



**THE COMPARISON OF PICTURE AND ELECTRONICS MEDIA IN  
TEACHING VOCABULARY AT MTs ISLAM AZIZI PERJUANGAN**

**A SKRIPSI**

*Submitted to Faculty of Tarbiyah Science and Teachers' Training State Islamic  
University North Sumatra Medan As a Partial Fulfillment of Requirement for  
S1 Degree of English Education*

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MEDAN  
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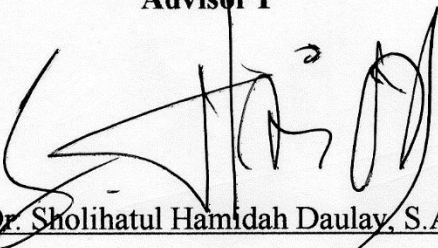
Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Wilda Zulkifli** yang berjudul : **THE COMPARISON OF PICTURE AND ELECTRONICS MEDIA IN TEACHING VOCABULARY AT MTs ISLAM AZIZI MEDAN** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.


Demikian surat ini kami sampaikan, atas perhatian saudaraku kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil dari karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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## **ABSTRACT**

**WILDA ZULKIFLI (34154129). THE APPLICATION OF PICTURE AND ELECTRONICS MEDIA IN TEACHING VOCABULARY AT MTS ISLAM AZIZI PERJUANGAN**

SKRIPSI. FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC STUDIES NORTH SUMATERA MEDAN, 2019

This study was aimed at finding whether The Application of Picture and Electronics Media in Teaching Vocabulary. This study used experimental design. The population of this study was the students of MTS Islam Azizi Perjuangan. There were 3 classes. The sample were taken by using clustering random sampling. In done research writer got two classes as the sample. The result of sampling was two classes VII consisting of 16 students taught by picture media and VIII consisting of 12 students taught by electronics media. So the total sample was 28 students. This research involved two groups, one group function as experimental group that was treated by using electronics media and the other one was control group which was treated by using picture media. The instrument of collecting data was vocabulary test. After treatment, the researcher gave the post-test to both of classes. The score of post-test were collected from written test. After the calculated by using SPSS V 22,  $t_{\text{observed}}$  (0.950) which is higher than  $t_{\text{table}}$  in the degree significance 5% (0.910). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha ( $\alpha$ ) was 0.05 (0.000 < 0.05) meaning that  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. It means that there was the effect of task-based learning on students' achievement in writing procedure text.

***Key Word: Picture and Electronics Media, Vocabulary***

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بسم الله الرحمن الرحيم

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Medan, 7 October 2019

The Researcher



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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Vocabulary has important rule in mastering English, because according curriculum of Madrasah Tsanawiyah, stated that the standart competence of vocabulary are understanding of meaning of transactional conversation and interpersonal very simple to interact with the immediate environment, understanding the meaning of short functional oral text is easy to interact with the immediate environment, expressing meaning in conversation of transactional and interpersonal very simple to interact with the immediate environment, expressing meaning in short functional oral text is easy to interact with the immediate environment, understanding the meaning of the writing text of short functional very simple that associated with the immediate environment, expressing meaning in short functional witing text very simple to interact with the immediate environment, it means that the students need to having enough vocabulary as the basic in achieving four basic language skills.

The electronic media have a profound impact on daily life and the future of local and global communicaties. The school of Commnication Electronic Media Program is dedicated to nurturing the aspiration of men and women who seek to dedicate their profession lives to the arts, crafts and businesses of electronic mass communication and its allied fields.<sup>1</sup> The use of instruction media

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<sup>1</sup>[http://.miami.edu/index.php/academicbulletin/undergraduate\\_acadmic\\_programs/communication/electronic\\_media\\_broadcaast\\_journalist\\_media\\_management/](http://.miami.edu/index.php/academicbulletin/undergraduate_acadmic_programs/communication/electronic_media_broadcaast_journalist_media_management/), accessed on Tuesday, August 5<sup>th</sup> 2019 at 22.54 p.m



in teaching and learning can generate interest and new desires, arousing motivation and stimulation of learning activities, and even bring psychological influences on students. The use of instructional media on the orientation phase of teaching will greatly assist the effectiveness of the learning process and delivery message and content of the lesson at the time.<sup>2</sup>

In reality about condition in the school. The headmaster must support and motivate English teachers to use picture media as a learning resource especially in vocabulary teaching by completing facilities. If the students, to increase the ability in mastering vocabulary which is variety and exciting. Lack of provision of electronic media facilities in schools such as books, speaker, and media elektronik. So the teaching and learning process is reduced and made students not quickly understand the lesson.

However, in reality the student skill have low mastering vocabulary. It could be seen by the mistakes that they made quantitatively and qualitatively. Quantitatively at the score that they get in vocabulary test till low. Quantitatively, some of the students still wrong in writing the words and difficult to memorize vocabulary. It caused that the teacher thought that in teaching vocabulary could be done in the simple way from time or the teacher used the same way in learning process. So, the student often thought that learning English was difficult. Therefore, the students' ability in mastering up the vocabulary was poor. However, due to lack of facilities and infrastructure that support learning is one of the challenges in realizing the program. So why I choose this media. Because media could be

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<sup>2</sup> Iwan falhudin. 2014. *Pemanfaatan Media dalam Pembelajaran*, accessed on Tuesday, August 6<sup>th</sup> 2019 at 23.25pm

defined as the carrier of the message from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the student will clearly understand about the topic.

There are many factors influenced the students' vocabulary, internal factors and external factors. The internal factors such as motivation, IQ, lack of practice, interest and etc, the external factors such as teacher, media, strategy, and etc. According Association for Education Communication and Technology (AECT) media is something that entrusted message of learning from sender to learner of receiver the message.<sup>3</sup> There are many kinds of media such as electronic media, picture, books, and so on. Therefore the teacher interested the title: "The Comparison of Picture and Electronics Media in Teaching Vocabulary."

## **1.2 Identification of the Problems**

To increase the students' ability in learning vocabularies there are many ways. One of the ways is using a media. In this research picture and electronics media will be discuss. Based on the background of the study, there are many problems that can be identified in the research ;

1. The student have studied vocabulary, but they still low ability in learning vocabulary.
2. The student have studied vocabulary, but they still low score in answering the question in learning vocabulary.
3. The teacher has used some medias in teaching in teaching, but the students also still confused about vocabulary.

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<sup>3</sup>Purbatua Manurung 2011. *Media instruksional*. Medan: IAIN SU Press. p.14

### **1.3 Limitation of the Problem**

Based on the identification of problem, the researcher limited the study on two factors, they media in teaching vocabularies and the students` ability in mastery vocabulary. Media here focuses on picture and electronics media.

### **1.4 Formulation of Problem**

From the limitation of study, the problems are formulated as the following: Is there any significant differences between the students` vocabulary teach by pictures and electronics media?

### **1.5 Objective of Study**

Besed on research problem, the objective of the research is to find out: To find out the significant differences between the students` ability in mastery vocabulary by using pictures and electronics media.

### **1.6 Significances of Study**

The finding of this research are expected to be useful for.

- a. For the students; the students are able to increase their skills in vocabulary by using picture and electronics media in teaching learning activity, hopes it can up the student`s interest in English, the students will be more attract in Learning English without under pressuare of feeling and force, the students can improve English achievement in the process of learning.
- b. For the teacher, to improve the quality in teaching in junior high school, to motivate the students to encourage their ability especially in vocabulary,

to solve the problem of teaching vocabulary to Junior High School by using picture and electronics media, to inform the teacher that gadget can help them in teaching as electronics media.

- c. For the other researcher, as information about the contribution of using pictures and electronics media in teaching vocabulary for Junior High School students, as a comparison and reference material for other researchers.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

In conducting this research, theories were needed to explain some concepts that applied to focus on the scope of research. In order to avoid the confusion of the terms. The following terms were used in his resarch.

