**THE EFFECTIVENESS OF STIRRED WORD GAME ON STUDENTS'
ENGLISH VOCABULARY MASTERY IN JUNIOR HIGH SCHOOL
AT MTsN 1 MEDAN**

THESIS

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ABSTRACT

Dwi Atika Ramadhani, 2018. *The Effectiveness of Stirred Word Game on Students' English Vocabulary Mastery in Junior High School at MTsN 1 Medan in Academic Year 2018/2019*. Thesis. English Education Study Program, Islamic Education and Teacher Training Faculty.

Key words   : Teaching Vocabulary, Stirred Word Game .

Vocabulary was one of the most important elements in learning language.Vocabulary was important to be learned by the students who want to master a language. This research included memorizing vocabularies and how to pronounce words. The objective of the research was to identify the effectiveness of stirred word game on students' English vocabulary mastery. Related to the objective of the research, the researcher used experimental method. The research was conducted at MTsN 1 Medan. Patumbak from 10th August until 09th September 2018, in the academic year 2018/2019. The population of the research was eighth grade students of MTsN 1 Medan. The total number of population was 350 students, all of them came from eighth class. The sampling of the research was cluster random sampling. From the population, two classes were taken randomly as the sample. The samples were class VIII 2 as the experimental class and class VIII 1 as the control class. Both of them consisted of 32 students. This research uses quantitative approach with true experimental design. The technique of collecting data used a test. The data was analyzed by using t-test formula and pre- requisite test (normality and homogeneity test). The data analysis of the research showed that stirred word game was effective in teaching vocabulary. The result of computation of t-test showed that t $\geq$ t$_{table}$ (2,720 $\geq$1.67) for level significance 0.05, Ho was rejected and Ha was accepted. It means that stirred word game was effective in teaching vocabulary at the eighth grade of MTsN 1 MEDAN in the academic year 2018/2019. Therefore, it could be concluded that stirred word game could be applied by the teacher teach vocabulary.

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10. All my sisters and my brothers, thank you for give me Support.

11. All my big family, my friends, and my someone special who always support me and give your pray.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Medan, September 21st 2018

The Researcher

Dwi Atika Ramadhani

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important aspect in society. It is used a means of communication in daily activity, it is a fact that every day we use language to communicate each other. English is a foreign language that is taught in Indonesian schools and universities. Therefore it becomes a knowledge that every Indonesian people, especially for Moslems to search for knowledge particularly learning language. Language is also an instrument to convey information. In reality language has function as a medium to apply the social relationship. The interaction depends on the users of language. On the other hand, people should be able to master the means, the language user should attend the situation when they want to use the language.

In Indonesia English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements, they are structure, vocabulary, pronunciation and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is major core in studying a foreign language. Robertson says that vocabulary is the words that compose a language.[1] Furthermore, Lado states that vocabulary is the lexical unit or written called word.[2]

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[1] Olifia, *Teaching Vocabulary through the Odd Word Technique*, Universitas Bung Hatta, Padang, 2004, p. 4

[2] Robert Lado, *Language Teaching*, Flotte College, New York, 1964, p. 65

The paragraph above indicates that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. In short, it is imperative for the learners to have adequate vocabulary in order to communicate well.

Teaching vocabulary is not an easy work. Teacher should find the best or the effective technique to teach English vocabulary. According to Brown, language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.[3] In general, many teachers teach vocabulary based on handbook without using other media. Indirectly, it makes the students bored and also lazy to learn the new word. In fact, many students are failed in learning English because their vocabulary is lack considering the importance of vocabulary in learning English and the students' vocabulary mastery, teacher should be able to make the lesson more fun and attractive. In this case, teacher is demanded to be more creative, not relying on handbook in teaching the vocabulary. Allah says in holy Qur'an as the following in (QS An-Nahl : 125)

ادْعُ الىَ سَبِيلِ رَبكَ بِالْحِكمَ٘ةِ و٘ اَلْمِ٘٘٘وْعِظَةِ الْحَس٘نَةِ وَج٘ادِلْهُمْ بِالتِي هِيَ احْسَنُ انرَبكَ هُوَ

اعْلمُِ٘بمَنْ ضَل عَنْ سَبِيله وَهُوَ اعْلمُ٘ بِالْمُهْتَدِينَ

And the meaning is "invite (all) to the way of your Lord with wisdom and beautiful preaching: and argue with them in ways that are best and most gracious:

for your Lord knoweth best, who have strayed from his path, and who receive guidance".[4]

Based on this explanation, it can be concluded that English vocabulary is important. It is because using of vocabulary is basic language skill. It appears in every language, and then it is the key for the students understanding what they hear and read, and to communicate successfully with other people.

There are many methods that can be used in teaching vocabulary. In this study the writer choose Stirred Word Game. Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the teacher to create useful and meaningful context.

Based on the description above, the writer would like to conduct the research entitle " **The Effectiveness English Vocabulary Mastery By Using Stirred Word Game On Students At MTsN 1 MEDAN".**

B. Statements of the Problems

According to the background of the study, the writer identifies some problems relating to the teaching listening. There are four problems that were found such as:

1. In fact The students' vocabulary is lack.

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[4]   www.theonlyqur'an.com/qur'an/An-nahl/English-Abdullah Yusuf Ali/ayat-125

2. Without sufficient the vocabulary the learner cannot either understanding about a reading text orproduce a writing text.

C. Research Questions

1. Can stirred word game improve the student's vocabulary mastery?

2. What is the effects of stirred word game on student's English vocabulary?

D. Objective of Study

Based on the problem statement, the objective of the research are aimed to find out :

1. The improvement of the student's vocabulary mastery through stirred word game.

2. The effect when teaching vocabulary by using stirred word game.

E. Purposes of the Study

The research result is expected to be able to give some purposes for the teacher and the students as follows :

1. For the students, they can get the new strategy to learn English vocabulary. Then the students can implement in the next chapter of English such as listening, speaking, reading, and writing.

2. For the teacher, they can use stirred word game as a technique of teaching vocabulary. In teaching vocabulary they use many techniques but not all the techniques can give the higher quality to mastery in

teaching vocabulary. So, by the research result, the teacher is more selective in choose the useful technique in teaching vocabulary.

F. Significances of the Study

From the research result, it is expected to give some benefits :

1. To other researchers

The result of this research study can be a reference for conducting other research related to this research study. This research can give more information and experience about how to improve the vocabulary mastery trough stirred word game.

2. For students

This study will be helpful for them in understanding the importance of vocabulary to gain more information. Besides, applying stirred word game can increase students' motivation to understanding about vocabulary. Furthermore, they also become more active in paying attention to the lesson.

3. For teachers

This study can be used to understand about the students' vocabulary mastery and the way of teaching and learning vocabulary innovatively so that the learning quality will improve.

G. Limitation of the Study

To make easy to clarify this research and became the limitation of time, energy, finance and ability in knowledge theory, I limited this study focused on the effect of Stirred Word Game in English Vocabulary.

