: Vocabulary of Noun (Foods) And Vocabulary of Noun (Animals)</p> <p>dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p> |

## I. Materi Pembelajaran

Vocabulary for language mastery

### 4) Vocabulary of Noun (Fruit)

- Apple
- Mango
- Grape
- Orange
- Star fruit
- Mangosteen

- Pineapple

5) Vocabulary of Noun (Vegetable)

- Spinach
- Carrot
- Cabbage
- Pumpkin
- Broccoli
- Mushroom
- Brinjal
- Potato

6) Vocabulary of Noun (Food and drink)

- Coffee
- Noodles
- Bread
- Tea
- Milk
- Cake
- Cheese
- Rice
- Meat
- Butter

**J. Metode pembelajaran**

Pendekatan : Individual

Strategi : Cooperative Learning Strategy

**K. Media, Alat dan sumber pembelajaran**

1. Media : Gambar
2. Alat/bahan : Spidol dan Paper

#### **L. Langkah-langkah pembelajaran**

##### **Pendahuluan (10 menit)**

1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan

##### **Kegiatan Inti (60 Menit)**

1. Guru memberikan pertanyaan kepada murid mengenai nama-nama benda
2. Guru memberikan kosa kata yang akan dipelajari, kemudian meminta siswa untuk mencatatnya
3. Guru meminta siswa untuk membaca kosakata yang diberikan
4. Guru meminta siswa untuk mencari arti kosakata dalam kamus dan menerjemahkannya
5. Guru meminta siswa untuk menghafal kosakata yang telah diberikan

##### **Penutup (10 Menit)**

4. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
5. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
6. Siswa dan guru mengucapkan salam penutup /berdoa sebelum pulang

## **ASPEK PENILAIAN**

### **c. Aspek Proses**

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

### **d. Aspek Hasil**

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

**Medan, April 2018**

**Mengetahui,**

**Guru Mata Pelajaran Bahasa Inggris**

**Peneliti**

**Sri Rahayu**

**Apendix VII****Test of Experimental Class and Control Class**

**Choose the best answer from the questions below**

1. My mother likes eating ... rujak.
  - a. melon
  - b. mango
  - c. watermelon
  - d. Pumpkin
  
2. Below are names of food, except ...
  - a. bread
  - b. spaghetti
  - c. cheeseburger
  - d. Aubergine
  
3. Itu tiga mangkok bakso. The English language is ...
  - a. that is three bowls of meatball
  - b. these are three blows of meatballs
  - c. those are three bowls of meatball
  - d. This are three bowls of meatball
  
4. The shape is round. colour is orange. It's known as a halloween mask. It is ...
  - a. gb. labu
  - b. brinjal
  - c. longbean
  - d. pamagranate



5. Alexa : what vegetables do you like ?

Sandra : I like ... very much.

- |               |               |
|---------------|---------------|
| a. strawberry | c. cheese     |
| b. mushroom   | d. Beefburger |

6. Read the text below !

My mother goes to supermarket. She buys vegetables. She buys a quarter kilogram of tomatoes, one cauliflower, a half kilogram of potatoes, and a half kilogram of cabbage. She wants to make a soup.

What does mother buys for making soup ? She buys ...

- |   |                            |
|---|----------------------------|
| a. tomato,bean,cabbage and nut<br>and cauliflower | c. potato,tomato, pumpkin, |
| b. cabbage, potato,tomato, and cauliflower        |                            |
| d. tomato,cauliflower,mushroom, and potato        |                            |

7. It contains vitamin C, the colour is orange, It can be juiced, good for diet, ...

- |          |              |
|----------|--------------|
| a. mango | c. carrot    |
| b. apple | d. pineapple |

8. The main food of Indonesian people is ...

- |         |          |
|---------|----------|
| a. corn | c. meize |
| b. rice | d. bread |



- a. mangosteen
- b. potato
- c. onion
- d. Cabbage

14. It is nice for juice. Good for our eyes. The colour is orange. The shape is little and long. It's good for diet. It is a/an ...