##### **2.1.1 Teaching**

According to the book of Principles of Language Learning and Teaching written by Douglas Brown, teaching means “showing and helping someone to learn how to do something , giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand”.<sup>4</sup>

English language learning/teaching for educational purpose are fraught with difficult challenges in many countries like India and the United States of America. The later as a nation of immigrants represents cultural and linguistic diversity. It can be viewed as a mixture of distinct cultures and tongues. Though much more complex, India`s lingistics situasion can be compared to that of U.S.A. The varios states of India have their own languages apart from the National Language (Hindi). National Policy on Language Education in India recommends teaching of three languages through schooling and for functional purposes, English chosen as one among those three in many situation.

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<sup>4</sup> Brown, H. Douglas.2006. *Principles of Language Learn and Teaching*. Pearson Education ESL; 5 edition. P. 12

In general, children`s educational success can be best achieved when instructions are given in the mother tongue (primary language or L1). Previously in the U.S., schools were designed to educate students whose native language was English.<sup>5</sup>

Teaching aids are devices presenting units of knowledge through auditory or visual stimuli or both with a view to help learning. They concretize the knowledge to be presented and help in making a learning experience appear real, living and vital. They supplement the work of the teacher and help in the study of text books. The great educationist-Comenius has well said, “the foundation of all learning consist in representing clearly to the senses, and sensible objects so it they can be appreciated easily.”<sup>6</sup>

It can be concluded that teaching is very important in order to make students knowing and understanding about something, teaching can helping some to do something, get knowledge and developing their ideas.

### **2.1.2 Young Learner**

Young Learners is based on the principle that primary teacher of English have a much wider responsibility than the simple teaching of the language system. The English class is not only a place where children learn English; it also forms part of their whole education.<sup>7</sup>

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<sup>5</sup> Meenakshi Raman.2004. *English Language Teaching*. New Delhi Atlantic Publisher and Distributors. P. 1-2

<sup>6</sup> Y.K. Singh.2007. *Teaching of English*. New Delhi: Aph Publishing Corporation.p.234

<sup>7</sup> [http://englishtips.org/1150791418-young\\_learner.html](http://englishtips.org/1150791418-young_learner.html), accessed on Sunday, January 3<sup>rd</sup> 2016 at 13.18 p.m

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

There are a number of commonly held beliefs about age. Some people say that children learn language faster than adults do. They talk of children who appear to pick up new language effortlessly. Perhaps this has something to do with the plasticity of a young brain. Something, after all, must account for the fact that with language, according to Steven Pinker, acquisition is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter, and that this applies not only to the acquisition of the first language, but also to second or foreign language.

Another belief is that adolescents are unmotivated, surly, and uncooperative and that therefore they make poor language learners. And there are those who seem to think that adults have so many barriers to learning (both because of the slowing effects of ageing and because of their past experience), that they only rarely have any success.

Young children especially those up to the ages of nine or ten, learn differently from older children, adolescents, and adults in the following ways:

1. They respond to meaning even if they don't understand individual words.

2. They often learn indirectly rather than directly, that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
3. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
4. They generally display an enthusiasm for learning and a curiosity about the world around them.

They have a need for individual attention and approval from the teacher. They are keeping talking about themselves and responding well to learning that uses themselves and their own lives as main topics in the classroom. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

In the light of these characteristics, it can be concluded that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of source. They need to work with their students individually and in groups developing good relationship. They need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored.

Anyone who has taught secondary school students has lessons, even days and weeks, when the task seemed difficult, and on specially bad days hopeless. Yet if, as the methodologist Penny U suggest, teenage students are in fact overall the best language learner. This suggests that this is only part of the picture.



When Herbert Putt and Michel Schertz, started to design material for teenagers in Austria they like many before them, wondered why teenagers seemed to be less lively and humorous than adult. Why were they so much less motivated, they asked, and why did they present outright discipline problem.<sup>8</sup>

It is widely accepted that one of the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends attention of the teacher which, for younger children, is so crucial.<sup>9</sup>

Adult language learner are not able for a number of special characteristics:

1. They can engage with abstract thought. Those who succeed at language learning in later life, according to Steven Pinker, often depend on the conscious exercise of their considerable intellects, unlike children to whom language acquisition naturally happens: this suggests that we do not have to rely exclusively on activities such as games and songs- though these may be appropriate for some students.
2. They have a whole range of life experience to draw on.
3. They have expectations about the learning process, and may already have their own set patterns of learning.
4. Adults tend, on the whole, to be more disciplined than some teenager, and crucially, they are often prepared to struggle on despite boredom.

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<sup>8</sup> Jeremy Harmer, Longman.2006. *The Practice of English Language Teaching*. P.38

<sup>9</sup> Ibid, p.39

5. They come into classroom with a rich range of experiences which allow teacher to use a wide range of activities with them.
6. Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it.<sup>10</sup>

### 2.1.3 Vocabulary

Vocabulary is major new overview for teachers and teachers in training. While most of what is covered can be found in, say, Carter and McCarthy's more technical *Vocabulary* and *Language Teaching* OR Gains and Redman's more lesson plan-oriented *Working with Words*, never has the presentation been so well-organized, concise, and accessible.

McCarthy begins by saying that, for most of us, vocabulary seems the single biggest component and yet "The least systematized and the least well catered for of all the aspect of learning foreign language". An understanding of the nature of words and how people learn them "may offer the prospect of a more rigorous approach to vocabulary teaching", and this is both the premise of the book, and its organizing principle.<sup>11</sup>

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign language and its readiness to coin new word out of old elements, english seems to have far more words in its core vocabulary than other language. For example, alongside kingly (from Anglo-

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<sup>10</sup> Ibid, P.40

<sup>11</sup> [eltj.oxfordjournals.org/content/46/2/228.full.pdf](http://eltj.oxfordjournals.org/content/46/2/228.full.pdf), accessed on Tuesday, January 5<sup>th</sup> 2016 at 14.15 p.m

Saxon) we find royal (from Freach) and regal (from Latin). There are many such sets of word which add greatly to our opportunities to express subtle shades of meaning at various level of styles.<sup>12</sup>

According to the Collins Cobuild English Language Dictionary, the vocabulary of a language is the total number of words in it and someone's vocabulary is the total number of words in a language that he or she knows.<sup>13</sup>

Learning vocabulary is a rather more complex process than it might at first sight appear. It does not mean acquiring the same amount of knowledge for every word in language. After all, we must take into account that even native speakers of language can understand many more words than they actually use. According Linda Taylor, knowledge of a word implies the acquisition of information of various types, which seem to be language universals.

### **2.1.3.1 How to Teach Vocabulary?**

The two most common ways in which the meaning of new items is conveyed are as follows:

1. Traditional approaches and technique which are teacher –centered, and
2. Student centered-learning.<sup>14</sup> If possible, you should buy two dictionaries: a good bilingual dictionary and a good English-English dictionary. The bilingual dictionary is quicker and easier for you to understand; the English-English dictionary may give you more information about a word

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<sup>12</sup> Michael McCharthy. Felicity O'Dell. 2001. *English vocabulary in use*, Jakarta: Erlangga. p.2.

<sup>13</sup> Collins Cobuild. *English Vocabulary in use*. Jakarta: Erlangga. p.5

<sup>14</sup> <http://dialnet.unirioja.es/descarga/articulo/2282507.pdf>, accessed on Thursday, January 7<sup>th</sup> 2016 at 13.20

or phrase, and it is also a good idea for you to work in English as much as possible.<sup>15</sup> The tips in learning vocabulary are keeping a vocabulary notebook. Write the words you learn from this book in it. Use a good dictionary. Ask my teacher to recommend one. Revise will need it for some exercises in this book, always write down collocation when you learn a new word, make a page for every different word family in your vocabulary notebook, when you can, use pictures and diagrams, look at the words you have written down again and again.<sup>16</sup>

Vocabulary consists of the words we understand when revise hear or read them (*receptive vocabulary*) and words we speak or write (*expressive vocabulary*). revise build vocabulary by picking up words that we read or hear and through direct intrection from teachers or other professionals. Knowing a variety of words is important for language development and reading comprehension. A limited vocabulary is usually a “red flag,” indicating a possible language learning disability and reduced literacy skills.<sup>17</sup>

### **2.1.3.2 The Importance of Vocabulary**

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins wrote that. “While without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This point reflects my experience with diffrence language, even without grammar, with some useful words and

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<sup>15</sup> Stuart Redman.2001. *English vocabulary in use*. Jakarta:Erlangga.p.10.

