



**THE EFFECT OF FOLDABLES STRATEGY ON STUDENTS'
VOCABULARY MASTERY AT SMP SETIA BUDI BINJAI
IN ACADEMIC YEAR 2017/2018**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirement for the
(Degree of Sarjana Pendidikan) S-1 Program*

By

ZURaida TANJUNG
34143018

**ENGLISH DEPARTMENT
TARBIYAH AND TEACHER'S TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
2018**



**THE EFFECT OF FOLDABLES STRATEGY ON STUDENTS'
VOCABULARY MASTERY AT SMP SETIA BUDI BINJAI
IN ACADEMIC YEAR 2017/2018**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirement for the
(Degree of Sarjana Pendidikan) S-1 Program*

By

ZURAI DA TANJUNG
34143018

Advisor I

Advisor II

Dr. Abdillah, M.Pd
19680805 199703 1 002

Ernita Daulay, S. Pd., M. Hum
19801201 200912 2 003

**ENGLISH DEPARTMENT
TARBIYAH AND TEACHER'S TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
2018**

Nomor : Istimewa
Lamp : -
Perihal : Skripsi
a.n. **Zuraida Tanjung**

Medan, 06 Juli 2018
Kepada Yth:
Bapak Dekan FITK
UIN-SU
di-
Tempat

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Zuraida Tanjung** yang berjudul: **“THE EFFECT OF FOLDABLES STRATEGY ON STUDENTS’ VOCABULARY MASTERY AT SMP SETIA BUDI BINJAI 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. Wassalamualaikum Wr. Wb

Advisor I

Advisor II

Dr. Abdillah, M.Pd
NIP. 199680805 199703 1 002

Ernita Daulay, S.Pd., M.Hum
NIP.19801201 200912 2 003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : **Zuraida Tanjung**

NIM : 34.14.3.018

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : **THE EFFECT OF FOLDABLES STRATEGY ON STUDENTS' VOCABULARY MASTERY IN ACADEMIC YEAR 2017/2018.**

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, 06 Juli 2018

Yang Membuat Pernyataan

Zuraida Tanjung
NIM. 34.14.3.018

ABSTRACT

ZURAI DA TANJUNG (34.14.3.018) THE EFFECT OF FOLDABLES STRATEGY ON STUDENTS' VOCABULARY MASTERY AT SMP SETIA BUDI BINJAI 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.

Keywords: Foldables Strategy, Students' Vocabulary Mastery

The objective of this research was intended to find out the empirical evidence about the effect of foldables strategy on students' vocabulary mastery at the first grade students of SMP Setia Budi Binjai. This research was experimental research. The population of this research was all students of class VII of SMP Setia Budi Binjai . The samples of this research were taken from 21 students of experimental group (class VII-2) and 21 students of control group (class VII-1). The instrument for collecting data were test (pre-test and post-test. The result showed that teaching vocabularies by using foldables strategy was more effective than without using foldables strategy. The result of post test in foldables strategy, students' mean score is 83.10 with 21 students and the result of post test without using foldables strategy, students' mean score is 74.76 with 21 students. Foldables strategy has served a positive influence. It can be concluded that the using foldables strategy on teaching vocabulary on the students of SMP is effective .

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is due to Allah SWT, the Sustainer, the Most Gracious, and the Most Merciful, who had given me blessing to finish a last assignment in my study, “Thesis”. Peace and blessing be upon to Prophet Muhammad SAW, his families, his friends and all of the his follower.

The thesis “The effect of foldables strategy on students’ vocabulary mastery at SMP Setia Budi Binjai” is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera 2018.

In the process of completing this thesis, I had received many supports and helps from many people. It is proper to acknowledge their helps and contribution for me, therefore I would like to thanks for:

1. Prof. Dr. Saidurrahman Harahap, M.A as the rector State of Islamic University of North Sumatera (UIN SU).
2. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as head master of English Department for the facilities that given to me during the completion this thesis.

4. Dr. Abdillah, M.Pd and Ernita Daulay, S.Pd., M.Hum as my advisors who have guided me and given me advices and suggestions in writing this thesis.
5. For all of lecturers in Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera, especially in English Department.
6. My beloved father alm. H. Kamaluddin Tanjung and my beloved mother Siti Rahma Daulay, my beloved sisters (Latifah Hannum Tanjung, Faizah Marhana Tanjung, Soraya Tanjung, and Dahlia Khoriyah Tanjung), my beloved brothers (Fauzi Tanjung, Mukmin Alfian Tanjung, Saddam Husein Tanjung, and Nasruddin Tanjung), my beloved nieces, my beloved nephews, and all my family who always pray to me to finishing this thesis and motivate me to don't give up in writing this thesis.
7. Drs. Surtiani Ibtisam, M.Si, Drs. Syahrin Lubis, MA as a founder of SMP Setia Budi Binjai and also as my family.
8. My beloved friends PBI-1/2014, especially Siti Zahbi Sa'diyah Siregar S.Pd as my motivator to finish this thesis.
9. My beloved friends at Ma'had Al- Jami'ah UIN-SU (dormitory) especially Nur Hasana, Siti Menanti, Dinda, Dian Purwanti (PRINCESS LIMAU), Irma Juliantika, Fauzia, Luthfiah, Resti, all of the member AISYAH BINTI ABU BAKAR, and my ex roommates especially Yumita, Tami, Putri Prihatini, Sarah Nst as entertainers if I'm get tired with my thesis.
10. For Aida Saputri Nasution S.Pd also big thanks for your advices and for all who helped and gave me the pray to spirit to finish this thesis.

11. My beloved friends from Elementary School, Junior High School, and Senior High School. The sweet memories which unforgettable by my self because it's very so nice.
12. And for whoever helped me to create this thesis.

Finally, I hope that my thesis will be useful for the reader, especially for the students of English Education Department who want to conduct similar research. May Allah the Almighty bless all of us.

Medan, July 2018

Zuraida Tanjung
34.14.3.018

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	v
THE LIST OF TABLES	viii
THE LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Statement of the Problems	6
C. Research Questions.....	7
D. Purposes of the Study	7
E. Significances of the Study	7
F. Limitations of the Study	8
CHAPTER I LITERATURE REVIEW	9
A. Review of Literature	9
A.1. Vocabulary Mastery.....	9
A.1.1 Definition of Vocabulary.....	9
A.1.2 Definition of Mastery	10
A.2 The Influence of Students Mastery	13
A.3 Types of Vocabulary.....	15
A.4 Problem in Learning Vocabulary.....	18
A.5 Foldables Strategy	19
A.5.1 Definition of Strategy	19
A.5.2 Definition of Foldables	20
A.6 The Principle of Foldables.....	21
A.7 Design of Using Foldables.....	22
A.8 Teaching Vocabulary Using Foldables Strategy	22
A.9 Function of Foldables	26
A.10 The Purpose of Using Foldables Strategy	27
A.11 The Advantages and Disadvantages of Foldables	27
B. Conceptual Framework.....	28
C. Hypothesis.....	30

CHAPTER III RESEARCH METHODOLOGY.....31

A. Research Design 31
B. Population and Sample 32
 B.1 Population 32
 B.2 Sample..... 33
C. Data Collection 34
D. Data Analysis..... 35
 D.1 Validity Test 35
 D.2 Realibility Test..... 36
 D.3 Normality Test 37
 D. 4 Scoring the Test 37
E. Research Procedure 37

CHAPTER IV FINDINGS AND DISCUSSION.....42

A. Findings 42
 A.1. Description Data 42
 A.2. Validity Testing 45
 A. 3. Reability of the Test..... 46
 A.4 Normality Testing 48
 A.5.Hypothesis Testing 63
B. Discussion 66

CHAPTER V CLOSING68

A. Conclusion 68
B. Recommendation 68
C. Implication..... 69

REFERENCES.....70

APPENDICES

THE LIST OF TABLES

Table	Title	Page
I	The Research Design	32
II	Population of Research	33
III	Sample of Research.....	33
IV	Treatment in Experimental Class.....	38
V	Treatment in Control Group.....	40
VI	The Score of Pre Test and Post Test of Experimental Group	42
VII	The Score of Pre Test and Post Test of Control Group	43
VIII	Validity Score of Students' Vocabulary Mastery	45
IX	Frequency Distribution of Pre Test in Experimental Group	48
X	Normality Testing of Pre Test in Experimental Group	50
XI	Frequency Distribution of Post Test in Experimental Group	52
XII	Normality Testing of Post Test in Experimental Group.....	54
XIII	Frequency Distribution of Pre Test in Control Group.....	55
XIV	Normality Testing of Pre Test in Control Group	57
XV	Frequency Distribution of Post Test in Control Group.....	59
XVI	Normality Testing of Post Test in Control Group	61
XVII	Mean of Post Test-Pre Test in Experimental Group.....	63
XVIII	Mean of Post Test-Pre Test in Control Group.....	64

THE LIST OF APPENDICES

Appendix	Title
I	Lesson Plan of Experimental Group
II	Lesson Plan of Control Group
III	Pre Test
IV	Post Test
V	Key Answer of Pre Test and Post Test
VI	Students' Initial and Real Name of Experimental Group
VII	Students' Initial and Real Name of Control Group
VIII	Table Distribution Normal Baku 0-Z
IX	The Critical Value Liliefors Test
X	Percentage Points of Distribution
XI	Documentation
XII	Surat Keterangan Riset
XIII	Students' Worksheet

CHAPTER I INTRODUCTION

A. Background of the Study

English is a tool of communication that give and receive information of other people. The important to learn other languages besides our own because it helps us to learn about other peoples and cultures but the most important one that we can learn is our own mother tongue as this is one of the most basic parts of our identity.

English language is one of the language in the world that has great important on communication between each other in this earth. It is important on development the education, art, technology. In English learning there are four basic: speaking, reading, writing and listening. To achieve these items, students should mastering vocabulary as a part of language component besides grammar, spelling, pronunciation.

People always doing communicate in daily activities to make an interaction with other people. English used as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education. In other word English takes an important role in communication such a medium for every nation to communicate each other.

Vocabulary help people in going understanding English, and also enhancing the process of tranferred knowledge. In the learning language needed

understanding. Vocabulary which was as fundamental to comprehension the material in language¹.

Vocabulary is an important part to mastery English well. Vocabulary is the central to language. Without the sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It means that each students in junior high school must master English vocabulary to make communicate to other people.

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers who said vocabulary more important than grammar. If the learners do not know the vocabulary, it is so difficult to students to understand English in speaking, reading, writing, and listening. Their ability will increase if they have vocabulary well. Because of it the vocabulary is very important; a bad vocabulary will cause bad understanding learning English.

The objective of vocabulary is every students learn the new words, use them in a sentence correctly, and understand the meaning of the words. The students will have the new words which unknown before. And then using them in making the correct sentence, even In all languages use the vocabulary and vocabulary has words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. A word is a microcosm of human consciousness (Vygotsky). The coining of new

¹Herbert Puchta, Jeff Stranks & Peter Lewis, 2008, *English in mind*, (Cambridge: Cambridge University Press) p. 6

words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meaning for old words.²

Perhaps as much as 75 percent of mail around the world is written in English. So, the students should be master English to know the science that using English. One of the way is to increase the vocabulary when they learning in the school.

In addition, to knowing English words and their meanings, one must know also how the words work together in English sentences. It concludes that in teaching vocabulary is not only to give the meaning of the word but teach how the words work in writing sentence, because there are many words that have multiple meanings. So that the student also must know how the choose vocabulary in writing sentence.

The objective of teaching vocabulary for the first grade of junior high school or Islamic junior high school (SMP/MTs) is enable students to master vocabulary about short functional text in form of instruction, short notices, warning or caution, list, label, descriptive text orally or written. So, on the Core Competency-*Kompetensi Inti (KI)* and Standard Competency- *kompetensi Dasar (KD)*, the first grade students are expected to be able to express meaningful ideas in term of functional text in form above with people in their nearest environment.³

Based on researcher's experience on PPL 2017, when taught seventh grade of junior high school the students are still difficult to memorize vocabulary,

²Scott Thornbury, 2002, *How to Teach Vocabulary*, (England: Pearson) p.1

³Kemendikbud, 2013, *Kurikulum 2013 Kompetensi Dasar SMP/MTs*, (Jakarta: Kemendikbud)

understand the use of the words in sentence, understand the meaning of the words. Actually, many teachers keep teach and learn vocabulary as a monotonous process. They speak formally in front of class, explain the material, and give the task such as translate English to Indonesia by dictionary only. Therefore, the students get boring in learning process.

Those problems of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may not interest to learning English because they feel English is difficult. So, in this situation the teacher should teach the students by using creative strategy to make the students interest and enthusiastic to learn English.