CHAPTER II

THEORITICAL REVIEW

A. Review of Literature

1. The Concept of Vocabulary Mastery

According to Hornby, vocabulary means total number of words which (with rules for combining them) make up a language.[5] Vocabulary is one of the important parts in learning English, particularly in reading comprehension, especially for the beginners. The main reason for these are; firstly, vocabulary is used as the main tool to understand forms, phrases, sentences and texts in one or more paragraphs; secondly, it functions to convey the meaning of the words in a text.

Mastery can be defined as great knowledge, skill or the complete knowledge of something. The Increase of morphology, the word 'mastery' is constructed from the base of 'master'. Master is defined as gain control of something, gain great skill in something, such foreign language. Master is a person with the ability or power to use, control, or dispose of something.[6]

The mastery of vocabulary is inseparable with understanding about word classes. They are function and content words. These are essential elements that must be possessed by the learners, in order to, enable them to know and differentiate each. Nunan said that the acquisition of adequate vocabulary is

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[5] A.S. Hornby,1987, *Oxford Advance Learner's Dictionary*, (Oxford University Press), p. 959

[6] http://dictionary.reference.com/browse/master

essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication.[7]

Furthermore, it obviously informs that both structural and function word acquisition give valuable contribution to comprehensible communication that will be a consideration at the end of teaching and learning process.

Some people have passive vocabulary (word they understood) of up to 10.000 words, but an active vocabulary of between 10.000 and 20.000 words, it is for native speakers of a language. In foreign learning, an active vocabulary of about 3.000 to 5.000 words, and a passive vocabulary about 5.000 to 10.000 words is regarded as the intermediate to upper intermediate level of proficiency.[8]

Meaning that, vocabulary mastery refers to the great knowledge of words or the gaining of great skill in vocabulary.

2. The Nature of Vocabulary

Vocabulary is an important element in the acquisition of a second language. It can be said vocabulary is total number of words in language.[9] Furthermore, River has also argued that the acquisition of an adequate vocabulary is essential for successful second language use. Because without an extensive

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[7] David Nunan, *Second Language Teaching and Learning*, International Thomson Publisher Company, Boston, 1991, p. 125

[8] J.C.Richard, *Longman Dictionary of Language Teaching and Applied Linguistic*, Pearson Education Limited Edinburg Gate, England, 1992, p. 5

[9] Martin H Manser, *Oxford Leraner's Pocket Dictionary,* New York, 1995, p. 461

vocabulary we will unable to use the structure and function we may have learnt for comprehensible communication.[10]

In conclusion, communication will not take place well if the communication does not use the appropriate vocabulary or words. That is why, before learning the other language skill, such as listening, speaking, reading and writing people should learnt vocabulary first. Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, adverbs etc.

The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. They are:

a. Noun : It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea. Example: It is a magazine.

b. Verb : It is the word which expresses an action or a help to make a statement. Example: Mr. Herman is teaching mathematic.

c. Adjective : It is the word used to qualify noun or pronoun. Example: Mr. Herman is clever

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[10] David Nunan, Op.Cit, p. 117

d. Adverb : It is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: Mrs. Nurul is teaching in the classroom.

e. Conjunction : It is a word used to relate one word to another one, or one sentence to another one. Example: I have to call him before I go.

f. Pronoun : It is the word which can take the place of a noun. Example: They are my lecturer.

g. Interjection : It is a word put into a sentence to express a sudden feeling of mind or emotion. Example: Oh my god, I can't believe it's real.

3. Presenting Vocabulary

In learning, learners must master vocabulary. There are some steps in teaching and developing vocabulary to students:

a. Present the word clearly written in a paper or write it on the blackboard.

b. Pronounce the word for the students, making sure that he or she looks at the words as it is pronounced.

c. Have the students pronounce the word, again making sure that the students look at the word when it is pronounced.

d. Explain the meaning of the word and present the word in written.

Frequently, the teacher will find it necessary to explain the meaning of a word or short phrase. The teachers' aim here will be to explain the new words as quickly and as efficiently as possible and following 'aids' can help to do this.

1) Realia

This is the word we use to refer to the use of real objects in the classroom. Thus the words *'pen', 'ruler', 'ball'*, etc. can be easily explained by showing students *a pen* or *a ball* or *a ruler*, etc.

2) Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. By pictures we mean *blackboard drawings, wall pictures, chart, flashcard*, and any other visual representation. Pictures can be used to explain the meaning of vocabulary items.

3) Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explain by mime. Gesture is useful for explaining words like *'from', 'to'*, or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

4) Contrast

Sometimes a visual element (e.g. realia , picture, mime, etc.) may not be sufficient to explain meaning and contrast can be used. Thus the meaning of *'full'* is better understood in the context of *'empty'*, *'big'* in the context of *'small'* etc.

5) Enumeration

The word *'vegetable'* is a difficult word to explain visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables the meaning will become clear.

6) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanation, especially at elementary levels. It will be important, if giving such explanations, to make sure that the explanation includes information about when the item can be used.

7) Translation

For many years translation went out of fashion and was considered as something of a sin. Clearly if the teachers are always translating this will impede students' learning since they want to hear and use the target language, not their own. Translation, then, seems a useful measure if used spatingly, but it should be used with caution.

4. The Relation of Game and Language

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games.[11]

In this section we shall consider teachers both as a group of professionals and as individuals. Further, we shall give attention to some qualifications for teaching that you should consider complicating a career in the field. Allah says in holy Qur'an as the following :

<div dir="rtl">

مُرُونَ بِالْمَعْرُوفِ إِلَى الْخَيْرِ أُمَّةٌ وَيَنْهَوْنَ عَنِوَيَا ۚ هُمُ الْمُفْلِحُونَ وَأُولَٰئِكَ الْمُنْكَرِ يَدْعُونَ وَلْتَكُنْ مِنْكُمْ

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Means : and there may spring from you a nation who invite to goodness, and enjoining the right conduct and forbidding indecency. Such are they who are successful. (QS. Ali Imran ayat 104)[12]

Language learning is hard work. One must make effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be sustained for several years. Games help and encourage many learners to make and sustain these efforts. Games can help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are

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[11]   Steve Sugar (1998), *Games That Teach*, San Fransisco: Jossey-Bass Pfeiffer, p.3

[12]   http://ayatalquran.net/2015/01/surah-ali-imran-the-family-of-imraan-terjemah-bahasa-inggris

saying or have written, and they must speak or write in order to express their own point of view.[13]

Language game can add fun and variety to conversation sessions. They are valuable both in the manipulative and the communicative phrase of language learning. Of course, for maximum benefit from a language game in either phrase, the teacher should select only the best from the hundreds of language games available.

There are a lot of teaching methodologies and techniques teaching which can be used but not all them are helpful for the students. To teaching English, the teachers not only use the textbook but also should be taught by orally, informally and it an atmosphere of play. One of the technique in teaching vocabulary is using stirred word.