<sup>16</sup> Michael McCarthy & Felicity O’Dell.1999. *English vocabulary in use*. Jakarta: Erlangga.p.8.

<sup>17</sup> [http://www.superdupeinc.com/handout/pdf/182\\_VocabularyTries.pdf](http://www.superdupeinc.com/handout/pdf/182_VocabularyTries.pdf), accessed on Friday, January 8<sup>th</sup> 2016 at 2016 at 14.20 p.m

expressions, Revice can often manage to communicate. Lewis went further to argue, "lexis is the core or heart of language". Particularly as studens develop geater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowladge and to develop their own personal vocabulary learning strategis. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt noted, "learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with other is English. Voltaire purportedly said, "Language is very difficult to put into words". Revice believe English language students generally would concur, yet learning vocabulary also helps students master English for their purpose.

#### **2.1.4. Media**

Before discuss further recognize the media, let consider first the undersatading, the word "media" is derived from the Latin word, the plural form :

1. National educational Asociation (NEA) imposes limits that the media is a means of communication in the form of print and audio-visual aquipment including hardware technology.
2. Briggs argued that the media is a tool to provied an incentive for students so that learning occurs.
3. Asociation of education communnication technology (AECT) imposes limits that are all forms of media and channels used for the distribution of the message.

4. While Gagne found various types of components in the student environment than can stimulate students to learn.
5. Everything that can be used for, transmitting message that can stimulate the mind, feeling, attention and willingness of students to learn.

According Heinich, the media is a tool of communication channels. Media is derived from Latin and is the plural form of the word “medium” which literally means “mediator” is an intermediary source of the message to the message receiver.<sup>18</sup> Heinich exemplifies this media such as film, television, charts, printed material, computer, and instruction. Examples of such media can be considered as a medium of learning if carry message in order to achieve learning objectives. Heinich also correlate between media message and methods. So, it means that media can support teaching learning process and make it more interest.

Media is a tool that used to stimulate thinking, attention, felt, ability, or skill students in order that can encourage learning process become efficient. Media is a tool that used by teacher in learning process to transferring knowledge to the students.

Media also there is in Al Qur'an Verse Al-Alaq: 3-5

الْأَكْرَمُ وَرَبُّكَ أَفْرَأُ \* بِالْقَلَمِ عَلَّمَ الذِّي \* يَعْلَمُ لَمْ مَا الْإِنْسَانُ عَلَّمَ

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<sup>18</sup>Rudi Susiliana.2009. *Media Pembelajaran*. Bandung: CV Wacana Prima.p.6.

*The meaning: (3) Read! And your Lord is the Most Generous, (4) Who has taught man by kalam (the writing by the pen), (5) He has taught man that which he knew not. (Al-Alaq: 3-5).*<sup>19</sup>

In this verse above tell about media, it can be seen that Allah describes in the learning process or the process of transferring knowledge to humans start from don't know becoming knowing, it uses an intermediary in the form of a pen. According to *ahli tafsir*, the pen has meaning are read and write. Indirectly, Allah suggests that Allah will give you the knowledge to humans, but it was not immediately granted, may not be Allah suddenly transferring knowledge directly to our brains. However, Allah give you the knowledge to us through an intermediary.

#### **2.1.4.7 The Use of Pictures in Teaching English Vocabulary**

In teaching and learning process, the role of using pictures as media has become the best choice in teaching English especially in vocabulary to the elementary students. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. Ur says that visual have an important function as aids to learning simply because they attract students attention and help encourage them to focus on the subject in hand. Wright states that pictures can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to discipline the activity. Wright states some roles for pictures in speaking and writing: a. Pictures can motivate students and make him or her want to pay attention and take apart, b. Pictures contribute to the

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<sup>19</sup>RI Department of Religion. 1996. *Al Qur'an Al Karim dan Translation of RI Department of Religion*, Semarang: PT. Karya Toha Putra. p.479.

context in which language is being used, c. Pictures can be described in an objective way or interpreted or responded subjectively, d. Pictures can cue responses to questions or cue substitutions through controlled practice, e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

From the conclusion above it can be seen that Pictures are useful to focus the student's attention to imagine on what the text says. Pictures are not ambiguous; a picture should contain only what the word means. Using picture is also an effort to help students to understand and comprehend something clearly and easily. However, teaching using pictures have an important role in the understanding. It means that using pictures can be a good technique in teaching English vocabulary to the children.<sup>20</sup>

#### **2.1.4.8 Teaching Vocabulary Using Pictures**

Media have important roles in teaching and learning process. The use of media can facilitate teachers and students to reach the objectives of the teaching and learning process since they can support teachers' explanation and help students to have better understanding on the lesson being learned. Besides, by using media, teachers can make their teaching more attractive and enjoyable. As a result, students' motivation and interest in joining the lesson increase. Therefore, it is hoped that teachers use variation of media to support their teaching as suggested that "as a language teacher, we use variety of teaching aids to explain

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<sup>20</sup> Wright.1997.*Picture for Language Learning*. Cambridge: Cambridge University Press



language meaning and construction, engage students in a topic or as the basis of a whole activity.”<sup>21</sup>

Pictures can be used as media in vocabulary teaching and learning process. Defines pictures as “illustrations that are cut from a magazine, newspapers or other sources. They are mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities.” He adds that pictures have many functions. With pictures we can : (1) teach, practice, or review new vocabulary; (2) do guided practice (drills); (3) practice grammatical structures; (4) practice listening comprehension; (5) do writing activities; (6) do semi-guided or free speaking practice such as problem solving activities, role plays, discussions, etc. Based on the definitions above, the writer defines Still Pictures as static images or illustrations which describe or explain something and can be taken from many sources such as magazine, newspaper, textbooks, photographs, drawings, etc.<sup>22</sup>

So the teaching vocabulary using pictures visual support helps learn understanding the meaning and helps to make the word more memorable, and to help students memorize vocabulary more effectively and allow them to form a sentence in their mind more easily and quickly.

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<sup>21</sup> Harmer, J. 2001. *The Practice of English language Teaching*. England: Pearson Education Limited

<sup>22</sup> Werff, J. 2003. *Using Pictures from Magazines*. The Internet TESL Journal, Vol. IX, No.7.

#### **2.1.4.9 Electronic media**

The electronic media have a profound impact on daily life and the future of local and global communications. The school of Communication Electronic Media Program is dedicated to nurturing the aspiration of men and women who seek to dedicate their professional lives to the arts, crafts and businesses of electronic mass communication and its allied fields.

Majors study all aspects of television, radio, cable, broadband, and web operations in preparation for careers as electronic media professionals. Three major and three minors are offered in the Electronic Media Program. The understanding. It means that using picture can be a good technique in teaching English vocabulary to the children.<sup>23</sup>

In teaching vocabulary using electronic media is Laptop or Computer. The reason in choose this title is computer in teaching vocabulary. Because vocabulary and language of computers, technology and associated topics such as the internet, automation and robotics is essential for English language learners and job seekers in the 21st century. It is much more interesting and engaging when common computing and technological expressions are taught with the aid of pictures. These exercises include brainstorming and discussion activities that increase students' awareness of the effects and implications of automation and robotics which will unquestionably have a great impact on their careers and lives in general.

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<sup>23</sup> Wrigg.1997. *Picture for Language Learning*. Cambridge University Press

## 2.2 Related Study

Puspitawati (2011). **The effect of Placement Assesment and Diagnostic Assesment on the Students' Ability in Using Question Word at Mts Islam Azizi**. This research aimed to know the effect of placement assessment and diagnostic assssesment on the students' ability in using question words. The population of this research was the student Mts Islam Azizi 2018 academic year. The consist one class and the total number of the population were 15 students. The writer use cluster random sampling to get the sample. This reserch quantitative approach were the technique of collecting data with using the t-test.