One of the teaching strategies that make the students motivated to learn English is using the suitable strategy. Actually, the students lazy to memorize vocabulary exactly do not have to memorize exactly because in fact they repeat the vocabulary by writing the vocabulary. While make the vocabulary foldables, writing and playing game by using vocabulary foldables. The research based strategies for increasing student achievement by Robert Marzano, the graphic organizer (such as foldables) can help students focus on text structure as they read, provide tools used to visually represent relationships in the text, help students write well-organized summaries of the text⁴. The foldables is one of the

⁴Lora Drum, 2008, *Using Foldables to Enhance Student Achievement*, California:IDEAS Summe Academy Profesional Development, accessed on 10th February 2018(http://www.csun.edu/%7Ekrowlands/Content/Academic_Resources/Foldables/Basic%20Foldables.pdf)

visual medium, because contain the pictures and the text. The 90% of the transmitted information in the human brain is visual.⁵

Foldables is one of the graphic organizer that work at all grade levels. Such as junior high school is suitable to using foldables⁶. When students construct their own graphic organizers, as they do with Foldables', they are active participants in their learning. Student-construct graphic organizers allow teachers to observe levels of understanding, to identify misconceptions, and to make appropriate instructional interventions.

The foldables is also one of the notebook that contain of vocabulary list. The vocabulary notebook (such as Foldables) encourage students to continue learning outside of class. Very often students' own vocabulary note-taking consist only of writing translations of single words in lists, but it can be much more varied than this, including labeling pictures and diagrams, completing charts and word webs, writing true sentences, creating short dialogues, etc⁷. So Foldables is the effective strategy because contain the pictures and sentence that writing in the interest fold book.

Foldables may help students to facilitate them to change the ability in mastering vocabulary, it is used as a personal dictionary for every student that can be as medium to mastering vocabulary, it is also to easy to create, easy to bring and also can be the instrument to play game. This learning strategy is

⁵Ernesto Olivares, 2013, *Visual Information*, accessed on 10th February 2018 (<https://ernestoolivares.com/2013/01/11/we-are-90-visuals-beings/>)

⁶Rhonda, Chief & Dinah, 2007, *Using Foldables in the Classroom*, (USA: Mc Graw Hill), p. 2

⁷Jeanne McCarten, 2007, *Teaching Vocabulary*, (USA:Cambridge University Press) p. 25

expected make the students more active in English class, motivated and enjoy in learning English.

Teacher gives example how to make vocabulary foldables and gives the students several tips to learn through vocabulary foldables, after they finished their own vocabulary foldables the teacher asked them to play the game in pair or in group by using their vocabulary foldables or teacher's vocabulary foldables in writing.

Based on problem above, the teacher use kind of strategy in mastering vocabulary but the students still have difficulties in this problem. The researcher is interest in conducting a research by title "*The Effect of Foldables Strategy on Students' Vocabulary Mastery at SMP SETIA BUDI BINJAI*"

B. Statements of the Problems

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

1. The students' difficulties in understanding English language because lack of vocabulary.
2. The students are lazy to memorize vocabularies because the teacher teaches them monotonous in other word the teacher is not creative.
3. The students' difficulties in using the English vocabulary in the sentence.

C. Research Questions

Based on the background study, the research problem of this study is formulated “Is there any significant effect of foldables strategy on students’ vocabulary mastery”.

D. Purposes of the Study

In relating to the research question above, the purposes of the study is to know the effect of foldables strategy on students’ vocabulary mastery at SMP Setia Budi Binjai.

E. The Significances of the Study

The finding (result) of this research are expected for 3 (three) groups are:

1. The teacher

The result of this research is expected to be able to enrich the teachers’ knowledge in terms of teaching English vocabulary and to solve the problem of students’ difficulties in memorizing the meaning of word or vocabulary at SMP Setia Budi Binjai.

2. The students

This research is expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson, and solve their problem in understanding the meaning of word in the sentence, because the teacher use the suitable technique in teaching. Therefore, the students can use the vocabulary they have learned in communication.

3. The further researcher

This research is expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, to solve the students' vocabulary problems, and also the teachers that have the similar problem with researcher.

F. Limitation of the Study

Based on the problem that identify above, the researcher limits the research focus to statement of the problem. The problem of the students is lack of vocabulary, lazy to memorize the vocabulary, and the difficult using the vocabulary in a sentence. The researcher focus on foldables strategy. To know the effect of foldables strategy on students' vocabulary mastery.

CHAPTER II LITERATURE REVIEW

A. Review of Literature

In conducting a research, theoretical are needed to explain some concepts that concern to the research. The terms have to be made clear to avoid misunderstanding. The theoretical as the material to doing research.

A.1. Vocabulary Mastery

A.1.1. Definition of Vocabulary

Vocabulary is mentioned all of the name of things in the Holy Quran Al-Baqarah : 31-33 Allah was taught Adam the nature of all things.

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

31. And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if ye are right."

32. They said: "Glory to Thee, of knowledge We have none, save what Thou Hast taught us: In truth it is Thou Who art perfect in knowledge and wisdom."

33. He said: "O Adam! Tell them their natures." When he had told them, Allah said: "Did I not tell you that I know the secrets of heaven and earth, and I know what ye reveal and what ye conceal?"⁸

⁸ Yusuf Ali, Abdullah English Translation of Al Qur'an, Accessed on 7 June 2018 (www.alqur'an/English Translation)

In this verse, Allah taught prophet Adam all the name of everything. So, this is the base to learning the vocabulary to know all of things in this world.

وعن أبي هريرة رضي الله عنه أن رسول الله صلى الله عليه وسلم قال: مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ
عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ (رواه الترمذی)

“Whoever attack a way to looking for science, Allah will facilitate to her/him the way to heaven. (HR. Turmudzi)⁹”.

This Hadis explains to us if we seek the knowledge, so, Allah will give the reward to us the “Heaven”. Therefore, learn the English is one of the way to understand the knowledge especially the knowledge that use foreign language.

Vocabulary is a set of words and they are familiar with in a language. The vocabulary make communication between of people being effective. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.¹⁰

In oxford advanced learner’s dictionary, Vocabulary is the total number of words that make up a language.¹¹ It also is a central of language and of critical importance of typical language. Without sufficient vocabulary, people can not communicate effectively or express his ideas in both oral and written form. To support the speaker’s interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a

⁹ Asmaul Husna, 2015, *Hadis Menuntut Ilmu*, accessed on 10th Februari 2018 (<http://www.asmaulhusna.com/2015/09/hadist-menuntut-ilmu-hadis-tentang.html>)

¹⁰Satuna Indah Wardani, 2015, *Improving Students’ Vocabulary Mastery Usi Skword Mapping Strategy*, (Indonesia: OKARA) Volume 1, Mei 2015.ISSN 2442 305

¹¹Hornby, 1985, *Oxford Advanced Learner’s Dictionary of a Current English*, (Oxford: University Press) p.959

good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery.

Based on definition above vocabulary is all of the words that has meaning to express the one's idea and to make the interaction between people and other people. So, the vocabulary helps our communication even if orally or written.

A.1.2. Definition of Mastery

Several definition about mastery are:

1. great skill or knowledge.
2. Control or power.¹²

Mastery is knowing the materials in some field and implementation in their life appropriate the material that they know before. Example if the teacher give a new vocabulary to the students and then the students will practice the new vocabulary in daily life.

Knowledge of new words and new meaning keep increasing as we grow older and we are often very conscious of this growth and change. As we know, vocabulary is very important to improve knowledge. As an English teacher, we can give to our students some ways to make them interest in mastering vocabulary. Do not waste time to looking dictionary.

The researcher concludes that vocabulary mastery is gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It is defined as through knowledge of the words of a language. The learners'

¹²*Ibid.* Oxford Learner's Pocket Dictionary, p. 271

vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Vocabulary mastery is one factors to master English as a foreign language. It means that the students have the ability in understanding and using the words and meaning. The master of vocabulary is needed by each language skills . To develop students' language skills in reading, speaking, listening and writing, the learners must master vocabulary. The mastery of language vocabulary cannot sometimes be reached optimally.

A good mastery of vocabulary helps the learners to express their idea precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, the will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

Mastering vocabulary is one of the learners' need in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson.

The learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. The low mastery of vocabulary could cause our oral

and written communication ineffective.¹³ Because rich vocabulary is one of the key communication effective.

A.2. The Influence of Students Mastery

We know in the teaching and learning process, the some students get the difficult or problem both of process. It is showed by their achievement in some of subjects. The problem will influence to their achievement.

There is the factors that contribute the influence of students' mastery. Those factor factors are divided into two categories; they are internal factor and external factor.¹⁴

a. Internal factor

This factor comes from inside of the students. It is divided into two aspect; physiological aspect and psychological aspect.

1) Physiological aspect.

This aspect is about the condition of the students' body from every part of the body.

2) Psychological aspect

This factor emphasizes on the inside conditions of the students. It consist of students' intelligence, talent, motivation, mental health, and special types of learner.

a) Intelligence

¹³Didik Santoso, 2013, *The Effect of Instructional Approaches on English Vocabulary Mastery of Economic Vocational School Students*, (Singapore: Asia Pasific Journal), Volume 6 ISSN. 2010-0892, accessed on 10th 2018

¹⁴Fandi Ahmad, 2014, *The Effect of Direct Method on Student's Vocabulary Mastering*, Skripsi, (Jakarta:FITK UIN Syarief Hidayatullah), P.8

The students have the higher IQ, they are smarter. And the higher intelligence that students have, the higher achievement they will get.

b) Talent

Talent is the basic potential or competence which is gotten from born.

c) Interest

Interest is tendency and a high spirit or a big desire to something. The students usually will learn study hardly by their mood.

d) Motivation

Motivation is an inner factor that functions for making, basing, and pointing to the learning.

e) Mental health

In the learning process, there is not only about intelligence but also about their mental health that will make the good result in learning process.

b. External factor

External factor is the factor that comes from out of the individual. This factor involves social environment and non social environment.

1. Social environment

The social environment is the human environment outside students who have contact directly with them such as family, school, neighbors, and mass media.

Social environment in school such as teachers, staff administration and classmates can influence the students. The teacher can be cause for learning difficulties when:

- 1). Unqualified teachers
 - 2). Bad relationship between the teacher and the student
 - 3). High learning standard from the teacher
 - 4). No skill in diagnosing the students learning difficulties.
 - 5). Unsuitable method
2. Non social environment

The factor which include the non social environment are location of students' house, the school's building, learning instrument, curriculum, and school timing.

A.3. Types of Vocabulary

The vocabulary is divided into two types that students should be familiar with. They are receptive vocabulary and productive vocabulary.¹⁵

- a. Receptive vocabulary is understand something only through listening and reading. Receptive vocabulary, to mean language items which can only be recognise and comprehend in the context of reading and listening material.¹⁶A larger number of items in receptive vocabulary are words that are very low frequency, someone does not need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and its impossible for someone to memorize all

¹⁵Scott Thornburry, 2002, *How to Teach* , p. 105

¹⁶Ruth Gairns and Stuart Redman, 1986, *Working with Words:a Guide to teaching and Learning Vocabulary*, (United Kingdom: Cambridge University Press) p. 64-65

the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

- b. Productive vocabulary involves of knowing how to pronounce the word, how to write and how to spell it, how to incorrect grammatical patterns along with the words that usually collocate with. Productive command can require knowing quite a lot about a word¹⁷. It is to be language items which the learner can recall and use appropriately. Productive vocabulary is also used in appropriate situation. For instance, when we are talking to our friends in the class will be different from talking to people in the hotel. So we can produce the new vocabulary with our experience that we ever had.

And the other hand, the vocabulary has the types that differencing the vocabulary in four skill in English. A vocabulary means both a list of words and the range of words known by any one person. There are four main types of vocabulary.

- a. Reading vocabulary

A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

- b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not

¹⁷Don Snow, 2007, *From the Language Learner to Language Teacher*, (USA: TESOL), p.72

exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

c. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse—though slight and unintentional—may be compensated by facial expressions, tone of voice.

d. Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a number of synonyms, a writer may have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.¹⁸

A.4. Problems in Learning Vocabulary

In learning vocabulary, students may get some difficulties. Some factors that often cause this problem are:¹⁹

a. Pronunciation

Research shows that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain

¹⁸Wikipedia, *Vocabulary*, <https://en.wikipedia.org/wiki/Vocabulary> accessed on 11th March 2018

¹⁹Op.Cit., Scott Thornburry p.27-28

sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

b. Spelling

Words that contain silent letters are particularly problematic, such as *foreign, listen, climbing, honest, etc.*

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

d. Grammar

The problematic also is grammar associate with the word, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlaps in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: *You make breakfast and make an appointment, but you do the housework and do a questionnaire.*

f. Range, connotation, and idiomatic

Word that is use in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Sometime the vocabulary seem easiest to learning but also some one feel the learning vocabulary is hardest to do. Because the learning vocabulary not only learn the meaning of words but also the usage, grammatical, pronunciation, and so on. So, it makes the students have difficulties to learning English.