5. Description of Stirred Word Game

Teaching English as a second language can sometimes be boring and other times monotonous. An efficient way to minimize these obstacles is to make profit from the so called stirring activities, as a way of lightening up the atmosphere in the classroom and providing enough practice in exploring the English language. Stirring activities are described as a teaching tool that helps learners to become more active and more motivated. The teacher can integrate stirring activities at any time during the lesson when the energy level is decreased. They also aim to overcome the poor motivation that usually leads to the loss of

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[13] Wright Andrew, Betteridge David and Buckhy Micheal, *Games For Language Learni* (New York, Cambridge University Press 1979) p.1

learners concentration.[14] According to Hadfield & Maley, this situation usually happens in the morning during the very first lesson of the day. Learners come to the school in a sleepy mood, reflecting on the things far from being related to the school lesson. In this case, it is advisable to present a short activity stimulating their energy level.[15]

In this game you will face more interesting challenge, in the form of a series of letters or vocabulary are stirred. The task you are composing : the letters into words that are meaningful, while the words that stirred in stacking the sentence that are true and meaningful.

    a. The rules of the game :

        1. Forming several groups consisting of three until five persons.

        2. Prepare your group to compose the letters or words that are scrambled,   according to the order given.

        3. Commands can be written on the board or orally. Answer written on the answer sheet.

        4. The materials prepare answer sheet.

        5. Card of origami paper size 7x10 a number of needs. On each card was written with the letters and the words that still messy or mixed up.

    b. Advantages

        1. Easy to use in teaching English vocabulary

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[14] Clarke, S. (2010), *Stirrers and Settlers for the Primary Classroom*, Retrieved from http://www.teachingenglish.org.uk/article/stirrers-settlers-primary-classroom

[15] Hadfield, J. & Maley, A. (1992), *Clasroom Dynamics*, Oxford, Oxford University Press, p.20

2. Give the test precision and accuracy in recognizing words

3. Test your accuracy and thoroughness in recognize words and compose sentences correctly

4. Add the vocabulary of course

5. Train the sharpness of the reading

c. Disadvantages

1. There is still the little bit theory that describes about stirred word

B. Conceptual Framework

Vocabulary is a breath of language, without vocabulary proficiency the students automatically can't obtain the four skills of English such as: listening, speaking, reading, and writing.

Teaching vocabulary is a very important task in teaching English. By using good technique to present the revise new vocabulary items used in text book, students will find easier to remember and will become more motivated in class so that they can improve their vocabularies ability.

Teaching today has changed a lot over the past year. Once it was all about learners being passive in the classroom. But today learners are usually much more active in the classroom, and what better way to be active than by playing games.[16]

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[16] Steve Sugar, Op.Cit, p.3

There are the number of reasons that games observe a place in the language classroom. The first is they are fun which is extremely important, because they can help activate students who may have been before, due to lack and interest. Keeping students active is vital became teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Stirred Word Game is a technique that helps learners to become more active and more motivated. The teacher can integrate stirring activities at any time during the lesson when the energy level is decreased. They also aim to overcome the poor motivation that usually leads to the loss of learners concentration.[17] We can see on the simple map of the conceptual framework.

Diagram 2.1 The scheme of effectiveness of using stirred word game on student's English vocabulary

Teacher	Students	Learning Vocabulary

Teaching about Stirred Word Game

| Improving Student's English vocabulary mastery | Students will be going to do exercise |
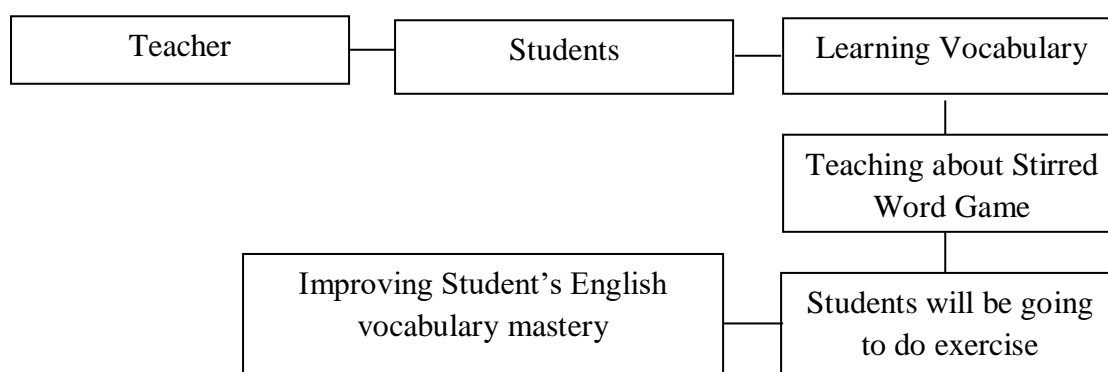
C. Related Study

Many researchers have written their thesis about vocabulary. They all find many techniques to teaching vocabulary.

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[17] Clarke, S. (2010), *Stirrers and Settlers for the Primary Classroom*, Retrieved from http://www.teachingenglish.org.uk/article/stirrers-settlers-primary-classroom

The first researcher, Muhammad Raisy Lubis did his experimental research in his thesis entitled "A Comparative Study Between Puzzle Game And Mapping Word Methods On The Students' Ability At Using Vocabulary At Mts Asy-Syiar Partimbalan ". The purpose of his research is to investigate the students' ability in using vocabulary by puzzle game, to investigate the students' ability in using vocabulary by mapping word and investigate the difference of students' ability by using puzzle game and mapping word, this research have done at MTs Asy-Syiar Partimbalan on VIII grade of students in academic year 2013/2014. The result of the data that there is different influence of the students' ability in using vocabulary when taught with puzzle game and mapping words methods.

The second researcher, Nuriati Fathul Jannah did her experimental research in her thesis entitled " The Effectiveness Of Using Video In Improving English Vocabulary Mastery ". The purpose of her research is to find out whether the use of video is effective or not in improving English vocabulary mastery at the VII grade students of SMP Negeri Medan in academic year 2012/2013. The result of this research shows that the use of video is effective in improving the students' vocabulary mastery. Additionally, most of the students agree that video is effective, appropriate, and not boring.

The third researcher, Rina Husnifa did her experimental research in her thesis entitled " The Use Of Animation Pictures To Improve Students' Vocabulary Of Seventh Grade At MTs TPI Sawit Sebrang ". The purpose of her research is to find out the use of pictures to improve students vocabulary. This study was conducted by using classroom action research. The subject of the research is seventh grade students of MTs TPI Sawit Sebrang in the academic year

of 2016/2017. The result of this research shows that teaching English vocabulary through picture can improve the students vocabulary mastery.

D. Hypothesis

Based on the theoretical framework above, the following hypothesis were formulated by the researcher:

1. Ha   : there is significant difference of using stirred word game on student's vocabulary at the VIII grade of Madrasah Tsanawiyah Negeri 1 Medan

2. H0   : there is no significant difference of using stirred word game on student's vocabulary at the VIII grade of Madrasah Tsanawiyah Negeri 1 Medan

CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

The type of this research is quasi-experimental research intended to find out the influence of using stirred word game toward students' vocabulary mastery. In this research, the researcher used pretest-posttest control group design. There were eight groups as samples that four was called experimental group administered by using stirred word game and for four another groups was the control group administered without using stirred word game. However, the materials given and purpose of the research to each group were the same.

B. The Population and The Sample of Research

1. Population

According to Suharsimi Arikunto said that population is the whole subject of the research.[18] Another ideas was mentioned by Sudjana, he said that population is the totally of all possible values, the result of calculation for certain characteristic regarding a set of complex and clear objects to be studied.[19] So, the population is total number of subjects that should be observed in this research.