- a. orange
- b. coconut
- c. carrot
- d. pumpkin

15. Garlic is a kind of ...

- a. food
- b. drink
- c. vegetable
- d. fruit

16. Lili : Do you have a ..... ?

Shopkeeper : Yes, we do. The fruit rack is right there.

- A. persian cat
- B. green apple
- C. running shoes
- D. drawing book

17. Teguh : This fried chicken is my favourite.

Hilda : I like it too. This fried chicken is very .....

- A. delicious
- B. bitter

C. salty

D. dangerous

18. Mangoesteen – is – that – not  
The correct sentence is.....  
a. That not is mangoesteen  
b. That mangoesteen is not  
c. That is not mangoesteen
19. The colour of this fruit is yellow. The baby like eating this fruit. It is  
a.....  
a. Apple  
b. Banana  
c. Strawberry
20. Ryan : do you like ....?  
Tommy : yes, I do  
a. Starfruit  
b. Mango  
c. Avocado
21. Ryan : what vegetable is this?  
Tommy : this is a ....  
a. spinach  
b. mango  
c. pineapple
22. Rabbit likes eating this vegetable. It is a.....  
a. Spinach

- b. Onion
- c. Carrot

23. Likes – she – tomato – eating

The correct sentence is ....

- a. She likes eating tomato
- b. She eating tomato like
- c. She like tomato eating

24. Paul : Is it garlic?

Rhomas : No, it is not. It is an ....

- a. Mushroom
- b. Onion
- c. Spinach

25. Mango juice is the name of.....

- a. Drink
- b. Fruit
- c. food

26. Fiona : do you like pizza ?

Fajar : .....i like chocolate bread

- a. Yes, i do
- b. No, i don't
- c. Yes, it is

27. I am a fruit. My color is red. I am round and sweet. I am.....

- a. An apple
- b. Orange

c. Mango

28. Bayam in english is.....

a. Cabbage

b. Lettuce

c. Spinach

29. This animal lives in the sea and has tentacles. What animal is it?

A. Fish

C. Octopus

B. star fish

D. Spring ray fish

30. My pet likes to eat so it is very....

a. thin

b. short

c. funny

d. fat

31. This is a ..... It comes from Africa. It has black and white stripes.

It has four legs and long tail. It eats grass.

a. lion

b. tiger

c. zebra

d. cow

32. My teacher asked the students to bring two \_\_\_\_\_ for the experiment.

a. Mice

b. Mouse

- c. Mouses
- d. Mices

33. The \_\_\_\_\_ in an ocean are more than in a lake or a river.

- a. Fish
- b. Fishes
- c. Fishs
- d. Fiesh

34. I like to go to village because I can feed the \_\_\_\_\_ .

- a. Sheeps
- b. Sheep
- c. Ship
- d. Ships

35. The tiger eats \_\_\_\_\_

- a. grass
- b. fruits
- c. meat

36. The horse eats \_\_\_\_\_

- a. grass
- b. fish
- c. meat

37. Those ... three snakes

a. is

b. am

c. are

38. That ... a crocodile

a. is

b. am

c. are

39. .... two rabbits.