A.5. Foldables Strategy

A.5.1. Definition of Strategy

Strategy is a series of decisions and fundamental actions made by top management and implemented by all levels of an organization in order to achieve the goals of the organization. Strategy is one of the important factors to make a good plan to reach out for the purpose in teaching learning process, because strategy of teaching can influence the result of learning. Teaching strategies refer to everything teachers do or should do in order to help their learners learn. Which strategy a teacher will employ depends on the time available, the content (i.e. the component of knowledge learners are to acquire), as well as on its value for the learner (i.e. which learning strategy he or she can learn or apply).²⁰

Ali imran: 159 talking the strategy in the missionary endeavor.

فِيمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ^ط وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ^ط فَاعْفُ عَنْهُمْ^ط
وَاسْتَغْفِرْ لَهُمْ^ط وَشَاوِرْهُمْ فِي الْأَمْرِ^ط فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ^ج إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ ﴿١٥٩﴾

159. It is part of the Mercy of Allah that thou dost deal gently with them. Wert thou severe or harsh-hearted, they would have broken away from about thee: so pass over (their faults), and ask for (Allah's) forgiveness for them; and consult them in affairs (of moment). Then, when thou hast taken a decision, put thy trust in Allah. For Allah loves those who put their trust (in Him).²¹

²⁰Višnja Pavičić Takač, 2008, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (United Kingdom: Multilingual Matters Ltd) p.19

²¹ Al Huda, 2009, *Al-Qur'an Tiga Bahasa*, (Depok: Al Huda), p.125

The verse above, Allah ask Muhammad to deal gentle with other person. Because Allah knows if Muhammad harsh-hearted so the peoples will leave Muhammad and his doctrine. This verse contain the wisdom, that the wisdom means strategy to face the other people. Based on verse above, the teacher can use this strategy to learning process. The gently means fun so, the learning process will run well. Because the students will get happy when learning activity.

A.5.2. Definition of foldables

A foldable is a three-dimensional, student-made (and/or teacher-made) interactive graphic organizer based upon a skill. Making a foldable gives students a fast, kinesthetic activity that helps them organize and retain information.²²

Fodables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing.²³

Foldables are omplex, three-dimensinal, interative graphic organizers that...

- Quickly organize and display data.
- Replace teacher-generated photocopied worksheets with student-generated print.
- Communicate information through visuals like graphs, models, and diagrams.

²²Dinah Zike, 2004, *High School World History Reading and Study Skills Foldables*, (USA: McGraw-Hill Companies), p.1

²³Dinah Zike, 2007, *Foldables*, (USA: Macmillan), p. 3

- Integrate writing, language, and communication skills into content areas.
- Easily individualize for ELL/ESL, gifted, special needs, and regular ed students.
- Help to chunk information.
- Provide students with the opportunity to “write a little a lot.”²⁴

A.6. The Principle of Foldables

Foldables strategy represent by Dinah Zike is cooperative learning Strategies. Cooperative learning is one of methods to solve problems above. Teacher has to find out the appropriate method of teaching English in order to get the good result of vocabulary mastery and English achievement. Yet, the researcher uses *Foldables strategy* to help the teacher to know the effect this strategy to students' vocabulary mastery.

A.7. Design of Using Foldables

Design of foldables strategy are learning objective, syllabus, types of activity, role of teacher, and role of students. (1) Learning objective of this strategy is the students can be mastering the vocabularies based on their foldable. (2) Syllabus in the seventh grade on junior high school is arrange text verbal and written for mention the name of animals, things, and public building that near with students' daily, by correctly and appropriate with the context. So, the researcher want to research about vocabulary foldables. (3) Type of activity is the

²⁴SAISD, 2015, *Foldables*, (Texas: SAISD) accessed on 12th Februari 2018 (https://www.saisd.net/admin/curric/sstudies/resources/teacher_zone/Hands_On/general/pdf/ho_foldables.pdf)

students try make foldables vocabulary and then write the sentence using the vocabulary on the foldables that included the definition and the sentences. (4) The role of teacher relate the subject material based on vocabulary writing and then the teacher explain about the punctuation mark, parts of speech, and tenses. (5) The role of the students is start make foldables that the teacher explain based on name of animals, things, and public building.

A.8. Teaching Vocabulary Using Foldables Strategy

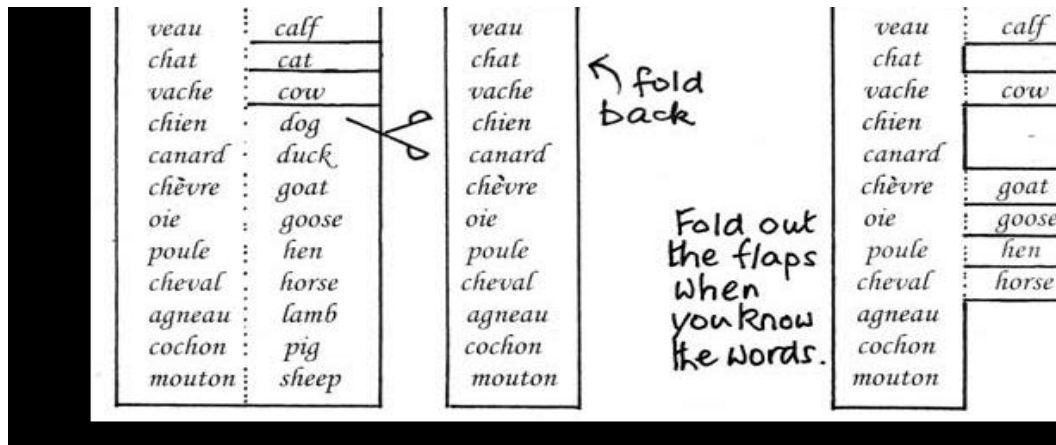
Teaching vocabulary by using foldables strategy is one of the alternative ways to teach vocabulary in elementary school up to senior high school for independent learning in or out of class. Teachers can use various ways activities using vocabulary like their peer teaching and testing, association games guess my word, the-vowel words, ghost writing, and other categories.

The procedure:

1. The mother-tongue words writes down one side and the English words are on the side. It may be difficult to learn words like that.
2. Try folding the page down the middle and keeping half the page folded back and hide. Then you can really test yourself.
3. Go for your own record! How fast can you get all the words right? Every time you make a mistake you must start again. Or
4. Cut each word in the half page which folds back into a strip. You can fold each word strip back or bring it forwards again.²⁵

²⁵Andrew Wright, et. al., 2006, *Games For Language Learning*, (New York: Cambridge University Press) p. 174

5. The teacher ask the students to play game in pairs.








The other procedure:

1. Students fold their papers in half the long way and cut on the four dotted lines to form ten flaps.
2. Choose 10 vocabulary words to introduce to your students. Have them write one word on the outside of each flap in the top triangle.
3. Use a variety of strategies to teach the words to your students. You can assign each team one word to look up and teach to the class, or you can teach the words yourself. Give examples of definitions and how you use each word in a sentences. You can even have students role play the words or play charades to have them guess each word.
4. After you introduce each word, give students time to complete the other three sections of the flap. In the bottom triangle, under the word, have them draw a symbol or picture that will help them remember the word. Then have them open the flap and write the definition and a sentence.
5. When all the flaps are completed, allow some time for students to share

their pictures and sentences with their team or with the class.



**Parts of a
Vocabulary
Foldable**

Outside View		Inside View	
Vocabulary Foldable Name _____ Date _____	Slither 	_____ sentence	definition
	Vehicle 	_____ Sentence	definition
	Identical 	_____ sentence	definition
	Unique 	_____ sentence	definition
		_____	

A.9. Function of Foldables

The function of Foldables are:

- a. Serving as concise study guides

This is the function of foldables to make the matter will simply and to take it easy in the learning.

- b. Allowing comparison of key concepts

The foldable also serve keys the matter to memorize easily.

- c. Developing and highlighting connections to prior knowledge

The foldable also help to remind the prior matter.

- d. Enhancing fine motor skills

The foldable also increase the fine motor of students like write, cut, hold, etc.

- e. Emphasizing visual representations

The foldable serve the visual view.

- f. Allowing for creative expression of learning

The foldable also show the creative learning, because the students will make their creativity.

- g. Facilitating differentiated instruction

The foldable allowing the different instruction matter.

- h. Enabling assessment of and for learning²⁶

²⁶Alenka,2011, *Foldables*, (<http://web.uvic.ca/~stemed/2010-ArchiveSiteContent/CD-Resources/Foldables.pdf>) accessed on 27th Februari 2018

In foldable can assess the learning.

A.10.The Purpose of Using Foldables Strategy

Generally as the beginner to understand the sentence is not easy, especially if the student's lack of vocabulary, that is why to know the vocabulary is strongly important to understand the language. However it is crucial to know the technique to present the vocabulary to students. The foldables strategy will make the students easier to understanding the vocabulary. The Foldables also make the students be active participants in their learning. Give concrete experience, reflective and observation, creating an idea with an abstract conceptualization, and making decisios through active experiment.

A.11. The Advantages and Disadvantages of Foldables

There are advantages of foldables to learning English:

1. Fun & motivating, hands-on approach.
2. As a study guide.
3. Note taking to help organize information.
4. Reach all learners.
5. Students retain information.
6. Alternative assessments.
7. Replace the use of worksheets/reduce copy counts.
8. Projects.
9. Integration of subject areas.
10. Hold students accountable.

Below the disadvantages of foldables strategy are:

1. This strategy need to long timefor achieve the purpose of learning.
2. It is likely to be noise the students.

Teaching by using foldables strategy better to intoducing a new vocabulary words.

The foldables strategy is better used for learning vocabulary when:

- introducing new vocabulary words,
- introducing a new skill, topic, or concept,
- before a chapter, lesson, story, etc,
- during the lesson,
- after completing the chapter, lesson, story, etc,
- guided instruction or guided reading
- writing process
- review, and
- anytime-daily.

B. Conceptual Framework

Vocabulary is the very important things to be able the four skill they are: reading, writing, listening, and speaking. Because the four of skill will be easy by vocabulary. In the fact the students have poor in vocabulary. They does not get

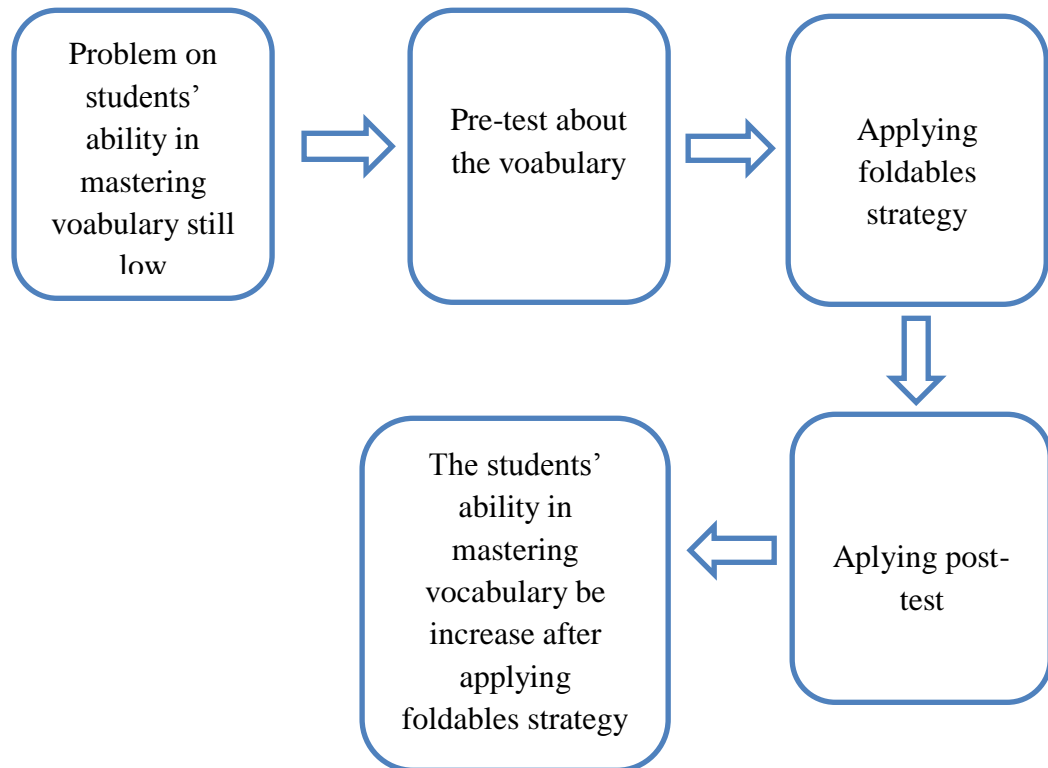
the learning effectively. The teacher teach them by monotonous strategy or conventional strategy.

The ability to master vocabularies is very crucial in the junior high school. Vocabulary is one key to improve the English achievement. Students who have lots of vocabularies are easier in their study and learning process. Without good vocabulary mastery, students would face difficulties in their study. When they do not know how to enrich their vocabulary, students often gradually lose interest in learning.