The population of this research is all of the research subjects, so the population of this research would be taken from the students of the second year students of MTsN 1 Medan in the academic year 2018/2019. Here, there were

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[18] Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek.* (Jakarta: PT Rineka Cipta, 1993). P. 130
[19] Sudjana. *Metode Statistik.* (Bandung: Tarsito. 1984). P. 5

ten classes. Class I until class X, each class consists 32 students. So the

population of this research was 350 students.

Table 3.1

The Population of the Research

No	Class	Population
1.	VIII-1	32
2.	VIII-2	32
3.	VIII-3	37
4.	VIII-4	35
5.	VIII-5	35
6.	VIII-6	37
7.	VIII-7	37
8.	VIII-8	35
9.	VIII-9	35
10.	VIII-10	35
TOTAL		350

2. Sample

A sample is a subset of the population that is taken to be

representative of the entire population. An important word in this definition is

representative. A sample that is not representative, regardless of its size, is

inadequate for testing purposes; the result cannot be generalized. The most

widely used alternative is to select cluster random sample. It was more feasible or

convenient to select groups of individuals as sample than select individuals from

a population. The researcher used a table of random numbers to generate a cluster

random sample.

Cluster random sampling is the technique is used when the population does not consist of individuals, but rather is composed of individual groups or clusters. Sampling techniques the area used to determine the sample when the object to be studied or the data source is very wide. There is no specific way to choose a starting class, it is an arbitrary decision. The researcher then selects the remaining ten classes by going up, down, left and right on the table. Then, for the class that were chosen by the researcher would be select again, and the researcher were chosen for VIII-1 and VIII-2 as the sample. The number of sample is 32 students as the experimental or as an experimental group. In this case the writer chooses 32 students as the control group as the comparer to the sample.

Table 3.2 The Sample of the Research

NO	CLASS OF STUDENTS	NUMBER OF STUDENTS
1.	VIII-1	32
2.	VIII-2	32

3. Data Collection

   1. Observation

This observation was done by the teacher as a researcher. The aim is to know the student's behavior and activity that happened during the teaching and learning process. The observation was focused on the student's motivation in learning English.

2. Documentation

Documentation is to record activities happen in the class. It could give the real description about teaching learning process.

3. Test

Test is used to measure the improvement of student's achievement in vocabulary mastery. This research used pre-test and post-test in each cycle. Pre-test was given before the material was implemented. While post-test was given after each cycle finished.

a. Pre-test

The writer will give the pre-test to the students. The pre-test is in oral test form. The test consists of 15 questions. The writer will give a lot of questions to the number of students individually and the students and the students have to respond the questions.

b. Post-test

The last step the writer will give the post-test after the treatment had been done by teaching vocabulary by using stirred word game. The realization of the post-test is same with the pre-test.

Table 3.3

Table of activities

Teacher's Activities	Student's Activities
Teacher opens the class by greeting and introducing the teacher identity.	Students response teacher great and listen about the introduction.
Explaining the topic to the students.	Students listen carefully.

	the students make a group and sit with
Teacher divided the students into 8 groups which is consist of 3-5 students in a group.	
Teacher were given a origami paper for each group	Students just receive the origami paper as media and took it on the table.
Teacher demonstrate stirred word game	Students listen and pay full attention.
Teacher as students to start arrange the words on the origami paper that still messy or mixed up	The students re –arrange the words after they think about the words that still messy or mixed up.
Conducting post test	The students work individually after researcher implement stirred word game vocabulary learning process.

4. Method of investigation

The present work aims at describing one of the techniques that teacher can adopt to facilitate for the learners language vocabulary acquisition. In other words, it seeks to study the relation between using language games and vocabulary learning. The descriptive method will be the appropriate research method for the present study. It will be done through analyzing questionnaire delivered to teachers to obtain their opinion about the research problem, and if, according to them, games are significant, and an interview designed for pupils to gain more detailed information on their reaction toward playing games.

5. The Location and Time of the Research

This research would be conducted in Madrasah Tsanawiyah Negeri 1 Medan in academic year 2018/2019. It is located on Jl. Pertahanan Dusun 5 Patumbak. I choose this school because of some reasons, such as: 1) The data

needed for the research are available in the school, and 2) The title has never researched in that school while it is included on their syllabus of teaching English.

6. The Object and The Subject of Research

The object of the research is **The Effectiveness English Vocabulary Mastery By Using Stirred Word Game On Students At MTsN 1 MEDAN**. While subject of the research is the eighth grade students of MTsN 1 Medan. The selected of this research was students of VIII-2.

7. **Technique of Analyzing Data**

To analyze the data, the writer will use the comparative technique. He will analyze and compare the score of experimental class. This technique is useful to prove statistically, whether there are any sifnificant differences between the students' scores of the experimental class and the students' scores of the control class.

In analyzing the data from pre-test and post-test of the two classes, the writer will use the statistical formulation of t-test formula.[20]

$$t_0 = \frac{MD}{SE_{MD}}$$

t_0 = Test observation

MD   = Mean of Differences; the average score from the differences gained scores between I variable and II variable, which are calculated with the formula;

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[20] Sudijono, Anas, *Statistik Penelitian,* (Jakarta: PT. Raja Grapindo Persada, 2004), p. 289.

$$MD= \sum \frac{D}{N}$$

$\sum D$ = Total score between I variable (X variable) and II variable (Y variable).

And D is gained with the formula;

    $D= X - Y$

N   = Number of cases

SD_D = The standard deviation from diffrences between score of X variable, which is gained with the formula;

$$SD_D = \frac{\sqrt{\sum D^2}}{N} - \left[\frac{\sum D}{N}\right]^2$$

SE_{MD} = The standard error from mean of differences that is gained with the formula;

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

df = Degree of freedom with formula N-1

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The purpose of the research was to know the effectiveness of stirred word game in teaching vocabulary. This research was conducted at MTsN 1 Medan in academic year 2018/2019. Two classes were taken as the sample. Class VIII 2 as the experimental group and VIII 1 as the control group. In this research, test was the instrument to collect the data. The data was analyzed after collecting the data. There were in the form scores on English vocabulary mastery test, namely pre-test and post-test in both of group. Before the test was administrated in both of class, tryout test was given to the students in other class to know the validity and reliability of the test.

The research held pre-test in both of sample class before gave the treatment in experimental class and taught in control class. The pre-test was to know the students' vocabulary achievement before the teaching vocabulary by using stirred word game was started. After the pre-test, the experimental group was given treatment. The experimental group was taught by using stirred word game while the control group was taught with word wall media. After the data was analyzed the researcher find the description includes the mean, the mode, the median, the standard deviation and frequency distribution followed by histogram.