The result of this reseach shown that the contribution of using placement assessment and diagnostic assessment on the student ability in using question word can be describe as below: the average of the score 70 with the highest score = 100 and the lowest score = 60 (buy using placement assessment) and the average of the score 60 with the higher score 100 and the lowest score = 60 (by using diagnostic assessment). Based on the statistical computation t-test, whereas the value og t-table were 0,910. It was indicated that there was significant differences between using placement assessment and diagnostic assessent. On the teaching learning process by using question words was acceptable. It shown that the teaching learning process by using placement assessment in more effective to increase the students' ability in using question words.

There are several relavant study to teaching vocabulary. The advantages using teaching vocabulary : First, teachers to create an exciting way to educate students with technology integrated to education. Second, to motivate the students

to encourage their ability especially in vocabulary, to solve the problem of teaching vocabulary by using picture and electronics media. Third, learning vocabulary also helps students master English for their purpose.

The disadvantages using teaching vocabulary : First, some of the students still wrong in writing the words and difficult to memorize vocabulary. Second, the student skill have low mastering vocabulary. Third, lack of provision of electronic media facilities in schools such as books, speaker, and media elektronik

### **2.3. Conceptual Framework**

There are four parts skill in English, such as reading, writing, listening, and speaking. The person who want to master about English has to do the above of four parts. In the four parts we need vocabulary. The students must be mastering vocabulary, because when they want to learn about the four parts skill in English, they must have may vocabulary. In process of teaching learning we can use many medias that suitable to the material especially in teaching vocabulary. And in this research, the research applies picture and electronics media.

The expectation of using picture and electronics media the students more active than before. By using this media the students can improve their ability in mastering vocabulary. The relevance of the both variables are; the teacher can use a variety media, the more students able in learning vocabulary, more they have ability in making sentence, to make in clear, it can be seen at the following diagra

## 2.4 Hypothesis

Base on the theoritical above and conceptual framework the writer formulates the following hypothesis:

- a.  $H_a$  : There is a significant difference between students' ability of the vocabulary picture and electronics media
- b.  $H_o$  : There is no a significant difference between students' ability of the vocabulary picture and electronics media

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Time and Place of The Study**

The writer was conducted at MTs Islam Azizi. This school located on Kesatria Street, Medan Pejungan. Writer chooses the school as the research location because MTs Islam Azizi is located on the outskirts of Medan, strategically far from public roads and not passed by city transportation. On the other hand, there is an advantage because it is far from noise so that learning is conducive.

Roads that are not traversed by city transportation are used as a reason for the lack of school popularity in the community. But that cannot be an obstacle to educating the nation's children.

#### **3.2. Population and Sample**

##### **3.2.1. Population**

Population is all the subject of the research.<sup>24</sup> The population of the research is the eighth grade at MTs Islam Azizi. The number of the population is 50 students that consist of 3 classes.

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<sup>24</sup> Suharsimi Arikunto.2002. *Prosedur penelitian*. Jakarta: PT. Rineka Cipta.P.108

**TABLE 3.1**

**THE POPULATION OF RESEARCH**

| NO    | CLASS | POPULATION |
|-------|-------|------------|
| 1     | VII   | 16         |
| 2     | VIII  | 10         |
| 3     | XI    | 10         |
| TOTAL |       | 19         |

**3.2.2. Sample**

Sample is a part of total that have the populatio.<sup>25</sup> In this research, the research taken the sample by using clustering random sampling. In doing research researcher got two classes as the sample. The sample taken randomly by using lottery technique. It was done by writing each class on the slip of paper in the box. The box was shaken, and two slipsof paper were taken. The result of sampling was two calsses VII consisting of 16 students taught by pictures's media and VIII consisting of 10 students taught by electronic's media.

**TABLE 3.2**

**THE SAMPLE OF RESEARCH**

| NO | CLASS | TOTAL |
|----|-------|-------|
| 1  | VII   | 16    |

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<sup>25</sup> Sudjana. 1997. *Media Statistika*. Bandung: Tarsito P.6

|       |      |    |
|-------|------|----|
| 2     | VIII | 10 |
| TOTAL |      | 26 |

### **3.3. Operational Definition**

Vocabulary is one component of language aids. There is no language exist without words. Words are design or symbol of ideas well as the means to enhance people' thoughts. The words one learns, the more ideas he/she has, and we can share the ideas more effectively because without vocabulary is nothing going to be told. Vocabulary is one component and supporting element to the mastery of four language skills they are listening, speaking, reading, and writing. The role of vocabulary can't be ignored in learning English in order to comprehend the target language. So English should be introduced earlier because the younger a learner learns a foreign language, the better she/he is in producing the language.

A vocabulary is defined as all the words known and used by a particular person or a specific group. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Language users construct some words to make sentences and for their communication with other people.

### **3.4. Research Method**

The research is a kind of experimental research. In this case, writer gave the treatment of subject, while the other one was not gave in order to find out



whether there was or there was no the effect of treatment “ experimental research which aim to find out whether there was no effect of treatment that applied to the experimental subject.

This research divided into two groups, one group function as experimental groups that treated by using picture’s media and the other one was control group that was treated by using electronic’s media. Although this groups were treated differently, the giving of the material, the length of the time and the teacher was exactly same, look at the table below:

**TABLE 3.3**  
**THE FORMATION OF RESEARCH**

| Class              | Test | Treatment                            | Test |
|--------------------|------|--------------------------------------|------|
| Experimental group | 01   | Treat by using<br>Electronic’s media | 02   |
| Experimental group | 01   | Treat by using<br>pictures’s media   | 02   |

### **3.5. Instrument of Collecting Data**

#### **3.5.1. Test**

In the research, test was used as an instrument. The students were given a test to know and to get the data about students’ ability in vocabulary that consist of 30 question. 20 question were administrated by using picture media. The test was objective test about part of body. 10 question were administrated by electronic media. The test was same question between picture media and electronic media. The students were give 45 minutes. If the students could answer all the question correctly, the score was 100.

### **3.6. Tehnique of Analyzing Data**

#### **3.6.1. Normality Test**

Normality test is used to test whether a variable has a normal data distribution or not. To test the normality of data, researchers used the Kolmogroff Smirnov test with the help of SPSS 16.0 for Windows.<sup>26</sup>

The steps for testing normality with the help of SPSS 16.0 for Windows software are as follows.

Determine the null hypothesis and alternative hypothesis

$H_0$  = normal data

$H_1$  = data is not normal

Determine the level of significance

Significance level using 0.05 (5%)

Analysis of data using Spss 16.0 for Windows software, namely:

- 1) Open the SPSS 16.0 program then click variable view
- 2) In the column name type the value, in the decimal change to zero (0), in the measure column select scale
- 3) Enter student grades into the SPSS 16.0 program on customs data
- 4) Click analyze, select non parametric test, select 1 KS Sample
- 5) One Sample Kolmogroff Smirnov Test dialog box will appear. Enter the student value into the test variable test box.

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<sup>26</sup>Andrew Garth. 2008. *Analysis Data Using SPSS* ( A Practical Guide for those Unfortunate Enough to Have to Actually Do It). Sheffield Hallam University. P. 73

6) Click OK

Decision making (conclusion) on Output

If the significance is  $<0.05$ , then  $H_0$  is rejected

If the significance is  $> 0.05$  then  $H_0$  is accepted

### **3.6.2. Homogeneity Test**

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05.

Homogeneity test used in this study were SPSS, with steps as follows:<sup>27</sup>

- 1) Open SPSS program.
- 2) Input the data in the data view.
- 3) Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.
- 4) Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.
- 5) Click the Options tab to open the options dialogue box.
- 6) Give a tick in Homogeneity of variance tests.
- 7) Click continue, and then OK

Next, the output display will appear on SPSS and the output will then be analyzed as a result of the validity and reliability of the question instrument. Invalid instrument questions will be removed or removed from the question instrument which is then not used for testing.