The problem of vocabulary solve with foldables strategy. This strategy is fun and making the students get good mood to learning vocabulary. So, automatically the students will be mastering vocabulary soon.

Applying the foldables strategy to enrich the vocabulary are: Choosing ten vocabulary and showing on the picture. Then the researcher mention a vocabulary correctly on pronunciation and spelling. The explanation the material by researcher. After that, making example on a sentence. Then the students discuss with their group to continue making the sentence based on the next vocabulary. Then the students do the presentation about the result. By this why, the foldables strategy assists students' ability in mastering vocabulary.

The schema of conceptual framework of the effect of foldables strategy on student's ability in mastering vocabulary.



C. Hypothesis

Based on the theoretical and conceptual framework, so the researcher formulate the hypothesis as follows:

Ha = There is significant effect of using foldables strategy on the students' vocabulary mastery.

H0 = There is no a significant effect of using foldables strategy on the students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research would be conducted at SMP SETIA BUDI BINJAI seventh grade students of academic years 2017/2018. The reason for choosing this school as a sample in this research because the title was not conducted yet before in the school, strategic place to would be taught by using this strategy and the new experience.

This research would be conducted by experiment group research. The research would be conducted treatment by foldables strategy in vocabulary. The strategy of research is a quantitative research. The design of research is pre-test, treatment and post test design. There were two classes in conducting the research, control class and experimental classes. The experimental class would be taught vocabulary by giving treatment foldables strategy. Dinah Zike was the best known for her 3-dimentional, interactive, graphic organizers called foldable. Research shown a significant increase in the students' attitude toward a discipline when foldables used as an instructional strategy. The other was control class teach vocabulary by treatment of conventional strategy. Although these groups were treat differently, the giving the strategy, the length of the time and the teacher is exactly same, on showed in table below:

Table 3.1
The Research Design

Name of Group	Pre-Test	Treatment	Post-Test
Experimental Class	√	Teaching trough foldables strategy	√
Control Class	√	Teaching through conventional strategy	√

After conducted the treatment to the experimental and control class for several times, the writer was given post test to both of the class. The post test was given in order to identify the students' ability after the treatment.

B. Population and Sample

B.1 Population

Population is totality of object which researched. Population also can called "universe".²⁷ The population of this research is involve the students of 2017/2018 academic year which consist of 130 students. That was class VII-1. consist of 21 students, VII-2 consist of 21 students, VII-3 consist of 23 students, VII-4 consist of 22 students, VII-5 consist 23 students, in the parallel classes as describes in the table as follow:

²⁷ Syahrums and Salim, 2012, *Metodologi Penelitian Kuantitatif*, (Bandung: Cipta pustaka Media) p.113

Table 3.2
Population of Research

No.	Class	Population
1.	VII-1	21
2.	VII-2	21
3.	VII-3	23
4.	VII-4	22
5.	VII-5	23
	Total	110

Source: The head master of SMP Setia Budi Binjai seventh grade students in academic years 2017/2018

B.2. Sample

Sample is the part of population of object which researched.²⁸ The research takes 42 students. The sample is divided into groups, 21 students for experimental group and 21 students for control group. The experimental group would taught by using inductive method and the control group would taught by using conventional strategy the uses the random cluster sampling to determine the sample in research.

Table 3.3
Sample of Research

No.	Class	Sample	Strategy
1.	VII-2	21	Foldables (experiment class)
2.	VII-4	21	Conventional (control class)

²⁸ *Ibid*, p. 113-114

C. Data Collection

The instrument to obtain data in this research was vocabulary test. The test is multiple choice that contain of vocabulary that the students learned them. The test are pre- test and post-test. Give a treatment, the test administrated to the both of class. The aim was to measure the students competence in vocabulary achievement after the treatment. The result of this test would be analyse to evaluation the two class.

a. Pre-test

The pre-test was given to the students before doing treatment. It was aim to know the students' vocabulary size before the resercher teach the vocabulary by using fodables strategy.

b. Treatment

On the research there were two groups taught, they are experimental group and control group. The experimental group was taught by using foldables strategy and the control group was taught by conventional strategy.

c. Post-test

The post-test was given after the treatment finish. This post-test was exactly the same as pre-test either in terms of the contains. This post-test is apply to how the effect experimental and treatmet on students' vocabulary mastery.

D. Data Analysis

The method of data analysis from experimental design by finding the data was analyze by using t-test, because variant of two groups considered same, the formula that use is :

To find out the effect of using words search strategy on the students' vocabulary mastery, mean of the control group and experimental group will be compared by using t-test, as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

In which:

t : total score

Ma : the mean of experimental group

Mb : the mean of control group

Da² : the standard of deviation of experimental group

Db² : the standard of deviation of control group

Na : the total numbers of experimental group

Nb : the total numbers of control group²⁹

Before conduct the test the writer checks the validity, normality, and reability the test, there are three requirements that is should do.

D.1. Validity test

The type of validity that the researcher use is content validity. The result is used to predict the students' ability in the future activity. To know the validity of each item test, it can be calculated by using the following formula:

²⁹ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta : PT. Rineka Cipta, 2010, p.352.

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

- r_{pbi} = coefficient correlation of point biserial
- M_p = mean of true answer
- M_t = mean of total score
- SD_t = standard deviasi of total score
- p = students proportion who answer true
- q = students proportion who answer false

D.2. Realibility Test

Reability is meant the stability of the test scores. The more sample of the students performance we take more assessment of their knowledge and ability.

Consistency of instrument research is very necessary. We are not probably to trust a data generated by the research instrument that the result is changing. We may as well not probably have a conclusion if the data generated can not be trust.

To know the reability of test, it can calculated by using this formula:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-m)}{ns^2} \right)^2$$

Where:

- r_{11} = Reability
- n = Number of item test
- M = Average
- S = Variants

D.3. 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 was done by

using Lilifors test. After getting L_o , it was compared to $L_{t\alpha} = 0,05$ the characteristic of Lilifors test is:

- If $L_o < L_t$ = data are normal
- If $L_o > L_t$ = data are not normal

D.4. Scoring the Test

The score of the test calculated by applying the formula:

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

Where:

S = Score of the test

R = Number of the correct answer

N = Number of the question

For every correct answer was given 5 and otherwise the wrong one or no answer 0 and the total of correct answers is 100.

E. Research Procedure

In getting the data in this research, two procedure were taken by the researcher, they are:

1). Preparation

In preparation, the test item will be available before the treatment did.

The test was pre-test.

2). Treatment

The experimental and control class would taught by using the same topics but different treatment, in this case, the experimental class would used foldables

strategy and in control class would used conventional way. The process of treatment both of the class would be seen the following:

a. Treatment in Experimental class

The experimental class would taught in five meetings included the test. The teacher would taught vocabulary by using foldables strategy. The procedure of teaching can be shown as in the following:

Table 3.4
Treatment in Experimental Class

Researcher	Students
1. The researcher greeted the students and gave the explanation about what the class would to did in the meeting.	The students responded to the researcher's greeting and listen to the researcher's explanation.
2. The researcher introduced and demonstrated teaching vocabulary by applying foldables strategy.	The students paid attention to the researcher's introduction and demonstration.
3. The researcher divided the students into three groups. The researcher gave new vocabulary, explain the meaning, definition and made a sentence. And then asked the students to draw or cling the picture based on vocabulary.	The students separated into three groups. And make the foldable that the researcher instructed before.

Make the foldables appropriate on the researcher's foldable.	
4. The researcher gave the instruction to the students to did a play appropriate on foldable such as guess the vocabulary in the foldable.	The students paid attention to the researcher's instruction and then played.
5. The researcher gave the exercise .	The students did the exercise individually.
6. The researcher closed the meeting by greeting.	The students responded the greeting.
Test:1. The researcher distributed the objective test that consist of 20 multiple choice.	The students did the test individually.
The researcher collected the answer sheet after 30 minutes.	The students finish do the test.

b. Control Class

In the control class, the students taught by using conventional strategy. It means that the students always open dictionary to get vocabulary. The learning process was also conducted in five meetings, include the test. The treatment could seen in the following:

Table 3.5
Treatment in Control Class

Research	Students
1. The researcher greeted the students and gave the explanation about what the class was going to do in the meeting.	The students responded to the researcher's greeting and listened to the researcher's explanation.
2. The researcher motivated the students and gave the explanation what to do in meetings.	The students listened to the researcher's motivation and explanation.
3. The researcher gave the pictures and asked the students to make the declarative sentence and interrogative sentence using the dictionary.	The students made the declarative sentence and interrogative sentence using the dictionary.
4. The researcher asked the students to present in front of class.	The students presented in front of class.
5. The researcher and together repaired the wrong sentence.	The students asked the researcher if they did not understand yet.
6. The researcher closed the lesson by greeting.	The students responded to the greeting.
The researcher distributed the objective test that consists of 20	The students answered the question.

multiple choice.	
After 30 minutes the researcher collect the answer sheet of students	The students collect the answer sheet.

2). Test

After giving the treatment, the test conducted, it was the final test (post test) in the research, especially in measuring the treatment, whether it was significant or not. The test about the name of animal, thing and public building. The test evaluates the students both of class (experiment and control class).

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

A.1. Description Data

This study was conducted by applying an experimental research. In this research there were two groups. They are experimental and control group. This research was applied a vocabulary test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying foldables strategy while control group without applying words search strategy.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Table 4.1
The Score of Pre Test and Post Test of Experimental Group

No.	Students' Initial	Pre Test	Post Test
1	AJ	80	85
2	AD	75	80
3	ASN	75	85
4	BS	70	80
5	BC	70	85
6	DS	75	80
7	DS	70	85
8	DP	75	80
9	FR	85	90
10	GB	70	85
11	I	70	75
12	MFR	75	80
13	MN	80	95

No	Students' Initial	Pre Test	Post Test
14	MSI	80	85
15	NF	75	85
16	RP	75	80
17	RW	60	75
18	R	80	85
19	SG	50	75
20	TA	85	90
21	W	75	85
Total		$\Sigma = 1550$	$\Sigma = 1745$
Mean		73.81	83.10

Based on the table above, the student's mastery in vocabulary on experimental group showed the lowest score of pre-test was 50, and the highest score of pre-test was 90 and the mean of pre-test was 75.95. On the other hand the lowest score of post-test was 75, and the highest score of post-test was 95 and the mean of post-test was 83.10.

Table 4.2
The Score of Pre Test and Post Test of Control Group

No.	Students' Initial	Pre Test	Post Test
1	A	80	85
2	AN	75	80
3	ADN	70	75
4	AR	75	80
5	AP	70	75
6	AM	80	85
7	BS	65	70
8	DR	65	70

9	DA	70	75
10	DS	65	70
11	EFG	60	65
12	G	75	80
13	ISP	70	75
14	LW	65	70
15	MR	75	80
16	NF	75	80
17	NRAS	60	65
18	RS	80	85
19	RW	75	80
20	SDD	60	65
21	SA	50	60
Total		$\Sigma = 1460$	$\Sigma = 1570$
Mean		69.52	74.76

Based on the table above, the student's score in reading comprehension in control group showed the lowest score of pre-test was 50, and the highest score of pre-test was 80 and the mean of pre-test was 69.52. On the other hand the lowest score of post-test was 60, and the highest score of post-test was 85 and the mean of post-test was 74.76.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (73.81) and the score in post-test (83.10). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

A.2. Validity Testing

Validity testing used to find the valid test and invalid test. To know the validity test, it can be calculated the following formula:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

- r_{pbi} = coefficient correlation of point biserial
- M_p = mean of true answer
- M_t = mean of total score
- SD_t = standard deviasi of total score
- p = students proportion who answer true
- q = students proportion who answer false

$$M_t = \frac{\sum X_t}{N}$$

$$SD_t = \sqrt{\frac{\sum x_t^2}{N} - \left(\frac{\sum x_t}{N}\right)^2}$$

Interpretation : $df = N - nr$

Table 4.3
Validity score of students' vocabulary mastery

No.	r_o	r_{table}	Explanation
1.	0,403	0,288	Valid
2.	0,430	0,288	Valid
3.	0,390	0,288	Valid
4.	0,783	0,288	Valid
5.	0,430	0,288	Valid
6.	0,506	0,288	Valid

7.	0,522	0,288	Valid
8.	0,550	0,288	Valid
9.	0,396	0,288	Valid
10.	0,479	0,288	Valid
11.	0,591	0,288	Valid
12.	0,557	0,288	Valid
13.	0,317	0,288	Valid
14.	0,293	0,288	Valid
15.	0,324	0,288	Valid
16.	0,461	0,288	Valid
17.	0,293	0,288	Valid
18.	0,363	0,288	Valid
19.	0,294	0,288	Valid
20.	0,418	0,288	Valid

From the calculation above , it can be known in that the total number of the test before tried-error is 20 items. After conducting tried error test consisted of 20 items because there is no tests invalid.