The detailed description of the student's scores from two class could be seen as follows:

1. Pre test scores

a. Experimental Class

The frequency of pretest of experimental class was presented at the table 4.1 and the histogram was presented at the figure 4.1

Table 4.1 Pretest of Experimental Class

Class Limit	Class Boundaries	F	X
50-59	49,5-59,5	1	54,5
60-69	59,5-69,5	0	64,5
70-79	69,5-79,5	4	74,5
80-89	79,5-89,5	5	84,5
90-99	89,5-99,5	18	94,5
100-109	99,5-109,5	4	104,5
	SUM	32	477

Figure 4.1 Histogram Pretest of Experimental Class
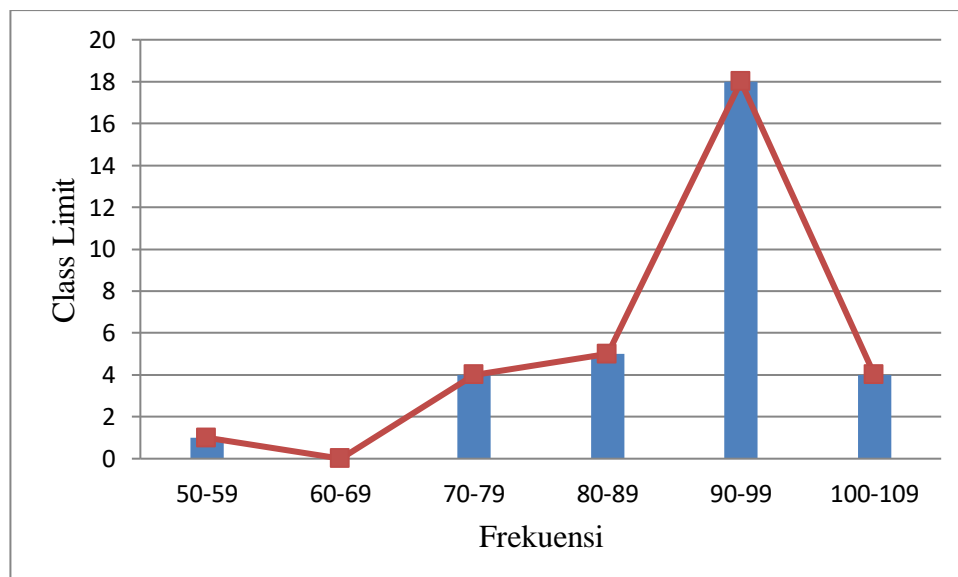
The data of the test showed that the pre-test score of students' vocabulary mastery in control class at intervals of. There were 1 student, at intervals of 50-59 there were 1 student, at intervals of 60-69 there were 0 student, at intervals of 70-79 there were 4 students, at intervals of 80-89 there were 5 students, at intervals of 90-99 there were 18 students, at intervals of 100-109 The mean of the score was 101 and the standard deviation was 10,19.

b. Control Class

The frequency of pre-test control class (VIII 1) eighth grade students' of MTsN 1 Medan was presented at the table 4.2 and the histogram was given at figure 4.2

Table 4.2 Pre-Test of Control Class

Class Limit	Class Boundaries	F	X
25-37	24,5-37,5	1	31
38-50	37,5-50,5	3	44
51-63	50,5-63,5	0	57
64-76	63,5-76,5	6	70
77-89	76,5-89,5	6	83
90-102	89,5-102,5	16	96
	SUM	32	381

Figure 4.2 Histogram Pretest of Control Class

The data of the test showed that the pre-test score of students' vocabulary mastery in experimental class at intervals of 25-37 there were 1 student, at intervals of 38-50 there were 3 students, at intervals of 51-63 there were 0 student, at intervals of 64-76 there were 6 students, at intervals of 77- 89 there were 6 students, at intervals of 90-102 there were 16 students. The mean of the score was 114,21 and the standard deviation was 19,24.

1. Post-test scores
   a. Experimental class

      The frequency of post-test experimental class (VIII 2) eighth grade students' of MTsN 1 Medan was presented at the table 4.3 and the histogram was given at figure 4.3

Table 4.3 Post-Test of Experimental Class

Class Limit	Class Boundaries	F	X
85-87	84,5-87,5	5	86
88-90	87,5-90,5	3	89
91-93	90,5-93,5	0	92
94-96	93,5-96,5	10	95
97-99	96,5-99,5	0	98
100-102	99,5-102,5	14	101
	SUM	32	561

Figure 4.4 Histogram Post-test of Experimental Class

The data of the test showed that the post-test score of students' vocabulary mastery in experimental class at intervals of 85-87 there were 5 students, at intervals of 88-90 there were 3 students, at intervals of 91-93 there were 0 student, at intervals of 94-96 there were 10 students, at intervals of 97-99 there were 0 student, at intervals of 100-102 there were 14 students. The mean of the score was 105,34 and the standard deviation was 5,88.
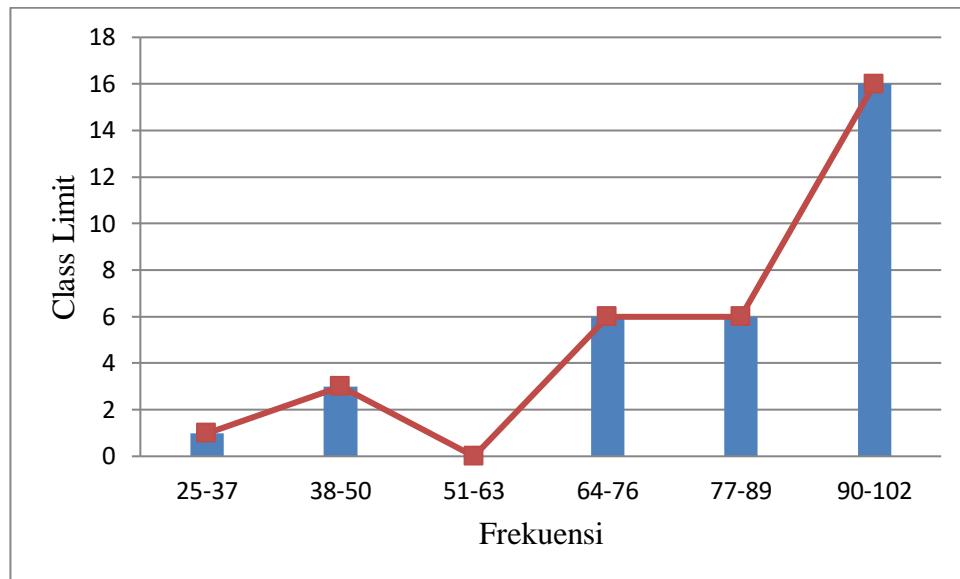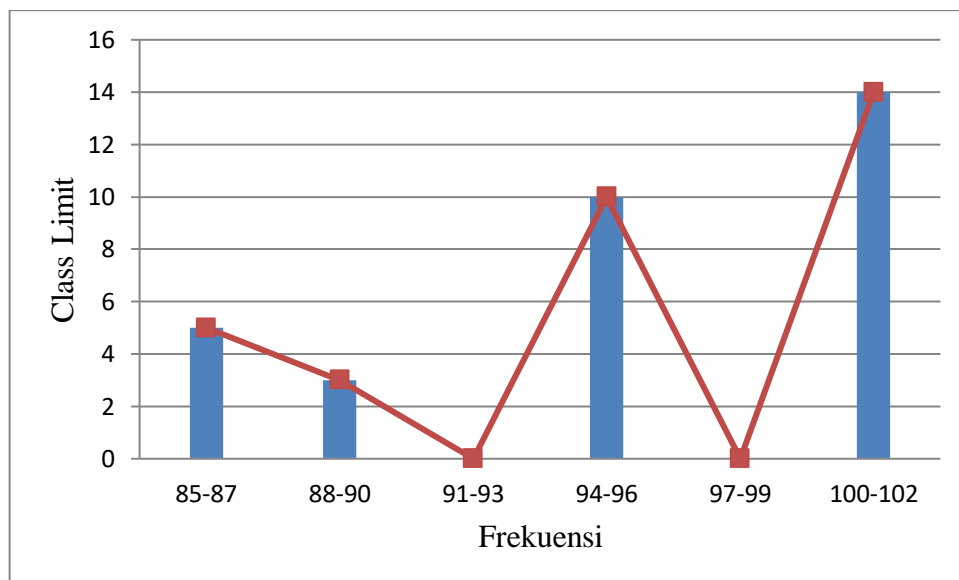
b. Control class