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<sup>27</sup>Andrew Garth. *Opcit*.p. 71-72

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1. Research Finding

##### 4.1.1. Data Description

##### 4.1.1.1. The student's Vocabulary Ability Who are Taught by Picture as Media

The students' vocabulary ability taught by picture as media showed that the lowest score was 50 and the highest score was 100. The complete data about the students' vocabulary ability taught by picture as media can be seen on the following table:

**Table 4.1**

**The Score of the Experimental Class**

| Students' Number | Initial | Experimental Class |
|------------------|---------|--------------------|
|                  |         | Test               |
| 1                | ST      | 75                 |
| 2                | DML     | 90                 |
| 3                | CPH     | 95                 |
| 4                | CA      | 95                 |
| 5                | AF      | 100                |
| 6                | DPL     | 100                |

|                |      |                   |
|----------------|------|-------------------|
| 7              | SN   | 95                |
| 8              | DAY  | 95                |
| 9              | BSPB | 90                |
| 10             | KAN  | 100               |
| 11             | ZR   | 95                |
| 12             | AP   | 90                |
| 13             | AMS  | 95                |
| 14             | DM   | 80                |
| 15             | AJP  | 95                |
| 16             | MRSJ | 95                |
| $\sum n = 16$  |      | $\sum X_1 = 1485$ |
| <b>Average</b> |      | <b>92.82</b>      |
| <b>Min</b>     |      | <b>70</b>         |
| <b>Max</b>     |      | <b>100</b>        |

**Table 4.2**

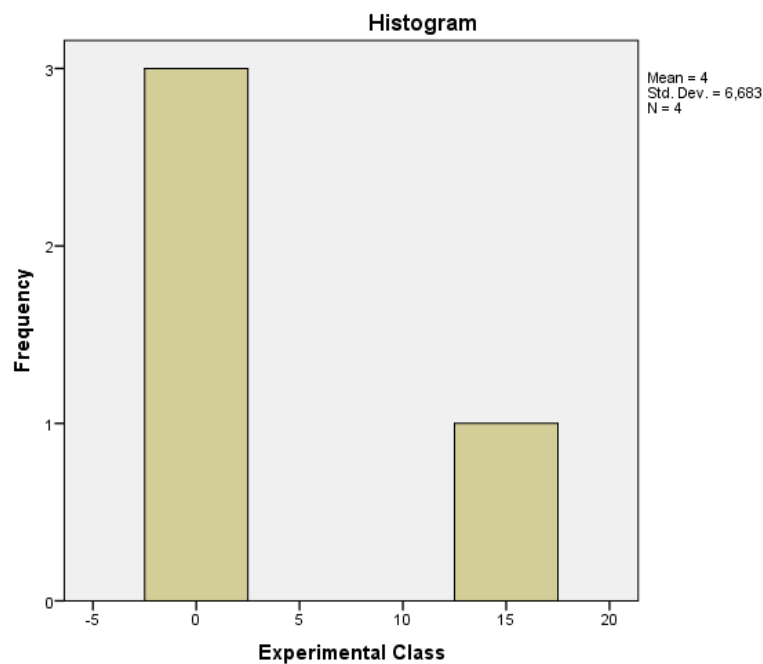
**The Frequency Distribution of Students Score in Experimental Class**

| <b>No</b> | <b>Score Range</b> | <b>Absolute Frequency</b> | <b>Relative Frequency</b> |
|-----------|--------------------|---------------------------|---------------------------|
| 1         | 60 – 70            | 0                         | 0                         |

|              |         |           |          |
|--------------|---------|-----------|----------|
| 2            | 71– 80  | 14        | 1        |
| 3            | 81 – 90 | 1         | 2        |
| 4            | 91– 100 | 1         | 1        |
| <b>Total</b> |         | <b>16</b> | <b>4</b> |

The score frequency distribution histogram of the Experimental Class in the following figure:

**Figure I. The Frequency Distribution of the Experimental Class**



#### **4.1.1.2.The Students' Vocabulary Ability Taught by Electronics as Media**

The students' vocabulary ability taught by electronics as media showed that the lowest score was 50 and the highest score was 100. The complete data about the students' vocabulary ability taught by picture as media can be seen on the following table :

**Table 4.4 The Score of the Control Class**

| <b>Students' Number</b> | <b>Initial</b> | <b>Control Class</b> |
|-------------------------|----------------|----------------------|
|                         |                | <b>Test</b>          |
| 1                       | MRSJ           | 95                   |
| 2                       | W              | 90                   |
| 3                       | NSN            | 65                   |
| 4                       | SL             | 95                   |
| 5                       | PN             | 90                   |
| 6                       | SWN            | 95                   |
| 7                       | JAP            | 90                   |
| 8                       | AR             | 85                   |
| 9                       | D              | 85                   |
| 10                      | LAI            | 100                  |
| 11                      | KR             | 95                   |
| 12                      | AK             | 100                  |
| $\Sigma n = 12$         |                | $\Sigma X_1 = 1085$  |
| <b>Average</b>          |                | <b>90.42</b>         |
| <b>Min</b>              |                | <b>70</b>            |
| <b>Max</b>              |                | <b>100</b>           |

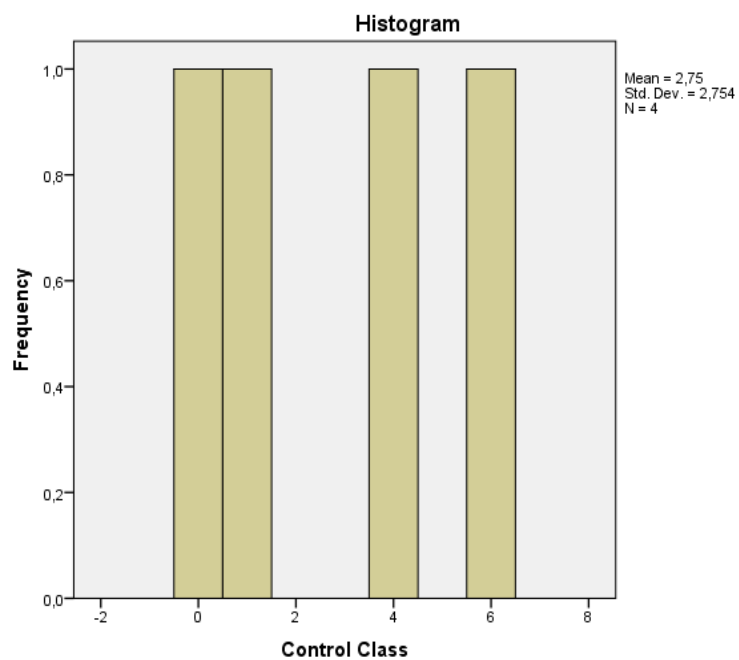
**Table 4.3**

**The Frequency Distribution of Students Score in Control Class**

| No           | Score Range | Absolute Frequency | Relative Frequency |
|--------------|-------------|--------------------|--------------------|
| 1            | 60 – 70     | 1                  | 1                  |
| 2            | 71– 80      | 0                  | 1                  |
| 3            | 81 – 90     | 4                  | 1                  |
| 4            | 91– 100     | 6                  | 1                  |
| <b>Total</b> |             | <b>16</b>          | <b>4</b>           |

The score frequency distribution histogram of in the Control Classin the following figure:

**Figure II. The Frequency Distribution of the Control Class**





#### 4.2.2. The analysis requirement testing

##### 4.2.2.1. Normality testing

**Table 4.4 Normality Testing**

**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 13                      |
| Normal Parameters <sup>a,b</sup> | Mean           | ,0000000                |
|                                  | Std. Deviation | 9,08295106              |
|                                  | Absolute       | ,225                    |
| Most Extreme Differences         | Positive       | ,150                    |
|                                  | Negative       | -,225                   |
| Kolmogorov-Smirnov Z             |                | ,813                    |
| Asymp. Sig. (2-tailed)           |                | ,524                    |

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it be concluded that all off data distributin was normal, because  $L_o < L_t$  .

##### 4.2.2.2. Homogeneity Testing

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 21 in order to test the similarity of the both

classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

**Table 4.5 Homogenous Testing**

**Test of Homogeneity of Variances**

Post Test Experimental and Control

| Levene<br>Statistic | df1 | df2 | Sig. |
|---------------------|-----|-----|------|
| 1,057               | 1   | 27  | .313 |

The result of the data in Table 4.5 showed that the significance of post-test between experiment class and control class was 0.313. Therefore, the data of post-test was homogenous because it was higher than 0.05.