a. These are

b. That is

c. This is

40. That ... a cat

a. is

b. am

c. are



**Appendix VIII****Answer Key**

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

## Appendix IX

### TARAF KESUKARAN TES

| NOMOR SOAL | BANYAKNYA SISWA YANG MENJAWAB (N) | BANYAKNYA SISWA YANG MENJAWAB (B) | INDEKS (B/N) | KATEGORI SOAL |
|------------|-----------------------------------|-----------------------------------|--------------|---------------|
| 1          | 42                                | 30                                | 0,71         | SEDANG        |
| 2          | 42                                | 28                                | 0,67         | SEDANG        |
| 3          | 42                                | 29                                | 0,69         | SEDANG        |
| 4          | 42                                | 22                                | 0,52         | SEDANG        |
| 5          | 42                                | 9                                 | 0,21         | SUKAR         |
| 6          | 42                                | 25                                | 0,60         | SEDANG        |
| 7          | 42                                | 35                                | 0,83         | MUDAH         |
| 8          | 42                                | 30                                | 0,71         | SEDANG        |
| 9          | 42                                | 30                                | 0,71         | SEDANG        |
| 10         | 42                                | 28                                | 0,67         | SEDANG        |
| 11         | 42                                | 26                                | 0,62         | SEDANG        |
| 12         | 42                                | 30                                | 0,71         | SEDANG        |
| 13         | 42                                | 22                                | 0,52         | SEDANG        |
| 14         | 42                                | 27                                | 0,64         | SEDANG        |
| 15         | 42                                | 10                                | 0,24         | SUKAR         |
| 16         | 42                                | 25                                | 0,60         | SEDANG        |

|    |    |    |      |        |
|----|----|----|------|--------|
| 17 | 42 | 16 | 0,38 | SEDANG |
| 18 | 42 | 19 | 0,45 | SEDANG |
| 19 | 42 | 21 | 0,50 | SEDANG |
| 20 | 42 | 27 | 0,64 | SEDANG |
| 21 | 42 | 20 | 0,48 | SEDANG |
| 22 | 42 | 20 | 0,48 | SEDANG |
| 23 | 42 | 25 | 0,60 | SEDANG |
| 24 | 42 | 21 | 0,50 | SEDANG |
| 25 | 42 | 11 | 0,26 | SUKAR  |
| 26 | 42 | 28 | 0,67 | SEDANG |
| 27 | 42 | 31 | 0,74 | MUDAH  |
| 28 | 42 | 21 | 0,50 | SEDANG |
| 29 | 42 | 32 | 0,76 | MUDAH  |
| 30 | 42 | 30 | 0,71 | SEDANG |
| 31 | 42 | 22 | 0,52 | SEDANG |
| 32 | 42 | 20 | 0,48 | SEDANG |
| 33 | 42 | 23 | 0,55 | SEDANG |
| 34 | 42 | 30 | 0,71 | SEDANG |
| 35 | 42 | 11 | 0,26 | SUKAR  |
| 36 | 42 | 20 | 0,48 | SEDANG |
| 37 | 42 | 24 | 0,57 | SEDANG |

|    |    |    |      |        |
|----|----|----|------|--------|
| 38 | 42 | 24 | 0,57 | SEDANG |
| 39 | 42 | 22 | 0,52 | SEDANG |
| 40 | 42 | 19 | 0,45 | SEDANG |
| 41 | 42 | 27 | 0,64 | SEDANG |
| 42 | 42 | 31 | 0,74 | MUDAH  |
| 43 | 42 | 29 | 0,69 | SEDANG |
| 44 | 42 | 20 | 0,48 | SEDANG |
| 45 | 42 | 10 | 0,24 | SUKAR  |
| 46 | 42 | 14 | 0,33 | SEDANG |
| 47 | 42 | 22 | 0,52 | SEDANG |
| 48 | 42 | 24 | 0,57 | SEDANG |
| 49 | 42 | 16 | 0,38 | SEDANG |
| 50 | 42 | 25 | 0,60 | SEDANG |
| 51 | 42 | 27 | 0,64 | SEDANG |
| 52 | 42 | 23 | 0,55 | SEDANG |
| 53 | 42 | 27 | 0,64 | SEDANG |
| 54 | 42 | 24 | 0,57 | SEDANG |
| 55 | 42 | 9  | 0,21 | SUKAR  |
| 56 | 42 | 20 | 0,48 | SEDANG |
| 57 | 42 | 28 | 0,67 | SEDANG |
| 58 | 42 | 29 | 0,69 | SEDANG |