The frequency of post-test control class (VIII 1) eighth grade students' of MTsN 1 MEDAN was presented at the table 4.4 and the histogram was given at figure 4.4

Table 4.4 Post-Test of Control Class

Class Limit	Class Boundaries	F	X
40-51	39,5-51,5	3	45,5
52-63	51,5-63,5	1	115
64-75	63,5-75,5	1	139
76-87	75,5-87,5	8	163
88-99	87,5-99,5	15	187
100-111	99,5-111,5	4	105,5
	SUM	32	755

Figure 4.4 Histogram Post-test of Control Class

The data of the test showed that the post-test score of students' vocabulary mastery in control class at intervals of 40-51 there were 3 students, at intervals of

52-63 there were 1 student, at intervals of 64-75 there were 1 student, at intervals of 76-87 there were 8 students, at intervals of 88-99 there were 15 students, at intervals of 100-111 there were 4 students. The mean of the score was 103,75 and the standard deviation was 13,728.
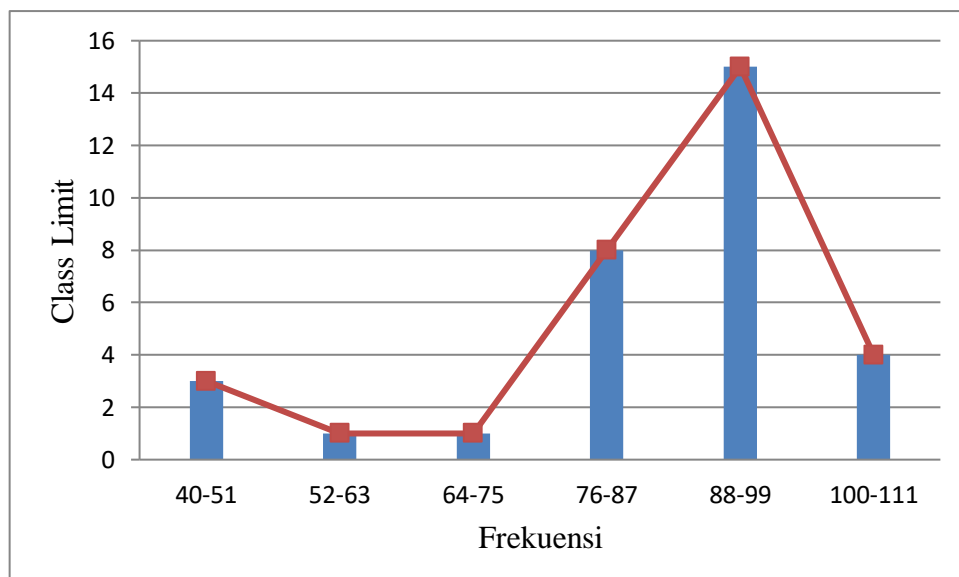
B. Pre- requistie Test

1. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test was to know that the sample was in normal distribution and homogeneity test was to know that the data are homogenous. Each test was presented in the following section: a.The Result of Normality Test

The normality test was to know that the sample was normal distribution or not. The sample was on normal distribution if L_o (L obtained) was lower than L_t (L table) at the level significance (α) = 0.05. L stands for Lilliefors. The normality testing used in this research was Liliefors test was computed by Microsoft Excel 2007. Explanations on normality test were presented at the table 4.5 as follows:

Table 4.5 Normality Test Using Liliefors

No	Data	The Number of Sample	Lobtained (L_o)	Ltable (L_t)	Alfa (α)	Distribution of Population
1	Pre-test experimental class	32	0.062	0.157	0.05	Normal
2	Pre-test control class	32	0.108	0.157	0.05	Normal
3	Post-test experimental class	32	0.08	0.157	0.05	Normal
4	Post-test control class	32	0.001	0.157	0.05	Normal

The table above showed the result of normality test. The samples were normal distribution because L_o were lower than L_t. in the experimental class that the number of samples were 32, in the pre-test result in the experimental class L_o was 0,198, it was lower than L_t 0.157. In the pre-test result in control class L_o was 0,374, it was lower than L_t 0.157.

In the post-test result in the experimental class L_o was 0.13, it was lower than L_t 0.157. In the post-test result in control class L_o was 0,228, it was lower than L_t 0.157. It could be concluded that the samples in experimental class were normal. Then, in the control class that the numbers of samples were 32, Lo was

0.1077. It was lower than Lt 0.1610. It could be concluded that the samples was in normal distribution, because L_o was lower than L_t.

c. The Result of Homogeneity Test

Homogeneity test was other requirements of T-test. It was used to know whether the population was homogenous or not. The homogeneity test used in this research was F test two sample for variance that was computed by Microsoft Excel 2007. The explanation of Homogeneity test was presented at the table 4.6 as follows:

Table 4.6 Homogeneity Test

No	Data	The Number of Sample	Fobtained	Ftable	Verb
1	Pre-test score of vocabulary test	32	1.011	3.33	Homogeneous
2	Post-test score of vocabulary test	32	1.28	3.33	Homogeneous

Based on the table above, it could be seen that the data of pre-test. In this calculation, the value of $F_{obtained}$ is 1.011 then this value was compared with F_{table} with df1 $(3 - 1 = 2)$ and df2 $(33 - 3 = 29)$ the level of significance was 5% (α =0.05) the value of F_{table} was 3.33. Because the value of $F_{obtained}$ was smaller than F_{table}(1.011 <3.33). It meant the data was homogeneous. In data of post test In this calculation, the value of $F_{obtained}$ was 1.28 then this value was compared with F_{table}

with df1 (3 − 1 = 2) and df2 (32 − 3= 29) the level of significance was 5% (α = 0.05) the value of F_{table} was 3.33 Because the value of $F_{obtained}$ was smaller than F_{table}(1.28 < 3.33). It meant the data was homogeneous.