**4.3.3.Hypothesis Testing**

After measuring the normality and homogeneity test, then the researcher calculated the data by using test in SPSS V 21 to know the significant difference between the students' achievement in writing procedure text in experimental class and the students' achievement in writing procedure text in control class. Next, the researcher used test to get empirical evidence about the effect of task-based learning on the students' achievement in writing procedure text by using SPSS V 21. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The test result of post test score both control and experiment class is presented in the figure below:

### Independent Samples Test

|                           |                             | Levene's Test for Equality of Variances |      | test for Equality of Means |        |                 |                 |                       |   |         |
|---------------------------|-----------------------------|---|------|----------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
|                           |                             | F                                       | Sig. | t                          | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|                           |                             |   |      |                            |        |                 |                 |                       | Lower                                     | Upper   |
| English Learning Outcomes | Equal variances assumed     | 1,057                                   | .313 | .950                       | 27     | .351            | 2,66827         | 2,80920               | -3,09572                                  | 8,43226 |
|                           | Equal variances not assumed |   |      | .910                       | 19,939 | .374            | 2,66827         | 2,93156               | -3,44806                                  | 8,78460 |

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that there was a significant different between the experiment class ( $M = 92.82$  and  $SD = 6.683$ ) and control class ( $M = 90.42$  and  $SD = 2.754$ ).

Next, the researcher was compared  $t_{\text{value}}$  and  $t_{\text{table}}$  to know whether using task-based learning approach in teaching vocabulary is effective to increase students' achievement in vocabulary or not. Reviewing to the data in Table 4.10, it shows the result of  $t_{\text{value}} = 0.950$  with the  $\text{Sig. (2-tailed)} = 0.351$ . And  $t_{\text{table}}$  of 0.05 (5%) as the significance level is 1.669 with 27 the degree of freedom (df). It can be found that  $t_{\text{value}} = 0.950 > t_{\text{table}} = 0.910$  and the  $\text{Sign. (2-tailed)} = 0.000 < 0.05$ . It means that task-based learning is effective toward students' achievement in vocabulary.

Hypothesis testing becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: “Is there any significant effect of task-based learning on students’ achievement in vocabulary ? The conclusion is obtained as follows:

**H<sub>a</sub>:** There is a significance difference of students’ achievement in vocabulary between students who are taught by task-based learning and students who are taught without using task-based learning.

**H<sub>0</sub>:** There is no significance difference of students’ achievement in vocabulary between students who are taught by task-based learning and students who are taught without using task-based learning.

And then, the criteria of hypotheses test as follow:

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

Based on the result of posttest of experiment class 1 and experimental class 2, it can be found that the  $t_{observed} = 0.950 > t_{table} = 0.910$  in the significance level of 0.05 (5%) and the Sig. (2-tailed) is  $0.000 < 0.05$ . To sum up, the  $t_{observed} > t_{table}$  and the Sig. (2-tailed)  $< 0.05$ , it means that  $H_a$  is accepted. So, the researcher can be concluded that task-based learning is effective toward students’ achievement in writing procedure text.

## **4.2. Discussion**

The main problem of this research is the students’ ability in mastering vocabulary which seen from teaching by picture and electronics media. The result of the research shows that the average result of the test of the students’ ability in mastering vocabulary who are taught by electronics media is higher than the

average of the test of the students' ability mastering vocabulary who are taught by picture's media.

In the experimental group 1 which is a group that uses images there is a value of the results of tests and tests after doing research. Test results in experimental group 1 produced an average value of C. The results, stated that the group had not yet achieved the results of studying vocabulary material. While the experimental group 2 which is a group that uses electronic media, there are test results after doing research to get an average value A. After obtaining the test value from the experimental group, it can be seen from the experimental group comparison 1 using a picture of 92.82. While the experimental group 2 uses electronic media by 86, so it can be said an increase in student learning outcomes using images has a medium category. Whereas comparison is used with electronic media in very good learning processes.

By comparing test scores, the application of images and electronic media has similarities and differences. However, if the difference is seen, the highest score of the experimental group 1 is greater than the experimental group 2. The mastery learning outcomes of students who use electronic media are higher than those using pictures.

Homogeneity test results are that both groups both groups that use images and electronic media are declared homogeneous. While the results of the normality test are the two experimental groups said to be normally distributed. To find out the differences in the improvement of student learning outcomes, hypothesis testing is performed. The results of testing the hypothesis that has been obtained in this study that  $H_0$  is accepted.  $H_0$  is accepted, meaning that there is no

difference in the increase in student learning outcomes in learning part of body material in vocabulary subjects.

This fact indicates that the application of explanation from electronics media more effective to increase the students' ability in mastering vocabulary. It can be accepted because through teaching activity by electronics media encourage the students to be learn, because the students' can discuss and follow the rule of the material in learning process.

To get the objective from teaching by electronics media especially about the students' ability in mastering vocabulary, the students can mastering of material which is given by the teacher explanation in learning activity by electronics media can increase the students' ability in mastering vocabulary can be achieved.

Nevertheless, it is not only the media such like these which determine the students' ability in mastering vocabulary, but also there are many other factors which can influence it. For instance, the level of student' intelligences, learning tools and facilities. Other factors which influence it and students' factors it self.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

Based on the research finding above, the research could conclude the following points in this research:

1. The students' ability in mastering vocabulary that was taught by picture media showed that the mean of the score was 92,82 with the highest score = 100 and the lowest score = 50, Median was score 70 and standart deviation was 66,83
2. The students' ability in mastering vocabulary that was taught by electronics media showed that the mean of the score was 86 with the highest score = 100 and the lowest score = 50, Median of score was 70, and standart deviation was 27,54
3. The result of the t-test show that the t-observed = 0,950 while the t-table is 0,910. This means that t-observed is biggest than t-table. It indicates that there is a significant difference between the students' ability who are taught by picture media and the students' ability who are taught by electronics media. This also means that teaching vocabulary by electronics media is more effective than teaching vocabulary by picture media.

#### **5.2. Suggestion**

On this occasion, researcher would like to give some suggestion to the people who got. The researcher hoped these suggestion whould be useful support involved as English Department.

1. The dean has to support and to motivation the student' of English Department of Faculty Tarbiyah and Teacher Training to use picture media as learning resources espe 36 in teaching vocabulary bycompleting facilities and by giving a good condition in the university than can improve the students' ability in vocabulary.
2. English teacher, so apply the cooperative script media in teaching learning activity.
3. Principal in providing, teaching learning media or approach training in order to develop teaccher's skill in teaching.
4. The students, to increase the ability in mastering vocaulary which is variety and exciting.
5. The other reseaaarch, this research finding is a material which can be developed further and deeper by adding variables or expanding the sample rangers.



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## **APPENDIX I**

### **LESSON PLAN FOR EXPERIMENTAL CLASS**

|                   |                  |
|-------------------|------------------|
| Satuan Pendidikan | : SMP            |
| Kelas/Semester    | : VIII/1         |
| Mata Pelajaran    | : Bahasa Inggris |
| Skill             | : Vocabulary     |
| Pertemuan Ke-     | : 1              |
| Alokasi Waktu     | : 2 x 40 menit   |

#### **A. Kompetensi Inti**

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
- KI 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.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 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**

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Indikator Pencapaian Kompetensi**

- 3.4.1 Mampu mengucapkan kosakata sederhana tentang bagian tubuh.
- 3.5.1 Mampu menulis kosa kata sederhana tentang bagian tubuh.

#### **D. Tujuan Pembelajaran**

1. Ketika siswa diberi kesempatan untuk mendengarkan kosa kata baru tentang bagian-bagian tubuh, mereka dapat mengucapkan kosa kata baru tentang bagian-bagian tubuh berdasarkan pada teori yang telah dipelajari.
2. Ketika siswa diberi kesempatan untuk mendengarkan kosa kata baru tentang bagian-bagian tubuh, mereka dapat menulis kosa kata baru tentang bagian-bagian tubuh berdasarkan pada teori yang telah dipelajari.