|    |    |    |      |        |
|----|----|----|------|--------|
| 59 | 42 | 22 | 0,52 | SEDANG |
| 60 | 42 | 19 | 0,45 | SEDANG |
| 61 | 42 | 25 | 0,60 | SEDANG |
| 62 | 42 | 35 | 0,83 | MUDAH  |
| 63 | 42 | 30 | 0,71 | SEDANG |
| 64 | 42 | 30 | 0,71 | SEDANG |
| 65 | 42 | 9  | 0,21 | SUKAR  |
| 66 | 42 | 26 | 0,62 | SEDANG |
| 67 | 42 | 30 | 0,71 | SEDANG |
| 68 | 42 | 22 | 0,52 | SEDANG |
| 69 | 42 | 28 | 0,67 | SEDANG |
| 70 | 42 | 29 | 0,69 | SEDANG |
| 71 | 42 | 22 | 0,52 | SEDANG |
| 72 | 42 | 19 | 0,45 | SEDANG |
| 73 | 42 | 25 | 0,60 | SEDANG |
| 74 | 42 | 35 | 0,83 | MUDAH  |
| 75 | 42 | 10 | 0,24 | SUKAR  |
| 76 | 42 | 30 | 0,71 | SEDANG |
| 77 | 42 | 28 | 0,67 | SEDANG |
| 78 | 42 | 26 | 0,62 | SEDANG |
| 79 | 42 | 30 | 0,71 | SEDANG |

|    |    |    |      |        |
|----|----|----|------|--------|
| 80 | 42 | 22 | 0,52 | SEDANG |
|----|----|----|------|--------|

**NB:**

0-0,30 : Sukar  
0,31-0,70 : Sedang  
0,71- 1 : Mudah

### Appendix X

| No | Soal 1 | Soal 2 | Soal 3 | Soal 4 | Soal 5 | Soal 6 | Soal 7 | Soal 8 | Soal 9 | Soal 10 |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1  | 1      | 1      | 0      | 1      | 1      | 1      | 1      | 1      | 1      | 1       |
| 2  | 0      | 1      | 1      | 0      | 0      | 1      | 1      | 0      | 1      | 1       |
| 3  | 1      | 0      | 1      | 1      | 1      | 1      | 1      | 1      | 0      | 1       |
| 4  | 1      | 1      | 1      | 0      | 0      | 0      | 0      | 1      | 0      | 1       |
| 5  | 0      | 1      | 0      | 1      | 1      | 0      | 0      | 0      | 1      | 1       |
| 6  | 1      | 0      | 0      | 1      | 0      | 1      | 1      | 1      | 1      | 1       |
| 7  | 1      | 1      | 1      | 0      | 1      | 1      | 1      | 1      | 1      | 1       |
| 8  | 1      | 1      | 1      | 1      | 0      | 0      | 1      | 1      | 0      | 1       |
| 9  | 0      | 0      | 1      | 1      | 1      | 0      | 1      | 0      | 1      | 1       |
| 10 | 1      | 1      | 0      | 1      | 1      | 1      | 1      | 1      | 1      | 1       |
| 11 | 0      | 1      | 0      | 0      | 0      | 1      | 0      | 0      | 0      | 1       |
| 12 | 1      | 0      | 1      | 0      | 0      | 0      | 1      | 1      | 1      | 1       |
| 13 | 1      | 1      | 0      | 0      | 1      | 0      | 1      | 1      | 1      | 1       |
| 14 | 1      | 1      | 1      | 0      | 0      | 1      | 1      | 1      | 0      | 1       |
| 15 | 1      | 1      | 1      | 1      | 1      | 1      | 1      | 1      | 1      | 1       |
| 16 | 0      | 1      | 0      | 1      | 0      | 0      | 1      | 0      | 1      | 1       |
| 17 | 1      | 0      | 0      | 0      | 1      | 1      | 1      | 1      | 0      | 1       |
| 18 | 0      | 0      | 1      | 1      | 0      | 0      | 0      | 0      | 0      | 1       |
| 19 | 1      | 1      | 1      | 0      | 0      | 0      | 0      | 1      | 1      | 1       |
| 20 | 1      | 0      | 1      | 0      | 0      | 1      | 1      | 1      | 1      | 1       |