A.3 Reability of the test

To know the reability of the test, the researcher used KR-21 formula:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-m)}{ns^2} \right)$$

from tried-error instrument of the research obtained that:

$$N = 47$$

$$\text{Total score (Y)} = 651$$

$$Y^2 = 9233$$

$$M = \frac{651}{47}$$

$$= 13,85$$

$$n = 20$$

S = Variants

$$\begin{aligned} S^2 &= \frac{\Sigma Y^2 - \left(\frac{\Sigma Y}{N}\right)^2}{N} \\ &= \frac{9233 - \left(\frac{651}{47}\right)^2}{47} \\ &= \frac{9233 - 13,85^2}{47} \\ &= \frac{9233 - 191,82}{47} \\ &= \frac{9041,18}{47} = 192,37 \end{aligned}$$

$$\begin{aligned} r_{11} &= \left(\frac{20}{20-1}\right) \left(1 - \frac{13,85(20-13,85)}{20 \cdot 192,37}\right)^2 \\ &= \left(\frac{20}{19}\right) \left(1 - 13,85 \left(\frac{20-13,85}{3847,4}\right)\right)^2 \\ &= 1,053 (1-13,85 (0,01)) \\ &= \mathbf{1,053 (0,862)} \\ &= \mathbf{0,91} \end{aligned}$$

From the calculation above, it can be conclude that $0,91 > 0,288$ so it is reliable.

A.4 Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

Normality Testing of Experimental Group

Table 4.4
Frequency Distribution of Pre Test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	50	1	50	2500	2500
2	60	1	60	3600	3600
3	70	5	350	4900	24500
4	75	8	600	5625	45000
5	80	4	320	6400	25600
6	85	2	170	7225	14450
Total		21	1550	30250	115650

Based on the data above, the result of $F_i X_i^2$ is 115650 and $F_i X_i$ is 1550.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{x} &= \frac{\sum Fi Xi}{\sum Fi} \\ &= \frac{1550}{21} \\ &= 73.81\end{aligned}$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned}S^2 &= \frac{n\sum FiXi^2 - (\sum FiXi)^2}{n(n-1)} \\ &= \frac{21 \times 115650 - (1550)^2}{21(21-1)} \\ &= \frac{2428650 - 2402500}{21(20)} \\ &= \frac{26150}{420} \\ &= 62.26\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{62.26} \\ &= 7.89\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was

given to the students is observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.5
Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-3.01	0.0013	0.04	-0.0387
2	60	-1.75	0.0401	0.09	-0.0499
3	70	-0.48	0.3156	0.33	-0.0144
4	70	-0.48	0.3156	0.33	-0.0144
5	70	-0.48	0.3156	0.33	-0.0144
6	70	-0.48	0.3156	0.33	-0.0144
7	70	-0.48	0.3156	0.33	-0.0144
8	75	0.15	0.5596	0.71	-0.1504
9	75	0.15	0.5596	0.71	-0.1504
10	75	0.15	0.5596	0.71	-0.1504
11	75	0.15	0.5596	0.71	-0.1504
12	75	0.15	0.5596	0.71	-0.1504
13	75	0.15	0.5596	0.71	-0.1504
14	75	0.15	0.5596	0.71	-0.1504
15	75	0.15	0.5596	0.71	-0.1504
16	80	0.78	0.7823	0.90	-0.1177
17	80	0.78	0.7823	0.90	-0.1177
18	80	0.78	0.7823	0.90	-0.1177
19	80	0.78	0.7823	0.90	-0.1177
20	85	1.41	0.9207	1	-0.0793
21	85	1.41	0.9207	1	-0.0793
Total	1550	Lo = -0.0144			
Mean	73.81	Lt = 0.19			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 73.81}{7.89} = -3.01$$

$$Z_i 2 = \frac{60 - 73.81}{7.89} = -1.75$$

$$Z_i 3 = \frac{70 - 73.81}{7.89} = -0.48$$

$$Z_i 4 = \frac{75 - 73.81}{7.89} = 0.15$$

$$Z_i 5 = \frac{80 - 73.81}{7.89} = 0.78$$

$$Z_i 6 = \frac{85 - 73.81}{7.89} = 1.41$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{1}{21} = 0.04$$

$$\frac{2}{21} = 0.09$$

$$\frac{7}{21} = 0.33$$

$$\frac{15}{21} = 0.71$$

$$\frac{19}{21} = 0.90$$

$$\frac{21}{21} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0144$ with $n = 21$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.19$. It is known that the coefficient of $L_o (-0.0144) < L_t (0.19)$.

So it can be concluded that the data distribution of the student's vocabulary mastery is **normal**.

Table 4.6
Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	75	3	225	5625	16875
3	80	6	480	6400	38400
4	85	9	765	7225	65025
5	90	2	180	8100	16200
6	95	1	95	9025	9025
Total		21	1745	36375	145525

Based on the data above, the result of $\sum F_i X_i^2$ is 145525 and $\sum F_i X_i$ is 1745.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1745}{21}$$

$$= 83.09$$

b. Variant

Where:

$$S^2 = \text{Variant}$$

$$N = \text{Number of sample}$$

So,

$$\begin{aligned} S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{21 \times 145525 - (1745)^2}{21(21-1)} \\ &= \frac{3056,025 - 3045025}{21(20)} \\ &= \frac{11000}{420} \\ &= 26.19 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{26.19} \\ &= 5.12 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality vocabulary can be seen in the following table:

Table 4.7
Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	75	-1.58	0.0571	0.14	-0.0829
2	75	-1.58	0.0571	0.14	-0.0829
3	75	-1.58	0.0571	0.14	-0.0829
4	80	-0.60	0.2743	0.42	-0.1457
5	80	-0.60	0.2743	0.42	-0.1457
6	80	-0.60	0.2743	0.42	-0.1457
7	80	-0.60	0.2743	0.42	-0.1457
8	80	-0.60	0.2743	0.42	-0.1457
9	80	-0.60	0.2743	0.42	-0.1457
10	85	0.37	0.6443	0.85	-0.2057
11	85	0.37	0.6443	0.85	-0.2057
12	85	0.37	0.6443	0.85	-0.2057
13	85	0.37	0.6443	0.85	-0.2057
14	85	0.37	0.6443	0.85	-0.2057
15	85	0.37	0.6443	0.85	-0.2057
16	85	0.37	0.6443	0.85	-0.2057
17	85	0.37	0.6443	0.85	-0.2057
18	85	0.37	0.6443	0.85	-0.2057
19	90	1.34	0.9099	0.95	-0.0401
20	90	1.34	0.9099	0.95	-0.0401
21	95	2.32	0.9898	1	-0.0102
Total	1745	Lo = -0.0102			
Mean	83.10	Lt = 0.19			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{75 - 83.10}{5.12} = -1,58$$

$$Z_i 2 = \frac{80 - 83.10}{5.12} = -0.60$$

$$Z_i 3 = \frac{85 - 83.10}{5.12} = 0.37$$

$$Z_i 4 = \frac{90-83.10}{5.12} = 1.34$$

$$Z_i 5 = \frac{95-83.10}{5.12} = 2.32$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{3}{21} = 0.14$$

$$\frac{9}{21} = 0.42$$

$$\frac{18}{21} = 0.85$$

$$\frac{20}{21} = 0.95$$

$$\frac{21}{21} = 1$$

From the table above, it can be seen that Liliefors observation or L_o = -**0.0102** with n = 21 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.19. It is known that the coefficient of L_o (-**0.0102**) < L_t (0.19). So it can be concluded that the data distribution of the student's vocabulary mastery is **normal**.

Normality Testing of Control Group

Table 4.8
Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	FiXi	Xi²	FiXi²
1	50	1	50	2500	2500
2	60	3	180	3600	10800

3	65	4	260	4225	21125
4	70	4	280	4900	19600
5	75	6	450	5625	33750
6	80	3	240	6400	19200
Total		21	1460	27250	106975

Based on the data above, the result of $F_i X_i^2$ is 106975 and $F_i X_i$ is 1460. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1460}{21}$$

$$= 69.52$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}
S^2 &= \frac{n\sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\
&= \frac{21 \times 106975 - (1460)^2}{21(21-1)} \\
&= \frac{2246475 - 2131600}{21(20)} \\
&= \frac{114875}{420} \\
&= 273.51
\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{273.51} \\
&= 16.53
\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.9
Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-1.18	0.119	0.04	0.079
2	60	-0.57	0.2843	0.19	0.0943
3	60	-0.57	0.2843	0.19	0.0943
4	60	-0.57	0.2843	0.19	0.0943
5	65	-0.27	0.3936	0.38	0.0136
6	65	-0.27	0.3936	0.38	0.0136
7	65	-0.27	0.3936	0.38	0.0136
8	65	-0.27	0.3936	0.38	0.0136
9	70	0.02	0.508	0.57	-0.062

10	70	0.02	0.508	0.57	-0.062
11	70	0.02	0.508	0.57	-0.062
12	70	0.02	0.508	0.57	-0.062
13	75	0.33	0.6293	0.85	-0.2207
14	75	0.33	0.6293	0.85	-0.2207
15	75	0.33	0.6293	0.85	-0.2207
16	75	0.33	0.6293	0.85	-0.2207
17	75	0.33	0.6293	0.85	-0.2207
18	75	0.33	0.6293	0.85	-0.2207
19	80	0.63	0.7357	1	-0.2643
20	80	0.63	0.7357	1	-0.2643
21	80	0.63	0.7357	1	-0.2643
Total	1460	Lo = 0.0943			
Mean	69.52	Lt = 0.19			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 69.52}{16.53} = -1.18$$

$$Z_i 2 = \frac{60 - 69.52}{16.53} = -0.57$$

$$Z_i 3 = \frac{65 - 69.52}{16.53} = -0.27$$

$$Z_i 4 = \frac{70 - 69.52}{16.53} = 0.02$$

$$Z_i 5 = \frac{75 - 69.52}{16.53} = 0.33$$

$$Z_i 6 = \frac{80 - 69.52}{16.53} = 0.63$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{1}{21} = 0.04$$

$$\frac{4}{21} = 0.19$$

$$\frac{8}{21} = 0.38$$

$$\frac{12}{21} = 0.57$$

$$\frac{18}{21} = 0.85$$

$$\frac{21}{21} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.0943$ with $n = 21$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.19$. It is known that the coefficient of $L_o (0.0943) < L_t (0.19)$. So it can be concluded that the data distribution of the student's vocabulary mastery is **normal**.

Table 4.10
Frequency Distribution of Post Test in Control Group

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	1	60	3600	3600
2	65	3	195	4225	12675
3	70	4	280	4900	19600
4	75	4	300	5625	22500
5	80	6	480	6400	38400
6	85	3	255	7225	21675
Total		21	1570	31975	118450

Based on the data above, the result of $F_i X_i^2$ is 118450 and $F_i X_i$ is 1570.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{x} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{1570}{21}$$

$$= 74.76$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$S^2 = \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)}$$

$$= \frac{21 \times 118450 - (1570)^2}{21(21-1)}$$

$$= \frac{2487450 - 2464900}{21(20)}$$

$$= \frac{22550}{420}$$

$$= 53.69$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{53.69}$$

$$= 7.32$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.11
Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	-2.01	0.222	0.04	0.182
2	65	-1.33	0.0918	0.19	-0.0982
3	65	-1.33	0.0918	0.19	-0.0982
4	65	-1.33	0.0918	0.19	-0.0982
5	70	-0.65	0.2546	0.38	-0.1254
6	70	-0.65	0.2546	0.38	-0.1254
7	70	-0.65	0.2546	0.38	-0.1254
8	70	-0.65	0.2546	0.38	-0.1254
9	75	0.03	0.512	0.57	-0.058
10	75	0.03	0.512	0.57	-0.058
11	75	0.03	0.512	0.57	-0.058
12	75	0.03	0.512	0.57	-0.058
13	80	0.71	0.7611	0.85	-0.0889
14	80	0.71	0.7611	0.85	-0.0889
15	80	0.71	0.7611	0.85	-0.0889
16	80	0.71	0.7611	0.85	-0.0889
17	80	0.71	0.7611	0.85	-0.0889
18	80	0.71	0.7611	0.85	-0.0889
19	85	1.40	0.9192	1	-0.0808
20	85	1.40	0.9192	1	-0.0808
21	85	1.40	0.9192	1	-0.0808
Total	1570		Lo = 0.182		
Mean	74.76		Lt = 0.19		

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i = \frac{60 - 74.76}{7.32} = -2.01$$

$$Z_i 2 = \frac{65 - 74.76}{7.32} = -1.33$$

$$Z_i 3 = \frac{70 - 74.76}{7.32} = -0.65$$

$$Z_i 4 = \frac{75 - 74.76}{7.32} = 0.03$$

$$Z_i 5 = \frac{80 - 74.76}{7.32} = 0.71$$

$$Z_i 6 = \frac{85 - 74.76}{7.32} = 1.40$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{1}{21} = 0.04$$

$$\frac{4}{21} = 0.19$$

$$\frac{8}{21} = 0.38$$

$$\frac{12}{21} = 0.57$$

$$\frac{18}{21} = 0.85$$

$$\frac{21}{21} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.182$ with $n = 21$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.19$. It is known that the coefficient of $L_o (0.182) < L_t (0.19)$. So it can be concluded that the data distribution of the student's vocabulary mastery is **normal**.