#### **E. Materi Pembelajaran**

Parts of body :

1. Head
2. Hair
3. Ear
4. Eye
5. Nose
6. Cheek
7. Mouth
8. Chin
9. Neck
10. Shoulder
11. Hand

12. Finger

13. Stomach

14. Knee

15. Foot

Etc.

#### **F. Metode Pembelajaran**

1. Total Physical Response

#### **G. Alat bantu**

1. Buku paket bahasa inggris kelas VIII ( Brigh English)
2. White board
3. Board marker
4. Dictionary

#### **H. Kegiatan Pembelajaran**

| <b>Activity</b> | <b>Description of activity</b>   | <b>Time<br/>limit</b> |
|-----------------|--|-----------------------|
| Preliminary     | <ul style="list-style-type: none"><li>• Teacher go to class, then give a greeting<br/>expresion in english “Good <i>morning</i>,<br/><i>students, how are you today?</i>”.</li></ul> | 10 menit              |

|      |  |  |
|------|--|--|
|      | <ul style="list-style-type: none"> <li>• Teacher ask one of student to lead the pray section.</li> <li>• Teacher make a checking of the attending list of student.</li> <li>• Teacher introduced student about the material.</li> </ul>  |  |
| Core | <p><b><u>Exploration</u></b></p> <p>Proposing some elicited questions on what they have known about parts o body.</p> <p><b><u>Elaboration</u></b></p> <ul style="list-style-type: none"> <li>• Asking the students new vocabulary about parts of body.</li> <li>• Inviting the students to pronounce and write the new vocabulary about part of body on the white board .</li> <li>• Applying TPR method through learning process of new vocabulary about parts of body.</li> <li>• Adding by games related to the topic.</li> </ul> <p><b><u>Confirmation</u></b></p> <ul style="list-style-type: none"> <li>• Opening question and answer session or asking the students difficulty.</li> <li>• Giving positive feedback and reinforcement</li> </ul> | <p>4 minutes</p> <p>15 minutes</p> <p>40 minutes</p> <p>9 minutes</p> <p>2 minutes</p> |

|         |  |           |
|---------|--|-----------|
|         | orally or by using gestures for the students' success.   |           |
| Closing | <ul style="list-style-type: none"> <li>• Summarizing the material which has already been discussed.</li> <li>• Giving homework to students.</li> <li>• Closing the class.</li> </ul> | 10minutes |

## **I. Penilaian**

### **A. Instrumen soal**

#### **Part I :**

Translate into English!

1. Kaki =
2. Daggu =
3. Tangan =
4. Leher =
5. Lengan =
6. Kepala =
7. Pipi =
8. Mulut =
9. Gigi =
10. Lutut =

#### **Part II :**



Rearrange the words!

1. K-E-E-N =
2. E-L-W-B-O =
3. I-R-H-A =
4. O-S-E-N =
5. T-T-O-O-H =
6. S-O-H-U-L-R-D-E =
7. F-I-N-G-E-R =
8. E-E-Y-S =
9. N-E-K-C =
10. S-M-O-T-C-H-A =

B. Pedoman penilaian

| Students' performance   | Score |
|---|-------|
| Students expressions are grammatically correct, have accurate pronunciation and appropriate vocabulary        | 3     |
| Students' sentences have trivial mistakes : the pronunciation, and the choice of vocabulary is understandable | 2     |
| Students have a lot of mistakes but the idea is understood, and some mistakes on vocabulary.                  | 1     |

Score

| No | Students<br>Name | Responsibility |    |    |    | Working hard |           |       | Independency |        |        |        |
|----|------------------|----------------|----|----|----|--------------|-----------|-------|--------------|--------|--------|--------|
|    |                  | BT             | MT | MB | MK | Always       | Sometimes | Never | B<br>T       | M<br>T | M<br>B | M<br>K |
|    |                  |                |    |    |    |              |           |       |              |        |        |        |
|    |                  |                |    |    |    |              |           |       |              |        |        |        |
|    |                  |                |    |    |    |              |           |       |              |        |        |        |

Responsibility is seen from students' attitudes and behavior in completing the task. Working hard is seen from the students' efforts to complete the task well. Independency is seen from the students' seriousness in doing the task by themselves.

BT : Belum terlihat (never completing the task)

MT : Mulai terlihat (completing the task but frequently not based on agreement)

MB : Mulai berkembang (completing the task but still view times deviating from the agreement made)

MK : Membudayakan konsisten (being serious and completing the task correctly and appropriately)

Medan, September 2019

Knowing

The principal

Guided Teacher

SITI HAFSAH NST, S.Pd.I

NURAZIZAH, S.Pd

Researcher

WILDA ZULKIFLI

## **APPENDIX II**

### **LESSON PLAN FOR CONTROL CLASS**

|                   |                  |
|-------------------|------------------|
| Satuan Pendidikan | : SMP            |
| Kelas/Semester    | : VIII/1         |
| Mata Pelajaran    | : Bahasa Inggris |
| Skill             | : Vocabulary     |
| Pertemuan Ke-     | : 2              |
| Alokasi Waktu     | : 2 x 40 menit   |

#### **J. Kompetensi Inti**

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
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- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 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.

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- 2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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- 3.5.1 Mampu menulis kosa kata sederhana tentang bagian tubuh.

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3. Ketika siswa diberi kesempatan untuk mendengarkan kosa kata baru tentang bagian-bagian tubuh, mereka dapat mengucapkan kosa kata baru tentang bagian-bagian tubuh berdasarkan pada teori yang telah dipelajari.
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4. Eye
5. Nose
6. Cheek
7. Mouth
8. Chin
9. Neck
10. Shoulder
11. Hand

12. Finger
13. Stomach
14. Knee
15. Foot
- Etc.

## **O. Metode Pembelajaran**

1. Total Pysical Response

## **P. Alat bantu**

1. Buku paket bahasa inggris kelas VIII ( Brigh English)
2. White board
3. Board marker
4. Dictionary

## **1. Kegiatan Pembelajaran**

| <b>Activity</b> | <b>Description of activity</b>  | <b>Time<br/>limit</b> |
|-----------------|---|-----------------------|
| Preliminary     | <ul style="list-style-type: none"> <li>Teacher go to class, then give a greeting expresion in english “Good <i>morning</i>, <i>students</i>, <i>how are you today?</i>”.</li> </ul> | 10 menit              |

|      |  |  |
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|         |  |           |
|---------|--|-----------|
|         | orally or by using gestures for the students' success.   |           |
| Closing | <ul style="list-style-type: none"> <li>• Summarizing the material which has already been discussed.</li> <li>• Giving homework to students.</li> <li>• Closing the class.</li> </ul> | 10minutes |

## 2. Penilaian

### C. Instrumen soal

#### Part I :

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3. Tangan =
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8. Mulut =
9. Gigi =
10. Lutut =

Part II :

Rearrange the words!

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2. E-L-W-B-O =
3. I-R-H-A =
4. O-S-E-N =
5. T-T-O-O-H =
6. S-O-H-U-L-R-D-E =
7. F-I-N-G-E-R =
8. E-E-Y-S =
9. N-E-K-C =
10. S-M-O-T-C-H-A =

D. Pedoman penilaian

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|---|-------|
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Score

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|----|------------------|----------------|----|----|----|--------------|-----------|-------|--------------|--------|--------|--------|
|    |                  | BT             | MT | MB | MK | Always       | Sometimes | Never | B<br>T       | M<br>T | M<br>B | M<br>K |
|    |                  |                |    |    |    |              |           |       |              |        |        |        |
|    |                  |                |    |    |    |              |           |       |              |        |        |        |
|    |                  |                |    |    |    |              |           |       |              |        |        |        |

Responsibility is seen from students' attitudes and behavior in completing the task. Working hard is seen from the students' efforts to complete the task well. Independency is seen from the students' seriousness in doing the task by themselves.