C. Hypothesis Test (t-test)

Hypothesis test that used in this research was t-test formula. It was caused the data that in accrued qualifies n_1- n_2 and the variance was homogeny, then used t-test. The criteria as follows Null hypothesis (Ho) stated that Stirred Word Game was not effective in teaching vocabulary at the eighth grade of MTsN 1 MEDAN in the academic year of 2018/2019, while alternative (Ha) stated that Stirred Word Game was effective in teaching vocabulary at the eighth grade of MTsN 1 MEDAN in the academic year of 2018/2019. Ho was accepted if t $\leq t_{table}$ and Ha was accepted if t

$\geq t_{table}$.

$$t_{hitung} = \frac{X1 - X2}{\sqrt{\frac{(n1-1)s_{12} + (n2-1)s_{12}}{n1+n2-2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

a. Pre-test result

The pre-test was given before the treatment to see the starting point of the two classes to prove that both of experimental and control class has the same level of vocabulary. Beside that the pre-test also was given to the students' vocabulary

achievement before the researcher gave the treatment to the experimental class.

The procedure of independent test in pre-test could be seen as follows:

$$t\ Test\ =\ \dfrac{2845\text{-}2610}{\dfrac{\sqrt{(32-1)(-1{,}166)+(32-1)(-636{,}39)}\left(\frac{1}{32}+\frac{1}{32}\right)}{32+32\text{-}2}}$$

$$t\ Test\ =\ \dfrac{235}{\dfrac{\sqrt{(31)(-1{,}166)+(31)(-636{,}39)(0{,}25)}}{62}}$$

$$t\ Test\ =\ \dfrac{235}{\dfrac{\sqrt{961+742{,}03}\,(0{,}25)}{62}}$$

$$t\ Test\ =\ \dfrac{235}{\dfrac{\sqrt{1{,}703}\,(0{,}25)}{62}}$$

$$t\ Test\ =\ \dfrac{235}{\dfrac{1{,}304\,(0{,}25)}{62}}$$

$$t\ Test\ =\ \dfrac{235}{\dfrac{326}{62}}$$

$$\text{t Test} = \frac{235}{5{,}25}$$

$$\text{t Test} = 61{,}90$$

1. Seeking T-Table :

T table with *db* (α ;*n1* + *n2* – *k*) or (5% ; 32 + 32 - 2)

(5% : 62) = 1,67

2. Criteria :

reject Ho if $t \leq t_{table}$ Accept Ha if $t \geq t_{table}$

Because $t \geq t_{table}$ (61,90 ≥ 1,67) for level significance 0.05, Ho was rejected and Ha was accepted

b. Post-test result

The researcher counted t-test of post-test result between the experimental and control class in order to know the effectiveness both of the groups. The procedure of independent test in post-test could be seen as follow:

$$\text{t Test} = \frac{3045\text{-}2705}{\dfrac{\sqrt{(32-1)(-4{,}441)+(32-1)(-1{,}055)}\left(\frac{1}{32}+\frac{1}{32}\right)}{32+32-2}}$$

$$\text{t Test} = \frac{340}{\dfrac{\sqrt{(31)(-4{,}441)+(31)(-1{,}055)(0{,}25)}}{62}}$$

$$t\ Test\ =\ \frac{340}{\dfrac{\sqrt{961+4,68}\,(0,25)}{62}}$$

$$t\ Test\ =\ \frac{340}{\dfrac{\sqrt{965,68}\,(0,25)}{62}}$$

$$t\ Test\ =\ \frac{340}{\dfrac{31,07(0,25)}{62}}$$

$$t\ Test\ =\ \frac{340}{\dfrac{7,7675}{62}}$$

$$t\ Test\ =\ \frac{340}{0,125}$$

$$t\ Test\ =\ 2,720$$

1. Seeking T-Table :

T table with *db* (α ;*n1 + n2 – k*) or (5% ; 32 + 32 - 2)

(5% : 62) = 1,67

2. Criteria :

Accept Ho if   t $\leq$ t$_{table}$ Accept Ha if   t $\geq$ t$_{table}$

Because t $\geq$ t$_{table}$ (2,720 $\geq$ 1,67) for level significance 0.05, Ho was rejected

and Ha was accepted

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In this research, the researcher applied Stirred Word Game to teach vocabulary in experimental class. The objectives of this research were to know the effectiveness of stirred word game to teach vocabulary at eighth grade students of MTsN 1 MEDAN in the academic year 2018/2019. The researcher concluded the finding as follows: there was effectiveness of using stirred word game in teaching vocabulary at the eighth grade students of in the academic year 2018/2019. The students taught by using stirred word game were more effective in developing their vocabulary than the students who were taught by using word wall strategy. Stirred Word Game could give the test precision and accuracy in recognizing words. By using stirred word game students could test their thoroughness in recognize words and compose sentences correctly. From the result above, it could be concluded that Stirred Word Game was effective to teach vocabulary, for the eighth grade students of MTsN 1 MEDAN. Stirred Word Game made the process of learning more conducive. Students who were taught using stirred word game could make students create a fun situation and of course could increase students' motivation and the score were also better than the students who were taught using word wall strategy.

B. Implication

The use of stirred word game was effective in teaching vocabulary at the Eighth grade at MTsN 1 MEDAN. The result of the research showed that students who were taught by using stirred word game had better achievement in learning vocabulary than those who were taught by using word wall strategy. The use of stirred word game as a teaching medium in teaching vocabulary of adjective could facilitate students in their reading. They could know many adjectives and translated the adjective itself.

Based on the explanation above, it was reasonable and logical if teachers stirred word game in teaching vocabulary about adjectives in order to facilitate students in reading ability.

C. Suggestions

Related to the conclusion of the study that stirred word game more effective than word wall strategy in teaching vocabulary for the students, especially for the eighth grade students of Junior High School, the researcher would like to propose suggestions as follows:

1. Students

The students should realize that learning English is their requirement. They could not only learn depend on their teacher. They had responsibility to learn it by themselves. Especially in learning vocabulary, it was impossible to

learn all of the new vocabulary from the teacher. They should learn the other sources like internet, short story, and the other. The students also had responsibility to apply the new vocabulary in their daily life in order to retain their memory of the new vocabulary.

2. English Teacher

The teacher was one of the most important factors in teaching English. The teacher was as facilitator and became the key of the successful in teaching and learning English. The teacher had to be more creative in design and made lesson plan. Stirred Word Game could be one of many alternative designs that it can use in teaching vocabulary. So, the teacher can motivate students to join the activity of learning in the class and they were not bored of the learning process. The result of this research showed that stirred word game was effective to be applied in teaching vocabulary of adjectives.