A.5. Hypothesis Testing

Table 4.12
Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	85	80	5
2	80	75	10
3	85	75	10
4	80	70	10
5	85	70	15
6	80	75	5
7	85	70	15
8	80	75	5
9	90	85	5
10	85	70	15
11	75	70	5
12	80	75	5
13	95	80	15
14	85	80	5
15	85	75	10
16	80	75	5
17	75	60	15
18	85	80	5

19	75	50	25
20	90	85	5
21	85	75	10
Σ			200
Mean			9.52

Table 4.13
Mean of Post-Test – Pre-Test in Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	85	80	5
2	80	75	5
3	75	70	5
4	80	75	5
5	75	70	5
6	85	80	5
7	70	65	5
8	70	65	5
9	75	70	5
10	70	65	5
11	65	60	5
12	80	75	5
13	75	70	5
14	70	65	5

15	80	75	5
16	80	75	5
17	65	60	5
18	85	80	5
19	80	75	5
20	65	60	5
21	60	50	10
Σ			110
Mean			5.24

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{83.10 - 74.76}{\sqrt{\left(\frac{5.12^2 + 7.32^2}{21 + 21 - 2}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}} \\
 &= \frac{8.34}{\sqrt{\left(\frac{26.2144 + 53.5824}{40}\right)(0.09)}} \\
 &= \frac{8.34}{\sqrt{(79.7968)(0.09)}} \\
 &= \frac{8.34}{\sqrt{1.99}} \\
 &= \frac{8.34}{1.41} \\
 &= 5.91
 \end{aligned}$$

From the computation above, it can be seen that $t_{\text{observed}} = 5.91$. The testing hypothesis was conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 40 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.021. So it can be seen that $t_{\text{table}} = 2.021$.

After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with df } 40$$

$$5.91 > 2.021$$

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

B. Discussion

There was a significant difference on students' vocabulary mastery by using foldables strategy. The students that were taught by words search strategy have higher score than were taught by conventional strategy.

In Chapter II that foldables strategy is a three-dimensional, student-made (and/or teacher-made) interactive graphic organizer based upon a skill. Making a foldable gives students a fast, kinesthetic activity that helps them organize and retain information. The objective foldables strategy was made the students to mastery vocabulary in memorizing the vocabulary by writing vocabulary using foldables strategy.

From the calculation above it found that $t_{\text{observed}} = 5.91$ whereas the $t_{\text{table}} = 2.021$. It shows that students' ability in reading comprehension was significant at 0.05. From the result, the researcher found that there was significant of the students' vocabulary mastery by foldables strategy. This means that the students' vocabulary mastery that were taught by foldables strategy was better than taught by conventional strategy.

CHAPTER V CLOSING

A. Conclusion

The students' vocabulary mastery by using foldables strategy is increase. So, the foldables strategy is effective to teaching vocabulary as we can see with the mean from 73.81 being 83.10. The students' Vocabulary mastery by using foldables strategy better than by using conventional strategy. It shown that there is significant effect of using foldables strategy on students' vocabulary mastery. Foldables strategy is significant to be used in affecting the students' vocabulary mastery. The result of t_{observed} is 5.91 and t_{table} is 2.021 ($t_{\text{observed}} > t_{\text{table}}$, $5.91 > 2.021$). It means that H_0 is rejected and H_a is accepted. There is a significant effect of foldables strategy on students' vocabulary mastery.

B. Recommendation

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

1. Head master is recommended to recommend the all of English teacher to using foldables strategy in teaching vocabulary.
2. English teachers are recommended to use foldables strategy in teaching learning process in order to affect the students' vocabulary mastery.
3. The researchers who are interested in doing a research related to this study should try to apply foldables strategy on different level of learners through different genre to prove the effectiveness of foldables strategy on students' vocabulary mastery.

Finally, the researcher still need validity of this strategy from the next researcher that has same problem with this study

C. Implication

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 using foldables strategy and those who are taught without using foldables strategy. Moreover, this research implies that the use of foldables strategy is needed in vocabulary.

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

The students' motivated and enjoyed in vocabulary mastery when when they are taught foldables strategy. Therefore, it implies that the use of foldables strategy can keep students' interest and help them to understand the meaning of the text in the easier way.

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

REFERENCES

- Abdullah Yusuf Ali, English Translation of Al Qur'an, (www.alqur'an/English Translate)
- Ahmad, Fandi. 2014. *The Effect of Direct Method on Student's vocabulary Mastering*, Skripsi, (Jakarta: FITK UIN Syarif Hidayatullah)
- Alenka, 2011. *Foldables*,
(<http://web.uvic.ca/~stemed/2010ArchiveSiteContent/CDResources/Foldables.pdf>)
- Al-Huda. 2009. *Al-Qur'an Tiga Bahasa*, (Depok: Al-Huda)

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*, (Jakarta : PT. Rineka Cipta)
- Asmaul Husna, 2015. *Hadis Menuntut Ilmu*, (www.asmaul-husna.com)
- Dinah Zike, 2004. *High School World History Reading and Study Skills Foldables*, (USA: McGraw-Hill Companies)
- Dinah Zike, 2007. *Foldables*, (USA: Macmillan)
- Drum, Lora, 2008. *Using Foldables to Enhance Student Achievement*, California:IDEAS Summe Academy Profesional Development (http://www.csun.edu/%7Ekrowlands/Content/Academic_Resources/Foldables/Basic%20Foldables.pdf)
- Ernesto Olivares, 2013. *Visual Information*, (<https://ernestoolivares.com/2013/01/11/we-are-90-visuals-beings/>)
- Hornby, 1985, *Oxford Advanced Learner's Dictionary of a Current English*, (Oxford: Oxford University Press)
- Iedunote, 2017. *What is Ability*, (<https://iedunote.com/ability-definition>)
- Kemendikbud, Kurikulum 2013 Kompetensi Dasar SMP/MTs, (Jakarta: Kemendikbud)
- Laura Candler, 2008. *Teaching Resources*, California:SAISD Social Studies Department, (www.lauracandler.com)
- McCarten, Jeanne, 2007. *Teaching Vocabulary*, (USA: Cambridge University Press)
- Meriam Webster, 2003. *Collegiate Dictionary*, (Massachusetts: Britania Company)
- Oxford Learner's Pocket Dictionary, Fourth Edition, (Oxford : Oxford University Press)
- Puchta, Herbert, Jeft Stranks & Peter Lewis, 2008. *English in Mind*, (Cambridge: Cambridge University Press)
- Rhonda, Chief & Dinah, 2007. *Using Foldables in the Classroom*, (USA: McGraw Hill)
- Ruth Gairns and Stuart Redman, 1986. *Working with Words:a Guide to Teaching and Learning Vocabulary*, (United Kingdom: Cambridge University Press)

- SAISD, 2015. *Foldables*, (Texas: SAISD)
(www.saisd.net/admin/curric/sstudies/resources/teacher_zone/HansOn/general/pdf/ho_foldables.pdf)
- Snow, Don, 2007. *From the Language Learner to Language Teacher*, (USA: TESOL)
- Syahrum and Salim, 2012. *Metodologi Penelitian Kuantitatif*, (Bandung: Ciptapustaka Media)
- Tornburry, Scott. 2002. *How to Teach Vocabulary*, (England: Pearson)
- Višnja Pavičić Takač, 2008. *Vocabulary Learning Strategies and Foreign Language Acquisition*, (United Kingdom)
- Wikipedia, *Vocabulary*, (<https://en.wikipedia.org/wiki/Vocabulary>)
- Wright, Andrew, et. al., 2006. *Games for Language Learning*, (New York: Cambridge University Press)
- Santoso, Didik, 2013. *The Effect of Instructional Approaches on English Vocabulary Mastery of Economic Vocational School Students*, (Singapore: Asia Pasific Journal), ISSN. 2010-0892.
- Satuna Indah Wardani, 2015. *Improving Students' Vocabulary Mastery Using Skword Mapping Strategy*, (Indonesia: OKARA) Volume 1, Mei 2015. ISSN 2442 305

Appendix I

RENCANA PEMBELAJARAN

SATUAN PENDIDIKAN	:	SMP SETIA BUDI BINJAI
MATA PELAJARAN	:	Bahasa Inggris
KELAS/SEMESTER	:	VII/2
MATERI POKOK	:	Teks lisan dan tulis
ALOKASI WAKTU	:	6 x 4 JP

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.5. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

Indikator: Siswa mengidentifikasi teks lisan dan tulis beserta fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

4.5 Menyusun teks lisan dan tulis untuk menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator: Siswa membuat teks tulis menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN:

Siswa mampu memahami dan membuat teks tulis menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Fungsi sosial:

1. Menjaga hubungan interpersonal dengan guru dan teman
2. Memberi informasi tentang binatang, benda-benda, dan bangunan di sekitar .

Generic Structure of the Text

1. Penyebutan nama benda dan binatang di sekitar rumah dan sekolah siswa : hen, chicks, house lizard, dragon fly, cockroaches, mosquito, etc.
2. Penyebutan nama bangunan umum: the post office, the bank, the hospital, etc.
3. Kata tanya: what, which one, how many, etc.
4. Penyebutan kata benda singular dengan a dan the, dan plural (-s/-es)
5. Kata ganti it, they, this, that, those, these.
6. Ungkapan there is/are...are there?
7. Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: be, play, get, take, dan sebagainya.
8. Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan,

D. METODE PEMBELAJARAN:

Foldables strategy

E. MEDIA PEMBELAJARAN:

Gambar (binatang, benda dan bangunan publik), origami, papan tulis, spidol, lem, dll.

F. SUMBER BELAJAR

Kamus bergambar

G. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

Peneliti terlebih dahulu memberi salam dan mengajak berdoa para siswanya. Setelah itu, menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

- a. Bernyanyi “Good Morning”
- b. Memperlihatkan gambar binatang di sekitar kehidupan siswa.

Inti

Peneliti	Murid
Pertemuan I	
Mengamati	
<ul style="list-style-type: none">• Peneliti membaca banyak kalimat yang menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang.	<ul style="list-style-type: none">• Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang.
<ul style="list-style-type: none">• Peneliti mengobservasi intonasi dan pronunciation siswa.	<ul style="list-style-type: none">• Siswa menyebutkan vocabulary yang disampaikan oleh peneliti menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang
<ul style="list-style-type: none">• Membimbing dan mengarahkan siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, ciri-ciri dan jumlah bintang.	<ul style="list-style-type: none">• Siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, ciri-ciri dan jumlah bintang.

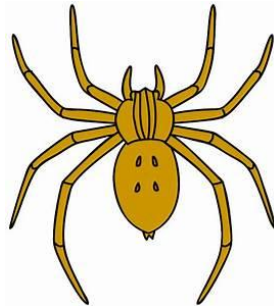
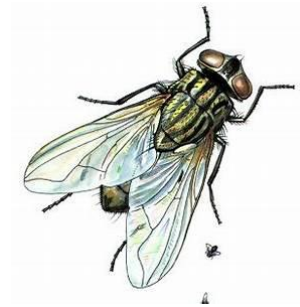
<ul style="list-style-type: none"> • Membimbing para siswa membuat foldables sebagai media pembelajaran. 	<ul style="list-style-type: none"> • Siswa membuat foldable berdasarkan vocabulary yang di berikan guru.
<p>Mempertanyakan</p>	
<ul style="list-style-type: none"> • Peneliti menjawab pertanyaan para siswa. • Peneliti memberikan teka-teki tentang binatang. Memberikan reward bagi siswa yang berhasil menebak. • Membawa gambar untuk di tebak siswa dengan menyampaikan pertanyaan. <p>Expected questions: What animal is this? How many animal in this picture? What is it the characteristic of the animal?</p>	<ul style="list-style-type: none"> • Siswa bertanya tentang perbedaan antara penyebutan dan pertanyaan nama, ciri-ciri dan jumlah binatang. • Siswa menjawab teka-teki peneliti.
<p>Mengeksplorasi</p>	
<ul style="list-style-type: none"> • Membentuk tiga grup dan memberi instruksi untuk menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam konteks role play. • Memotivasi siswa untuk bekerja sama secara kolaboratif. 	<ul style="list-style-type: none"> • . siswa menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam konteks role play. • Siswa berusaha menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam proses pembelajaran.

<ul style="list-style-type: none"> • Memotivasi siswa agar bekerja sama, percaya diri dan tanggung jawab. • Memberikan kata-kata pujian penyemangat, setiap peserta didik mengemukakan pendapatnya. 	
Mengasosiasi	
<ul style="list-style-type: none"> • Peneliti membimbing siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Peneliti membimbing membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.
Mengkomunikasi	
<ul style="list-style-type: none"> • Peneliti membimbing dan meluruskan permasalahan dari siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.