|    |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|
| 21 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| 22 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| 23 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 24 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 25 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 |
| 26 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 27 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| 28 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| 29 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 30 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| 31 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| 32 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| 33 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| 34 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 35 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 36 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 |
| 37 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 38 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 39 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 40 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| 41 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |



| 42      | 1       | 1       | 1       | 1       | 0       | 0       | 1       | 1       | 1       |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Skor    | 30      | 28      | 29      | 22      | 9       | 25      | 35      | 30      | 30      |
| Soal 11 | Soal 12 | Soal 13 | Soal 14 | Soal 15 | Soal 16 | Soal 17 | Soal 18 | Soal 19 | Soal 20 |
| 0       | 1       | 0       | 1       | 1       | 0       | 1       | 1       | 1       | 0       |
| 1       | 1       | 1       | 1       | 0       | 1       | 0       | 1       | 1       | 1       |
| 1       | 0       | 0       | 0       | 0       | 1       | 0       | 0       | 1       | 1       |
| 0       | 1       | 0       | 1       | 0       | 0       | 1       | 0       | 0       | 0       |
| 1       | 1       | 0       | 1       | 1       | 1       | 0       | 0       | 1       | 1       |
| 0       | 1       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 1       |
| 0       | 1       | 1       | 0       | 1       | 0       | 0       | 1       | 0       | 1       |
| 0       | 0       | 0       | 1       | 0       | 0       | 1       | 0       | 0       | 0       |
| 0       | 1       | 1       | 1       | 0       | 0       | 1       | 1       | 0       | 1       |
| 1       | 1       | 1       | 0       | 0       | 0       | 0       | 0       | 0       | 1       |
| 1       | 1       | 1       | 0       | 1       | 1       | 0       | 0       | 1       | 0       |
| 1       | 0       | 0       | 1       | 0       | 0       | 1       | 0       | 1       | 0       |
| 1       | 1       | 0       | 0       | 1       | 0       | 1       | 0       | 0       | 0       |
| 0       | 1       | 1       | 0       | 1       | 1       | 1       | 0       | 0       | 1       |
| 0       | 0       | 1       | 1       | 0       | 0       | 0       | 1       | 1       | 0       |
| 0       | 1       | 0       | 1       | 1       | 1       | 0       | 1       | 1       | 1       |
| 1       | 0       | 0       | 1       | 1       | 0       | 0       | 1       | 0       | 1       |
| 1       | 1       | 1       | 1       | 0       | 0       | 1       | 0       | 0       | 1       |
| 1       | 1       | 1       | 0       | 1       | 1       | 0       | 0       | 0       | 0       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |
| 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 |
| 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |

| 1       | 1       | 0       | 1       | 0       | 1       | 1       | 0       | 1       | 1       |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 0       | 1       | 0       | 1       | 1       | 1       |
| 26      | 30      | 22      | 27      | 10      | 25      | 16      | 19      | 21      | 27      |
| Soal 21 | Soal 22 | Soal 23 | Soal 24 | Soal 25 | Soal 26 | Soal 27 | Soal 28 | Soal 29 | Soal 30 |
| 1       | 0       | 1       | 1       | 1       | 1       | 1       | 0       | 1       | 0       |
| 1       | 1       | 0       | 1       | 1       | 1       | 1       | 1       | 0       | 1       |
| 1       | 1       | 1       | 0       | 1       | 1       | 1       | 1       | 1       | 1       |
| 0       | 0       | 1       | 0       | 0       | 0       | 0       | 1       | 0       | 0       |
| 0       | 0       | 1       | 0       | 0       | 1       | 1       | 0       | 1       | 1       |
| 0       | 0       | 0       | 0       | 0       | 0       | 1       | 1       | 1       | 1       |
| 1       | 1       | 0       | 0       | 0       | 1       | 0       | 0       | 1       | 1       |
| 0       | 0       | 1       | 0       | 0       | 1       | 1       | 1       | 0       | 0       |
| 1       | 0       | 0       | 1       | 1       | 1       | 1       | 0       | 1       | 1       |
| 1       | 0       | 1       | 0       | 0       | 0       | 1       | 1       | 1       | 1       |
| 1       | 0       | 0       | 0       | 0       | 0       | 0       | 1       | 1       | 0       |
| 0       | 1       | 1       | 0       | 1       | 1       | 0       | 0       | 1       | 0       |
| 0       | 1       | 1       | 1       | 0       | 1       | 1       | 0       | 0       | 0       |
| 0       | 1       | 1       | 1       | 0       | 0       | 1       | 0       | 1       | 1       |
| 0       | 0       | 0       | 0       | 1       | 1       | 0       | 1       | 1       | 1       |
| 0       | 1       | 1       | 0       | 0       | 0       | 1       | 1       | 1       | 1       |
| 0       | 0       | 0       | 0       | 1       | 1       | 0       | 1       | 0       | 1       |
| 0       | 0       | 1       | 1       | 1       | 1       | 0       | 1       | 1       | 0       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 |
| 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 |
| 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 |
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  |
| 0  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  |
| 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  |
| 20 | 20 | 25 | 21 | 11 | 28 | 31 | 21 | 32 | 30 |

| Soal 31 | Soal 32 | Soal 33 | Soal 34 | Soal 35 | Soal 36 | Soal 37 | Soal 38 | Soal 39 | Soal 40 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 1       | 1       | 1       | 0       | 1       | 1       | 0       |
| 1       | 0       | 1       | 1       | 0       | 0       | 1       | 0       | 1       | 0       |
| 0       | 0       | 1       | 0       | 1       | 0       | 1       | 0       | 0       | 0       |
| 0       | 0       | 0       | 1       | 0       | 1       | 0       | 1       | 1       | 1       |
| 1       | 0       | 0       | 1       | 1       | 0       | 0       | 0       | 1       | 1       |
| 0       | 1       | 1       | 0       | 0       | 0       | 0       | 0       | 1       | 0       |
| 0       | 1       | 1       | 1       | 0       | 1       | 1       | 1       | 0       | 0       |
| 0       | 0       | 1       | 1       | 0       | 0       | 1       | 1       | 0       | 1       |
| 1       | 0       | 0       | 0       | 0       | 1       | 1       | 0       | 1       | 0       |
| 0       | 1       | 0       | 1       | 1       | 0       | 0       | 1       | 0       | 1       |
| 0       | 0       | 1       | 0       | 0       | 1       | 1       | 0       | 0       | 1       |
| 0       | 1       | 1       | 1       | 0       | 1       | 1       | 0       | 1       | 0       |
| 1       | 1       | 0       | 1       | 1       | 0       | 1       | 1       | 0       | 0       |
| 1       | 0       | 0       | 1       | 0       | 1       | 0       | 0       | 0       | 0       |
| 0       | 1       | 1       | 1       | 0       | 0       | 0       | 1       | 1       | 1       |
| 1       | 1       | 0       | 0       | 1       | 0       | 1       | 0       | 1       | 0       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 |
| 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 |
| 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 |
| 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 |
| 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 |
| 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 |
| 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 |
| 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 |
| 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 |
| 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 0  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  |
| 1  | 0  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  |
| 0  | 1  | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  |
| 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  |
| 1  | 1  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0  |
| 22 | 20 | 23 | 30 | 11 | 20 | 24 | 24 | 22 | 19 |