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Medan, September 2019

Knowing

The principal

Guided Teacher

SITI HAFSAH NST, S.Pd.I

NURAZIZAH, S.Pd

Researcher

WILDA ZULKIFLI

## VOCABULARY TEST

Sekolah : MTS

Kelas : VIII

Waktu : 60 menit

Guru : Wilda Zulkifli

Intruksi :

1. Tulis nama anda di sebelah kanan atas
2. Periksa dan bacalah soal dengan teliti sebelum anda kerjakan
3. Kerjakan soal pada lembar ini

Part I :

Translate into English!

1. Kaki =
2. Daggu =
3. Tangan =
4. Leher =
5. Lengan =
6. Kepala =
7. Pipi =
8. Mulut =
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Part II :

Rearrange the words !

1. K-E-E-N =

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3. I-R-H-A =

4. O-S-E-N =

5. T-T-O-O-H =

6. S-O-H-U-L-R-D-E =

7. F-I-N-G-R-E =

8. E-E-Y-S =

9. N-E-K-C =

10. S-M-O-T-C-H-A =

## APPENDIX IV

### LIST OF SAMPLE

#### THE SCORE OF 16 THE EXPERIMENTAL CLASS

| Students'<br>Number | Initial | Experimental Class |
|---------------------|---------|--------------------|
|                     |         | Test               |
| 1                   | ST      | 75                 |
| 2                   | DML     | 90                 |
| 3                   | CPH     | 95                 |
| 4                   | CA      | 95                 |
| 5                   | AF      | 100                |
| 6                   | DPL     | 100                |
| 7                   | SN      | 95                 |
| 8                   | DAY     | 95                 |
| 9                   | BSPB    | 90                 |
| 10                  | KAN     | 100                |
| 11                  | ZR      | 95                 |
| 12                  | AP      | 90                 |
| 13                  | AMS     | 95                 |
| 14                  | DM      | 80                 |

|    |      |    |
|----|------|----|
| 15 | AJP  | 95 |
| 16 | MRSJ | 95 |



## LIST OF SAMPLE

### THE SCORE OF 12 THE CONTROL CLASS

| Students'<br>Number | Initial | Control Class |
|---------------------|---------|---------------|
|                     |         | Test          |
| 1                   | MRSJ    | 95            |
| 2                   | W       | 90            |
| 3                   | NSN     | 65            |
| 4                   | SL      | 95            |
| 5                   | PN      | 90            |
| 6                   | SWN     | 95            |
| 7                   | JAP     | 90            |
| 8                   | AR      | 85            |
| 9                   | D       | 85            |
| 10                  | LAI     | 100           |
| 11                  | KR      | 95            |
| 12                  | AK      | 100           |

## APPENDIX IV

### THE CRITICAL VALUE LILIFORS TEST

TABLE OF LILIEFORS (L)

| $n \backslash \alpha$ | 0.01   | 0.05   | 0.10   | 0.15   | 0.20   |
|-----------------------|--------|--------|--------|--------|--------|
| 4                     | 0.4129 | 0.3754 | 0.3456 | 0.3216 | 0.3027 |
| 5                     | 0.3959 | 0.3427 | 0.3188 | 0.3027 | 0.2893 |
| 6                     | 0.3728 | 0.3245 | 0.2982 | 0.2816 | 0.2694 |
| 7                     | 0.3504 | 0.3041 | 0.2802 | 0.2641 | 0.2521 |
| 8                     | 0.3331 | 0.2875 | 0.2649 | 0.2502 | 0.2387 |
| 9                     | 0.3162 | 0.2744 | 0.2522 | 0.2382 | 0.2273 |
| 10                    | 0.3037 | 0.2616 | 0.2410 | 0.2273 | 0.2171 |
| 11                    | 0.2905 | 0.2506 | 0.2306 | 0.2179 | 0.2080 |
| 12                    | 0.2812 | 0.2426 | 0.2228 | 0.2101 | 0.2004 |
| 13                    | 0.2714 | 0.2337 | 0.2147 | 0.2025 | 0.1932 |
| 14                    | 0.2627 | 0.2257 | 0.2077 | 0.1959 | 0.1869 |
| 15                    | 0.2545 | 0.2196 | 0.2016 | 0.1899 | 0.1811 |

| $n \backslash \alpha$ | 0.01   | 0.05   | 0.10   | 0.15   | 0.20   |
|-----------------------|--------|--------|--------|--------|--------|
| 16                    | 0.2477 | 0.2128 | 0.1956 | 0.1843 | 0.1758 |
| 17                    | 0.2408 | 0.2071 | 0.1902 | 0.1794 | 0.1711 |
| 18                    | 0.2345 | 0.2018 | 0.1852 | 0.1747 | 0.1666 |
| 19                    | 0.2285 | 0.1965 | 0.1803 | 0.1700 | 0.1624 |
| 20                    | 0.2226 | 0.1920 | 0.1764 | 0.1666 | 0.1589 |
| 21                    | 0.2190 | 0.1881 | 0.1726 | 0.1629 | 0.1553 |
| 22                    | 0.2141 | 0.1840 | 0.1690 | 0.1592 | 0.1517 |
| 23                    | 0.2090 | 0.1798 | 0.1650 | 0.1555 | 0.1484 |
| 24                    | 0.2053 | 0.1766 | 0.1619 | 0.1527 | 0.1458 |
| 25                    | 0.2010 | 0.1726 | 0.1589 | 0.1498 | 0.1429 |
| 26                    | 0.1985 | 0.1699 | 0.1562 | 0.1472 | 0.1406 |
| 27                    | 0.1941 | 0.1665 | 0.1533 | 0.1448 | 0.1381 |
| 28                    | 0.1911 | 0.1641 | 0.1509 | 0.1423 | 0.1358 |
| 29                    | 0.1886 | 0.1614 | 0.1483 | 0.1398 | 0.1334 |
| 30                    | 0.1848 | 0.1590 | 0.1460 | 0.1378 | 0.1315 |
| 31                    | 0.1820 | 0.1559 | 0.1432 | 0.1353 | 0.1291 |
| 32                    | 0.1798 | 0.1542 | 0.1415 | 0.1336 | 0.1274 |
| 33                    | 0.1770 | 0.1518 | 0.1392 | 0.1314 | 0.1254 |
| 34                    | 0.1747 | 0.1497 | 0.1373 | 0.1295 | 0.1236 |
| 35                    | 0.1720 | 0.1478 | 0.1356 | 0.1278 | 0.1220 |
| 36                    | 0.1695 | 0.1454 | 0.1336 | 0.1260 | 0.1203 |
| 37                    | 0.1677 | 0.1436 | 0.1320 | 0.1245 | 0.1188 |
| 38                    | 0.1653 | 0.1421 | 0.1303 | 0.1230 | 0.1174 |
| 39                    | 0.1634 | 0.1402 | 0.1288 | 0.1214 | 0.1159 |
| 40                    | 0.1616 | 0.1386 | 0.1275 | 0.1204 | 0.1147 |
| 41                    | 0.1599 | 0.1373 | 0.1258 | 0.1186 | 0.1131 |
| 42                    | 0.1573 | 0.1353 | 0.1244 | 0.1172 | 0.1119 |
| 43                    | 0.1556 | 0.1339 | 0.1228 | 0.1159 | 0.1106 |
| 44                    | 0.1542 | 0.1322 | 0.1216 | 0.1148 | 0.1095 |
| 45                    | 0.1525 | 0.1309 | 0.1204 | 0.1134 | 0.1083 |
| 46                    | 0.1512 | 0.1293 | 0.1189 | 0.1123 | 0.1071 |
| 47                    | 0.1499 | 0.1282 | 0.1180 | 0.1113 | 0.1062 |
| 48                    | 0.1476 | 0.1269 | 0.1165 | 0.1098 | 0.1047 |
| 49                    | 0.1463 | 0.1256 | 0.1153 | 0.1089 | 0.1040 |
| 50                    | 0.1457 | 0.1246 | 0.1142 | 0.1079 | 0.1030 |
| OVER 50               | 1.035  | 0.895  | 0.819  | 0.775  | 0.741  |
|                       | f(n)   | f(n)   | f(n)   | f(n)   | f(n)   |

## APPENDIX V

### TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

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



## APPENDIX VI

### RESEARCH DOCUMENTATION