Kegiatan Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- Memberikan umpan balik terhadap proses dan hasil pembelajaran,
- Memberikan tugas, baik tugas individual maupun kelompok sesuai materi pembelajaran yang dipelajari peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Media



Pendahuluan

Peneliti terlebih dahulu memberi salam dan mengajak berdoa para siswanya. Setelah itu, menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

a. Bernyanyi “Good Morning”

b. Mengulang pelajaran yang lalu. Memperlihatkan gambar benda-benda di sekitar kehidupan siswa.

Inti

Peneliti	Murid
Pertemuan II	
Mengamati	
<ul style="list-style-type: none">• Peneliti membaca banyak kalimat yang menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.	<ul style="list-style-type: none">• Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.
<ul style="list-style-type: none">• Peneliti mengobservasi intonasi dan pronunciation siswa.	<ul style="list-style-type: none">• Siswa menyebutkan vocabulary yang disampaikan oleh peneliti menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.
<ul style="list-style-type: none">• Membimbing dan mengarahkan siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama,	<ul style="list-style-type: none">• Siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.

fungsi dan jumlah benda-benda.	
<ul style="list-style-type: none"> • Membimbing para siswa membuat foldables sebagai media pembelajaran. 	<ul style="list-style-type: none"> • Siswa membuat foldable berdasarkan vocabulary yang di berikan guru.
Mempertanyakan	
<ul style="list-style-type: none"> • Peneliti menjawab pertanyaan para siswa. • Peneliti memberikan teka-teki tentang binatang. Memberikan reward bagi siswa yang berhasil menebak. • Membawa gambar untuk di tebak siswa dengan menyanpaikan pertanyaan. <p>Expected questions: What thing is this? How many things in this picture? What is it the function of this thing?</p>	<ul style="list-style-type: none"> • Siswa bertanya tentang perbedaan antara penyebutan dan pertanyaan nama, fungsi dan jumlah benda-benda. • Siswa menjawab teka-teki peneliti.
Mengeksplorasi	
<ul style="list-style-type: none"> • Membentuk tiga grup dan memberi instruksi untuk menanyakan nama, fungsi dan jumlah benda-benda dalam bahasa Inggris dalam konteks role play. • Memotivasi siswa untuk bekerja sama 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda dalam bahasa Inggris dalam konteks role play. • Siswa berusaha menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda dalam bahasa Inggris dalam proses pembelajaran.

<p>secara kolaboratif.</p> <ul style="list-style-type: none"> • Memotivasi siswa agar bekerja sama, percaya diri dan tanggung jawab. • Memberikan kata-kata pujian penyemangat, setiap peserta didik mengemukakan pendapatnya. 	
<p>Mengasosiasi</p>	
<ul style="list-style-type: none"> • Peneliti membimbing siswa membandingkan ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Peneliti membimbing membandingkan antara ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.
<p>Mengkomunikasi</p>	
<ul style="list-style-type: none"> • Peneliti membimbing dan meluruskan permasalahan dari siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menyebutkan permasalahan yang mereka dapatkan.

Kegiatan Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- Memberikan umpan balik terhadap proses dan hasil pembelajaran,
- Memberikan tugas, baik tugas individual maupun kelompok sesuai materi pembelajaran yang dipelajari peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Media



Pendahuluan

Peneliti terlebih dahulu memberi salam dan mengajak berdoa para siswanya.

Setelah itu, menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

- a. Bernyanyi “Good Morning”
- b. Mengulang pelajaran yang lalu. Memperlihatkan gambar bangunan publik di sekitar kehidupan siswa.

Inti

Peneliti	Murid
Pertemuan III	
Mengamati	
<ul style="list-style-type: none">• Peneliti membaca banyak kalimat yang menyebutkan dan menanyakan nama, fungsi bangunan publik.	<ul style="list-style-type: none">• Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama, fungsi bangunan publik.
<ul style="list-style-type: none">• Peneliti mengobservasi intonasi dan pronunciation siswa.	<ul style="list-style-type: none">• Siswa menyebutkan vocabulary yang disampaikan oleh peneliti menyebutkan dan menanyakan nama, fungsi bangunan publik.

<ul style="list-style-type: none"> • Membimbing dan mengarahkan siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama fungsi bangunan publik. 	<ul style="list-style-type: none"> • Siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, fungsi bangunan publik.
<ul style="list-style-type: none"> • Membimbing para siswa membuat foldables sebagai media pembelajaran. 	<ul style="list-style-type: none"> • Siswa membuat foldable berdasarkan vocabulary yang di berikan guru.
<p>Mempertanyakan</p>	
<ul style="list-style-type: none"> • Peneliti menjawab pertanyaan para siswa. • Peneliti memberikan teka-teki tentang binatang. Memberikan reward bagi siswa yang berhasil menebak. • Membawa gambar untuk di tebak siswa dengan menyampaikan pertanyaan. <p>Expected questions: What building public is this? What is it the function of this building public?</p>	<ul style="list-style-type: none"> • Siswa bertanya tentang perbedaan antara penyebutan dan pertanyaan nama, fungsi bangunan publik. • Siswa menjawab teka-teki peneliti.
<p>Mengeksplorasi</p>	

<ul style="list-style-type: none"> • Membentuk tiga grup dan memberi instruksi untuk menanyakan nama, fungsi bangunan publik dalam bahasa Inggris dalam konteks role play. • Memotivasi siswa untuk bekerja sama secara kolaboratif. • Memotivasi siswa agar bekerja sama, percaya diri dan tanggung jawab. • Memberikan kata-kata pujian penyemangat, setiap peserta didik mengemukakan pendapatnya. 	<ul style="list-style-type: none"> • . siswa menyebutkan dan menanyakan nama, fungsi bangunan publik dalam bahasa Inggris dalam konteks role play. • Siswa berusaha menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam proses pembelajaran.
Mengasosiasi	
<ul style="list-style-type: none"> • Peneliti membimbing siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Peneliti membimbing membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.
Mengkomunikasi	

<ul style="list-style-type: none"> • Peneliti membimbing dan meluruskan permasalahan dari siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama fungsi bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.
---	--

Kegiatan Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- Memberikan umpan balik terhadap proses dan hasil pembelajaran,
- Memberikan tugas, baik tugas individual maupun kelompok sesuai materi pembelajaran yang dipelajari peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.





Scoring the test

- Score for every correct answer = 5
- Maximum score $5 \times 20 = 100$
- Students' mark

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

Where:

S= Score of the Test

R= Number of Correct Answer

N=Number of Question

Mengetahui,
Kepala Sekolah

Medan, Juli 2018
Guru Mata Pelajaran
Bahasa Inggris

Peneliti

Zuraida Tanjung
34143018

Appendix II

RENCANA PEMBELAJARAN

SATUAN PENDIDIKAN	:	SMP SETIA BUDI BINJAI
MATA PELAJARAN	:	Bahasa Inggris
KELAS/SEMESTER	:	VII/2
MATERI POKOK	:	Teks lisan dan tulis
ALOKASI WAKTU	:	6 x 4 JP

A. Kompetensi Inti (KI)

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.5. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

Indikator: Siswa mengidentifikasi teks lisan dan tulis beserta fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

4.5 Menyusun teks lisan dan tulis untuk menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator: Siswa membuat teks tulis menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN:

Siswa mampu memahami dan membuat teks tulis menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Fungsi sosial:

3. Menjaga hubungan interpersonal dengan guru dan teman
4. Memberi informasi tentang binatang, benda-benda, dan bangunan di sekitar .

Generic Structure of the Text

9. Penyebutan nama benda dan binatang di sekitar rumah dan sekolah siswa : hen, chicks, house lizard, dragon fly, cockroaches, mosquito, etc.
10. Penyebutan nama bangunan umum: the post office, the bank, the hospital, etc.
11. Kata tanya: what, which one, how many, etc.
12. Penyebutan kata benda singular dengan a dan the, dan plural (-s/-es)
13. Kata ganti it, they, this, that, those, these.
14. Ungkapan there is/are...are there?
15. Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: be, play, get, take, dan sebagainya.
16. Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan,

H. METODE PEMBELAJARAN:

Conventional strategy (using dictionary)

I. MEDIA PEMBELAJARAN:

Gambar (binatang, benda dan bangunan publik), origami, papan tulis, spidol, lem, dll.

J. SUMBER BELAJAR

Kamus bergambar

K. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

Peneliti terlebih dahulu memberi salam dan mengajak berdoa para siswanya.

Setelah itu, menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

Inti

Peneliti	Murid
Pertemuan I	
Mengamati	
<ul style="list-style-type: none">• Peneliti membaca banyak kalimat yang menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang.	<ul style="list-style-type: none">• Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang.
<ul style="list-style-type: none">• Peneliti mengobservasi intonasi dan pronunciation siswa.	<ul style="list-style-type: none">• Siswa menyebutkan vocabulary yang disampaikan oleh peneliti menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang
<ul style="list-style-type: none">• Membimbing dan mengarahkan siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, ciri-ciri dan jumlah bintang.	<ul style="list-style-type: none">• Siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, ciri-ciri dan jumlah bintang.

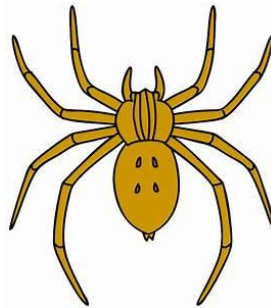
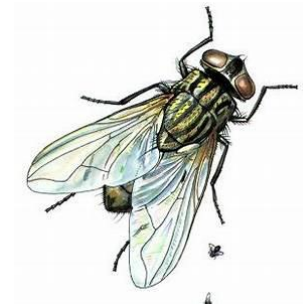
Mempertanyakan	
<ul style="list-style-type: none"> • Peneliti menjawab pertanyaan para siswa. • Membawa gambar untuk di tebak siswa dengan menyampaikan pertanyaan. <p>Expected questions: What animal is this? How many animal in this picture? What is it the characteristic of the animal?</p>	<ul style="list-style-type: none"> • Siswa bertanya tentang perbedaan antara penyebutan dan pertanyaan nama, ciri-ciri dan jumlah binatang. • Menebak gambar.
Mengeksplorasi	
<ul style="list-style-type: none"> • Membentuk tiga grup dan memberi instruksi untuk membuat kalimat pertanyaan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dengan menggunakan kamus. • Memotivasi siswa untuk bekerja sama secara kolaboratif. • Memotivasi siswa agar bekerja sama, percaya diri dan tanggung jawab. 	<ul style="list-style-type: none"> • Siswa membuat kalimat menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam konteks role play. • Siswa berusaha menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam proses pembelajaran.

<ul style="list-style-type: none"> • Memberikan kata-kata pujian penyemangat, setiap peserta didik mengemukakan pendapatnya. 	
Mengasosiasi	
<ul style="list-style-type: none"> • Peneliti membimbing siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Peneliti membimbing membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.
Mengkomunikasi	
<ul style="list-style-type: none"> • Peneliti membimbing dan meluruskan permasalahan dari siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.

Kegiatan Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- Memberikan umpan balik terhadap proses dan hasil pembelajaran,
- Memberikan tugas, baik tugas individual maupun kelompok sesuai materi pembelajaran yang dipelajari peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Media



Pendahuluan

Peneliti terlebih dahulu memberi salam dan mengajak berdoa para siswanya. Setelah itu, menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

Inti

Peneliti	Murid
Pertemuan II	
Mengamati	
<ul style="list-style-type: none">• Peneliti membaca banyak kalimat yang menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.	<ul style="list-style-type: none">• Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.
<ul style="list-style-type: none">• Peneliti mengobservasi intonasi dan pronunciation siswa.	<ul style="list-style-type: none">• Siswa menyebutkan vocabulary yang disampaikan oleh peneliti menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.
<ul style="list-style-type: none">• Membimbing dan mengarahkan siswa mengidentifikasi ciri-ciri kalimat yang	<ul style="list-style-type: none">• Siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, fungsi dan

menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda.	jumlah benda-benda.
Mempertanyakan	
<ul style="list-style-type: none"> • Peneliti menjawab pertanyaan para siswa. • Peneliti memberikan teka-teki tentang binatang. Memberikan reward bagi siswa yang berhasil menebak. • Membawa gambar untuk di tebak siswa dengan menyampaikan pertanyaan. <p>Expected questions: What thing is this? How many things in this picture? What is it the function of this thing?</p>	<ul style="list-style-type: none"> • Siswa bertanya tentang perbedaan antara penyebutan dan pertanyaan nama, fungsi dan jumlah benda-benda. • Siswa menjawab teka-teki peneliti
Mengeksplorasi	
<ul style="list-style-type: none"> • Membentuk tiga grup dan memberi instruksi untuk menanyakan nama, fungsi dan jumlah benda-benda dalam bahasa Inggris dalam konteks role play. • Memotivasi siswa untuk bekerja sama secara kolaboratif. • Memotivasi siswa agar bekerja sama, percaya diri dan tanggung jawab. • Memberikan kata-kata pujian penyemangat, setiap peserta didik mengemukakan pendapatnya. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda dalam bahasa Inggris dalam konteks role play. • Siswa berusaha menyebutkan dan menanyakan nama, fungsi dan jumlah benda-benda dalam bahasa Inggris dalam proses pembelajaran.
Mengasosiasi	

<ul style="list-style-type: none"> • Peneliti membimbing siswa membandingkan ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Peneliti membimbing membandingkan antara ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.
Mengkomunikasi	
<ul style="list-style-type: none"> • Peneliti membimbing dan meluruskan permasalahan dari siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama fungsi dan jumlah benda-benda dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menyebutkan permasalahan yang mereka dapatkan.