| Soal 41 | Soal 42 | Soal 43 | Soal 44 | Soal 45 | Soal 46 | Soal 47 | Soal 48 | Soal 49 | Soal 50 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 1       | 1       | 0       | 1       | 1       | 0       | 0       |
| 1       | 0       | 1       | 0       | 0       | 0       | 0       | 1       | 1       | 1       |
| 1       | 1       | 1       | 0       | 0       | 0       | 1       | 1       | 1       | 0       |
| 0       | 1       | 0       | 0       | 0       | 1       | 0       | 0       | 0       | 1       |
| 1       | 1       | 0       | 0       | 1       | 1       | 0       | 1       | 1       | 1       |
| 1       | 0       | 1       | 0       | 0       | 0       | 0       | 1       | 0       | 0       |
| 1       | 0       | 1       | 1       | 1       | 0       | 1       | 0       | 0       | 1       |
| 0       | 1       | 0       | 1       | 0       | 0       | 1       | 0       | 0       | 1       |
| 1       | 1       | 1       | 0       | 1       | 0       | 0       | 0       | 0       | 0       |
| 1       | 1       | 1       | 0       | 0       | 1       | 0       | 1       | 0       | 1       |
| 1       | 0       | 0       | 0       | 1       | 1       | 0       | 1       | 1       | 0       |
| 0       | 0       | 1       | 1       | 0       | 0       | 1       | 0       | 1       | 1       |
| 1       | 1       | 0       | 1       | 0       | 0       | 0       | 1       | 0       | 0       |
| 1       | 1       | 1       | 0       | 1       | 1       | 1       | 1       | 0       | 1       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 |
| 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |
| 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 |



|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 1  |
| 1  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 1  |
| 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  |
| 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  |
| 1  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 1  |
| 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  |
| 1  | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  |
| 27 | 31 | 29 | 20 | 10 | 14 | 22 | 24 | 16 | 25 |

| Soal 51 | Soal 52 | Soal 53 | Soal 54 | Soal 55 | Soal 56 | Soal 57 | Soal 58 | Soal 59 | Soal 60 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0       | 1       | 0       | 1       | 0       | 1       | 1       | 0       | 1       | 0       |
| 1       | 0       | 1       | 1       | 0       | 0       | 1       | 1       | 0       | 1       |
| 0       | 0       | 0       | 1       | 0       | 0       | 0       | 1       | 1       | 1       |
| 1       | 1       | 1       | 0       | 0       | 0       | 1       | 1       | 0       | 1       |
| 0       | 1       | 0       | 1       | 0       | 0       | 1       | 0       | 1       | 0       |
| 1       | 1       | 1       | 1       | 1       | 1       | 0       | 0       | 1       | 0       |
| 1       | 0       | 1       | 0       | 0       | 1       | 1       | 1       | 0       | 0       |
| 1       | 0       | 1       | 0       | 0       | 0       | 1       | 1       | 1       | 0       |
| 0       | 1       | 0       | 0       | 0       | 0       | 0       | 1       | 1       | 0       |
| 1       | 1       | 1       | 1       | 1       | 1       | 1       | 0       | 1       | 1       |
| 1       | 0       | 1       | 1       | 0       | 0       | 1       | 0       | 0       | 0       |
| 0       | 1       | 0       | 0       | 1       | 1       | 0       | 1       | 0       | 1       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 |
| 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |

|    |    |    |    |   |    |    |    |    |    |
|----|----|----|----|---|----|----|----|----|----|
| 1  | 1  | 1  | 1  | 0 | 0  | 1  | 1  | 1  | 1  |
| 1  | 1  | 1  | 0  | 0 | 0  | 1  | 1  | 1  | 1  |
| 1  | 0  | 1  | 0  | 0 | 1  | 1  | 1  | 0  | 1  |
| 1  | 0  | 1  | 1  | 0 | 0  | 1  | 0  | 0  | 0  |
| 0  | 1  | 0  | 1  | 0 | 0  | 1  | 1  | 0  | 1  |
| 0  | 0  | 0  | 1  | 0 | 0  | 1  | 1  | 1  | 0  |
| 1  | 0  | 1  | 0  | 0 | 1  | 0  | 1  | 1  | 1  |
| 1  | 1  | 1  | 0  | 0 | 1  | 1  | 1  | 0  | 1  |
| 1  | 1  | 1  | 1  | 0 | 1  | 1  | 1  | 1  | 0  |
| 27 | 23 | 27 | 24 | 9 | 20 | 28 | 29 | 22 | 19 |