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LESSON PLAN

School	: MTsN 1 Medan
Subject	: English
Class/sem	: VIII/ II
Aspect/ Skill	: Vocabulary
Time Allocation	: 2 x 60 minutes (two meetings)
Topic	: Adjective

I. Standard Competence : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

II. Basic Competence : To Know meaning of the words and mention adjective

III. Indicator : 1. Knowing about the adjective

2. Understanding about the adjective

3. Asking question about adjective

4. Recognizing about the adjective

IV. Learning Objective : At the end of the learning process, students are able to:

1. The students are able to know about adjective

2. The students are able to mention adjective

3. The students are able to ask question about adjective

4. The students are able to recognizing about the adjective

V. Material   :Write objection about adjective

VI. Method   : Stirred Word Game

VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
1.	**Introduction**	**10 Minutes**
	- Greetings - Pray - Check the student attendance list - Warming up activities: - Ask the students questions related to the adjective - Explain how important the next competence learning that should be master	
2.	**Main Activity**	**50 minutes**

Exploration

- Introduction the topic to the students
- Asking the students about their prior knowledge that relate to the topic
- Asking the students that related with the material

Elaboration

- Teacher will give the instruction to the students about the Stirred word game
- Teacher give the explanation about how to do the stirred word game, they should be prepare the vocabulary that they know
- The researcher gave intruction to students for keep the vocabularies until they play, prepare a paper and pen.
- The researcher made the group. There was have eight group consisted pair of group.
- The researcher gave time for student to play, and wait for the winner

Confirmation

- Giving positive feedback to the students who gets guess the most word
- Giving the motivation to the students

APPENDICE II

Observation Sheet

Teacher Name   :

Observation Activity   : Teacher Activities

Note   : Give Thick (√) in the Category Column, where 4

(Very   Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	**2**	**3**	**4**
1.	The teacher comes on time				
2.	Teacher's capability in opening the class (How the teacher greets the students)				
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				
5.	The teacher tells the students the aims of the study				
6.	The teacher introduces about bingo game				
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				
8	The systematically teaching performance (It is about				

	appropriateness with the lesson plan)				
9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)				
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				
11.	The students give attention to teachers' explanation during learning process				
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				
13.	Teacher asks to the students how far they understand about the materials have taught				
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				

APPENDICE III

Teacher's Observation Sheet

No.	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time 2. The teacher greets the students 3. The teacher checks the students attendance list 4. The teacher delivers the learning objectivities 5. The teacher explains the material 6. The teacher gives the pop – up card media to students 7. The teacher gives the opportunity for the students to ask question if they don't understand about the learning. 8. The teacher manages the learning sources 9. The teacher manages the time effectively 10. The teacher concludes the lesson		

APPENDICE IV

INSTRUMENT TEST

PRE TEST

Name   :

Class   :

Read the sentence. Identify the adjective in the sentences and write it below each of sentence.

1. The musician played an expensive violin.

   ……….

2. My friends invited me to a fancy party.

   ……….

3. The furry cat made the boy sneeze.

   ……….

4. The hungry man lived under the bridge.

   ……….

5. He was afraid to talk to his teacher.

   ……….

6. The perfume in the room is fragrant.

……….

7. The shiny window caught people's attention.

    ……….

8. The mathematics was very difficult.

    ……….

9. I didn't want to play on the wet ground.

    ……….

10. My aunt who lives in England is elderly.

    ……….

11. The professor taught a fascinating material in the outdoor class.

    ……….

12. Explorers came to Asia from foreign lands.

    ………

13. Her sister is an amazing artist!

    ……….

14. The textbook for the class was cheap.

   ……….

15. The lion purchased by the zoo is enormous.

   ………..

16. The adorable kid smiled at his father.

   ……….

17. The valuable sculpture was purchased by a billionaire from Australia.

   ……….

18. The yellow banana was used to make baby porridge.

   ……….

19. The chicken soup is very tasty.

   ………

20. My mom's spaghetti is delicious

APPENDICE V

INSTRUMENT TEST

POST TEST

Name   :

Class   :

Read the sentence. Identify the adjective in the sentences and write it below each of sentence.

1. The musician played an expensive violin.

    ……….

2. My friends invited me to a fancy party.

    ……….

3. The furry cat made the boy sneeze.

    ……….

4. The hungry man lived under the bridge.

    ……….

5. He was afraid to talk to his teacher.

    ……….

6. The perfume in the room is fragrant.

……….

7. The shiny window caught people's attention.

……….

8. The mathematics was very difficult.

……….

9. I didn't want to play on the wet ground.

……….

10. My aunt who lives in England is elderly.

……….

11. The professor taught a fascinating material in the outdoor class.

……….

12. Explorers came to Asia from foreign lands.

………

13. Her sister is an amazing artist!

……….

14. The textbook for the class was cheap.

      ……….

15. The lion purchased by the zoo is enormous.

      ………..

16. The adorable kid smiled at his father.

      ……….

17. The valuable sculpture was purchased by a billionaire from Australia.

      ……….

18. The yellow banana was used to make baby porridge.

      ……….

19. The chicken soup is very tasty.

      ………

20. My mom's spaghetti is delicious.

APPENDICE VI

Answer Key of Pre-Test

1. Expensive

2. Fancy

3. Furry

4. Hungry

5. Afraid

6. Fragrant

7. Shiny

8. Difficult

9. Wet

10. Elderly

11. Fascinating

12. Foreign

13. Amazing

14. Cheap

15. Enormous

16. Adorable

17. Valuable

18. Yellow

19. Tasty

20. Delicious

APPENDICE VII

Answer Key of Post-Test

1. Expensive

2. Fancy

3. Furry

4. Hungry

5. Afraid

6. Fragrant

7. Shiny

8. Difficult

9. Wet

10. Elderly

11. Fascinating

12. Foreign

13. Amazing

14. Cheap

15. Enormous

16. Adorable

17. Valuable

18. Yellow

19. Tasty

20. Delicious

APPENDICE VIII

List of The Students of Experimental Class (VIII-2)

1. Abelia Putri
2. Adib Zakhwan
3. Alfandi Arya
4. Alya Ramadhan Nasution
5. Annisa Tri Aini Putri
6. Artika Sari
7. Aura Muhshisam Siregar
8. Afifah Nabila Ramadhani
9. Azra Ardina Thahir
10. Banyu Enggan Setywan
11. Chaidir Jamil
12. Daffa Aulia Baihaqqi
13. Dea Ananda
14. Deby Khairani
15. Dian Satisah Lubis
16. Dinda Agustina Nasution
17. Ega Kusuma Putra
18. Fahmi Fadiah Purba
19. Fattiah Fatsyah
20. Fikriansyah Pratama Siregar
21. Iasyah Fakhrany
22. Iffah Adawwiyah
23. Ikhsan Maulana Pratama
24. Jefri Lubis
25. Juni Syahriati
26. Lisdawati Siregar
27. M. Azril Zoelani
28. M. Daffa Zauzan
29. M. Rdho Ikhsan
30. Nicky Aulia
31. M. Farrel
32. Tegar Erlangga

APPENDICE IX

List of The Students of Control Class (VIII-1)

1. Azmi Harsya Nindya
2. Nazwa Dinda Asriadah
3. Tegar Sanjaya
4. Afrian Novech
5. Nazwa Amelia
6. Zahra Hafizah
7. Ihsan Adriansyah
8. M. Farhan Subaid
9. Rizky Satria putra
10. Aldiansyah Putra
11. Rizka Nazzila
12. Senja Aprilia
13. Saskia Nur Yashifa
14. Fazira Harahap
15. Winda Sri Ayumi Harahap
16. Azlatia Rahman
17. Wardah Mutia
18. Arzetty Ana Tasya
19. Aura Rahmadani Hasibuan
20. Nayla Humaimah
21. Farah Diba
22. Sri Jelika
23. Afifah Nabila
24. Nazifa Atsyiriri
25. Wika Febiyarahma
26. Ananda Salsabila
27. Thomas Satria Saputra
28. Dicky Lesmana Syahputra
29. Yuda Armanda
30. Ukatsa Anshari
31. Riyu Aji Zulfahmi
32. Ririn Septia

APPENDICE X

Documentation