Kegiatan Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- Memberikan umpan balik terhadap proses dan hasil pembelajaran,
- Memberikan tugas, baik tugas individual maupun kelompok sesuai materi pembelajaran yang dipelajari peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Media



Pendahuluan

Peneliti terlebih dahulu memberi salam dan mengajak berdoa para siswanya. Setelah itu, menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

Inti

Peneliti	Murid
Pertemuan III	
Mengamati	
<ul style="list-style-type: none"> • Peneliti membaca banyak kalimat yang menyebutkan dan menanyakan nama, fungsi bangunan publik. 	<ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama, fungsi bangunan publik.
<ul style="list-style-type: none"> • Peneliti mengobservasi intonasi dan pronunciation siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan vocabulary yang disampaikan oleh peneliti menyebutkan dan menanyakan nama, fungsi bangunan publik.
<ul style="list-style-type: none"> • Membimbing dan mengarahkan siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama fungsi bangunan publik. 	<ul style="list-style-type: none"> • Siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama, fungsi bangunan publik.
Mempertanyakan	
<ul style="list-style-type: none"> • Peneliti menjawab pertanyaan para siswa. • Peneliti memberikan teka-teki tentang binatang. Memberikan reward bagi siswa yang berhasil menebak. • Membawa gambar untuk di tebak siswa dengan menyampaikan pertanyaan. <p>Expected questions:</p>	<ul style="list-style-type: none"> • Siswa bertanya tentang perbedaan antara penyebutan dan pertanyaan nama, fungsi bangunan publik. • Siswa menjawab teka-teki peneliti.

<p>What building public is this?</p> <p>What is it the function of this building public?</p>	
Mengeksplorasi	
<ul style="list-style-type: none"> • Membentuk tiga grup dan memberi instruksi untuk menanyakan nama, fungsi bangunan publik dalam bahasa Inggris dalam konteks role play. • Memotivasi siswa untuk bekerja sama secara kolaboratif. • Memotivasi siswa agar bekerja sama, percaya diri dan tanggung jawab. • Memberikan kata-kata pujian penyemangat, setiap peserta didik mengemukakan pendapatnya. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama, fungsi bangunan publik dalam bahasa Inggris dalam konteks role play. • Siswa berusaha menyebutkan dan menanyakan nama, ciri-ciri dan jumlah binatang dalam bahasa Inggris dalam proses pembelajaran.
Mengasosiasi	
<ul style="list-style-type: none"> • Peneliti membimbing siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Peneliti membimbing membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa 	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu

<p>Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</p>	<p>atau bahasa Indonesia.</p>
<p>Mengkomunikasi</p>	
<ul style="list-style-type: none"> • Peneliti membimbing dan meluruskan permasalahan dari siswa. 	<ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama fungsi bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.

Kegiatan Penutup

- Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,
- Memberikan umpan balik terhadap proses dan hasil pembelajaran,
- Memberikan tugas, baik tugas individual maupun kelompok sesuai materi pembelajaran yang dipelajari peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.



Scoring the test

- Score for every correct answer = 5
- Maximum score $5 \times 20 = 100$
- Students' mark

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

Where:

S= Score of the Test

R= Number of Correct Answer

N=Number of Question

Mengetahui,

Kepala Sekolah

Medan, Juli 2018

Guru Mata Pelajaran

Bahasa Inggris

Peneliti

Zuraida Tanjung
34143018

Appendix III

Pre Test

Choose the correct answer a, b, c, or d!

1. After eating or drinking in the restaurant, you give the bill to the...
 - a. Waiter
 - b. Cashier
 - c. Waitress
 - d. Manager
 2. We often watch in the evening.
 - a. Newspaper
 - b. Radio
 - c. Magazine
 - d. Television
 3. I often listen some news from the....
 - a. Newspaper
 - b. Radio
 - c. Magazine
 - d. Television
 4. My mother usually slices some meat with a....
 - a. Stick
 - b. Fork
 - c. Knife
 - d. Spoon
 5. To protect your head, you need....
 - a. Sandals
 - b. Clothes
 - c. Hat
 - d. Shoes
 6. The picture beside is the
 - a. Guitar
 - b. Piano
 - c. Drum
 - d. Keyboard
 7. A pilot flies by.....
 - a. Boat
 - b. Train
 - c. Plane
 - d. Bus
 8. A chef cooks the rice by
 9. Coca cola, syrup, tea, and milk. They are called....
 10. Pizza, noodle, sandwich, and burger. They are called...
- a. Oven
 - b. Mixer
 - c. Rice cooker
 - d. Dispenser
- a. Vegetables
 - b. Food
 - c. Fruits
 - d. Drinks
- a. Vegetables
 - b. Food
 - c. Fruits
 - d. Drinks





11. The fruits on the bottom line are....
- a. Apple, orange, melon
 - b. Mango, banana, apple
 - c. Blueberry, apple, melon
 - d. Rose apple, melon, mangosteen
12. Onion, spinach, potato, and tomato. They are called...
- a. Vegetables
 - b. Food
 - c. Fruits
 - d. Drinks




13. We need.... to send a letter.
- a. Glue
 - b. Stamp
 - c. Coin
 - d. Pen
14. Students have to wear uniform to go to....
- a. School
 - b. Mall
 - c. Bed
 - d. Party
15. What do you use to find a way.....
- a. Car
 - b. Bicycle
 - c. Map
 - d. Shoes
16. What do you wear to go to bed.....
- a. Dress
 - b. Jacket
 - c. Uniform
 - d. Pajamas
17. Mother needs meat, carrot, cabbage, and potatoes. She will make...
- a. Burger
 - b. Soup
 - c. Noodle
 - d. Fried rice
18. Where do people go to send the letter...
- a. Beach
 - b. Post office
 - c. Zoo
 - d. Station
19. Mr. Dedi is a doctor. He works in....
- a. Hotel
 - b. School
 - c. Hospital
 - d. Office
20. We are.....at SD N 01 Medan
- a. Students
 - b. Artists
 - c. Doctors
 - d. Farm

Appendix IV

Post Test

Choose the correct answer a, b, c, or d!

1. The cat ispet, so many people like it.
 - a. Funny
 - b. Ugly
 - c. Wild
 - d. Disgust
2. My father a letter every week to post office.
 - a. Sends
 - b. Sending
 - c. sent
 - d. will send
3. Shampoo is.....
 - a. Liquid
 - b. Frozen
 - c. Solid
 - d. Steam
4. The animal has a thousand legs is.....
 - a. Centipede
 - b. Shrimp
 - c. Butterfly
 - d. Mosquito
5. If anyone is sick, where is the place to get treatment....
 - a. School
 - b. Hospital
 - c. Statiun
 - d. Home
6. The thing for write is.....
 - a. Pen
 - b. Ruler
 - c. Eraser
 - d. Book
7. on the picture?
 - a. How many cats
 - b. How cats many
 - c. How much cats
 - d. How cats much
8. What is animal name on the picture? 
 - a. Fly
 - b. Cockroach
 - c. Dragonfly
 - d. Butterfly
9. The animal that can live in land and waters is.....
 - a. Frog
 - b. Rabbit
 - c. Fish
 - d. Cat
10. The place for save the money is.....
 - a. Mini market
 - b. Bank
 - c. Mall
 - d. Post office
11. The animals that can stick on the wall is.....
 - a. Butterfly
 - b. Dragonfly
 - c. Mosquito
 - d. Lizard
12. The thing for cut or slice onion, pottato, chili, etc is....
 - a. Knife
 - b. Saw
 - c. Mattock
 - d. Hammer

13. How many legs of cow?
a. Two c. Four
b. One d. Three
14. An animal that produce honey is....
a. Butterfly c. Bee
b. Fly d. Dragonfly
15. A cat eats fish bone. _____ is the favorite food.
a. It c. He
b. She d. They
16. These things are read and to know the knowledge. These are.....
a. Book c. Pens
b. Pencils d. Books
17. Thing to cook the rice is.....
a. Oven c. Mixer
b. Rice cooker d. Blender
18. The animal that cause dengue fever is.....
a. Mosquito c. Fly
b. Butter fly d. Lizard
19. That is the place to wait the bus. That is.....
a. Airport c. Harbor
b. Stasiun d. Market
20. My mother wants to sweep the floor. She uses a....
a. Napkin c. Broom
b. Duster d. Mop

APPENDIX V

Key Answer of Pre Test

- 1) B
- 2) D
- 3) B
- 4) C
- 5) C
- 6) A
- 7) C

- 8) C
- 9) D
- 10) B
- 11) D
- 12) A
- 13) B
- 14) A
- 15) C
- 16) D
- 17) B
- 18) B
- 19) C
- 20) A

Key Answer of Post Test

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

APPENDIX VI**STUDENTS' INITIAL AND REAL NAME
OF EXPERIMENTAL GROUP (VII-2)**

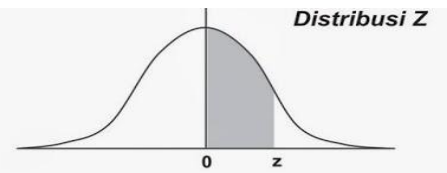
No.	Initial Name	Real Name
1	AJ	AAN JUNAIDI
2	AD	ANDHIKA DARMAWAN
3	ASN	ANGGUN SEPTIAH NINGSIH
4	BS	BAGUS SADIRO
5	BC	BELLA CAHAYANI
6	DS	DADANG SUPRIADI
7	DS	DILA SAPUTRI
8	DP	DINI PARAMITA
9	FR	FERDI RAMADHAN
10	GB	GENTANIA BR BARUS
11	I	IRWANSYAH
12	MFR	M. FARHAN RAWI
13	MN	MAWADDAH NAZIRA
14	MSI	MUHAMMAD SATRIO IQBALRULLAH
15	NF	NURHALIZA FARDIANSYAH
16	RP	RAFLY PRAYOGA
17	RW	RIZKY WARDANA
18	R	ROSITA
19	SG	SURYA GEMILANG
20	TA	TRIA ANGGRAENI
21	W	WULANDARI

APPENDIX VII**STUDENTS' INITIAL AND REAL NAME OF
CONTROL GROUP (VII-1)**

No.	Initial Name	Real Name
1	A	AFRIZAL
2	AN	AKBIL NAHWANSYAH
3	ADN	ALVITA DWI ZAHRAINI NASUTION
4	AR	ANDIKA RAMADHANA
5	AP	ANDRE PRASTYO
6	AM	ARMALIA MAWARNI
7	BS	BAYU SYAHPUTRA
8	DR	DESSY RAHAYU
9	DA	DINI AMELIA
10	DS	DITA SAJIDAH
11	EFG	ERSADA FIRMANTA GINTING
12	G	GUNAWAN
13	ISP	INDRA SYAH PUTRA
14	LW	LINDA WATI
15	MR	M. RISKI
16	NF	NAJWA FEBRIANA
17	NRAS	NAUFAL RIZQI ADLIANSYAH SIPAYUNG
18	RS	RENDY SETIAWAN
19	RW	RISKI WARDANI
20	SDD	SATRIO DJUTAMA DANI
21	SA	SELFY AMANDA

APPENDIX VIII TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Source : <http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html>

APPENDIX IX

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	<u>1,031</u> \sqrt{n}	<u>0,886</u> \sqrt{n}	<u>0,805</u> \sqrt{n}	<u>0,768</u> \sqrt{n}	<u>0,736</u> \sqrt{n}

APPENDIX X

PERCENTAGE POINTS OF DISTRIBUTION

DF	A P	0.80 0.20	0.90 0.10	0.95 0.05	0.98 0.02	0.99 0.01	0.995 0.005	0.998 0.002	0.999 0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659

30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34		1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35		1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36		1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37		1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38		1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39		1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40		1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42		1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44		1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46		1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48		1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50		1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60		1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70		1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80		1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90		1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100		1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120		1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150		1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200		1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300		1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500		1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞		1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX XI

DOCUMENTATION

Experimental Class

The researcher explain the material



Do foldables strategy



The students do the test
worksheet



The researcher collect the students'



Control Class

The researcher explain the material



The student listen the instruction of researcher without foldables strategy



The students do the test