| Soal 61 | Soal 62 | Soal 63 | Soal 64 | Soal 65 | Soal 66 | Soal 67 | Soal 68 | Soal 69 | Soal 70 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 0       | 0       | 1       | 0       | 1       | 0       |
| 1       | 1       | 0       | 1       | 0       | 1       | 1       | 1       | 1       | 1       |
| 1       | 1       | 1       | 0       | 0       | 1       | 0       | 0       | 0       | 1       |
| 0       | 0       | 1       | 0       | 0       | 0       | 1       | 0       | 1       | 1       |
| 0       | 0       | 0       | 1       | 0       | 1       | 1       | 0       | 1       | 0       |
| 1       | 1       | 1       | 1       | 0       | 0       | 1       | 0       | 0       | 0       |
| 1       | 1       | 1       | 1       | 0       | 0       | 1       | 1       | 1       | 1       |
| 0       | 1       | 1       | 0       | 0       | 0       | 0       | 0       | 1       | 1       |
| 0       | 1       | 0       | 1       | 0       | 0       | 1       | 1       | 0       | 1       |
| 1       | 1       | 1       | 1       | 0       | 1       | 1       | 1       | 1       | 0       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 |
| 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 |
| 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 |
| 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  |
| 0  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  |
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  |
| 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  |
| 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  |
| 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  |
| 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 1  |
| 1  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  |
| 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  |
| 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  |
| 25 | 35 | 30 | 30 | 10 | 26 | 30 | 22 | 28 | 29 |

| Soal 71 | Soal 72 | Soal 73 | Soal 74 | Soal 75 | Soal 76 | Soal 77 | Soal 78 | Soal 79 | Soal 80 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1       | 0       | 1       | 1       | 0       | 1       | 1       | 0       | 1       | 0       |
| 0       | 1       | 1       | 1       | 0       | 1       | 0       | 1       | 1       | 1       |
| 1       | 1       | 1       | 1       | 0       | 0       | 1       | 1       | 0       | 0       |
| 0       | 1       | 0       | 0       | 0       | 0       | 0       | 0       | 1       | 0       |
| 1       | 0       | 0       | 0       | 0       | 1       | 1       | 1       | 1       | 0       |
| 1       | 0       | 1       | 1       | 0       | 1       | 1       | 0       | 1       | 0       |
| 0       | 0       | 1       | 1       | 0       | 1       | 0       | 0       | 1       | 1       |
| 1       | 0       | 0       | 1       | 0       | 0       | 1       | 0       | 0       | 0       |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 |
| 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 |
| 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 |
| 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 |
| 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |
| 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 |
| 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 0  | 0  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  |
| 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  |
| 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 1  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 0  |
| 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  |
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  |
| 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  |
| 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 1  |
| 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  |
| 1  | 0  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 0  |
| 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 1  |
| 0  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  |
| 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 22 | 19 | 25 | 35 | 10 | 30 | 28 | 26 | 30 | 22 |

**Appendix XI**

**DOCUMENTATION**







**PICTURE 1**

**THE RESEARCHER TOOK PICTURE WITH THE STUDENTS**





**PICTURE 2**

**THE STUDENTS DID THE PRE TEST**







**PITURE 3**

**THE RESEARCHER DID THE TREATMENT**



**PICTURE 4**

**THE STUDENTS DID THE POST TEST**

