



**THE IMPLEMENTATION OF FIELD TRIP TECHNIQUE TO INCREASE
THE STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF SMPN
3 TAPUNG IN 2018/2019 ACADEMIC YEAR**

A SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By:

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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2019**

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Agung Surya Dardanella** yang berjudul “**The Implementation of Field Trip Technique to Increase The Students' Vocabulary at the Seventh Grade of SMPN 3 Tapung in 2018/2019 Academic Year**”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

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**SEVENTH GRADE OF SMPN 3 TAPUNG IN
2018/2019 ACADEMIC YEAR”**

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 dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Yang membuat pernyataan

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ABSTRACT

THE IMPLEMENTATION OF FIELD TRIP TECHNIQUE TO INCREASE THE STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF SMPN 3 TAPUNG IN 2018/2019 ACADEMIC YEAR

AGUNG SURYA DARDANELLA WG

34.14.3.095

Keyword: Field Trip Technique, Students' Vocabulary Mastery

This research aimed to increase the students' vocabulary in English lesson by applying Field Trip technique. This research was conducted by using Classroom Action Research (CAR). The objective of this research was to increase students' vocabulary by applying Field Trip technique at the seventh grade students of SMPN 3 Tapung. The subject of this research was the students of 7-A of SMPN 3 Tapung in 2018/2019 academic year which consists of 32 students. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview and observation. The quantitative data were taken from the test.

Based on quantitative data, the result of this research showed that there was the increasing of students' vocabulary. In the pre-test, the students who got the score 80 or more were twenty one of thirty two students (65,62%) with the mean score was 80,93. In the post-test I, students who got the score 80 or more were twenty three of thirty two students (71,87%) with the mean score was 86,56. In the post-test II, students who got the score 80 or more were twenty eight of thirty two students (87,5%) with the mean score was 88,28.

Based on qualitative data, it was found that the students were active, enthusiastic, and interested in teaching learning process. It can be concluded there was significant increasing of the students' vocabulary through Field Trip technique at the seventh grade students of SMPN 3 Tapung.

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The written of this skripsi entitled “The Implementation of Field Trip Technique to Increase Students' Vocabulary at the Seventh Grade of SMPN 3 Tapung in 2018/2019 Academic Year”. This skripsi is written to fulfill one of requirement to obtain the *Sarjana Degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta’ala for the blessing given to me so that the writing of this skripsi had been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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Finally, it is obviously that this skripsi is not perfect yet, either in content or grammar, etc. So, the suggestion or critical from the reader is needed to make the skripsi be better. I hope this skripsi can be useful for everyone.

Medan, Juni 2019

AGUNG SURYA DARDANELLA WG

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language means as a tool of communication in human life. English is a language that we use communicate each other, whether it spoken or written language. English has function as communication tools access information, interlace the interpersonal relationship, and change information. Therefore, mastering several foreign languages is considerably necessary, especially English. Status of English as an international language has made people all over the world do their best to master English.

To master English, the English learners need to master the language components; vocabulary, grammar, spelling, and pronunciation. But, the first step that we have to reach in mastering English is by mastering the vocabulary itself. Vocabulary is the total number of words in a language.¹ Vocabulary is the list of words, it means that all words can be classified into vocabulary for example: noun, adverb, adjective, and etc. Furthermore, the people who want to master English have to know and classify the words in English.

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.² David Wilkins as cited by Thornbury stated that without grammar very little can be conveyed, but without vocabulary nothing

¹Hornby, *Oxford Advanced Learner's Dictionary*, (US: Oxford University Press, 1995), p. 131

² M. C. Murcia, *Teaching English as a Second or Foreign Language*. (USA: A Division of Thomson Learning, Inc., 2013), p. 285.

can be conveyed.³ The statements show how important vocabulary in learning a language. By having enough vocabulary, the ability to communicate and to convey our social needs can be established. If the learners have enough vocabulary, they will be able to understand the utterance which they listen, they will be able to speak fluently, and they can understand the content of the text easily.

In the teaching of language, in this case, English there are four language skills that should be taught to the students. The four language skills are listening, speaking, reading, and writing. Vocabulary as one of the important aspects has a position in the four language skills. So, in all activities, vocabularies are presence.

As a matter of fact, very little attention is paid to vocabulary teaching, it proved by the teachers perception that the students can automatically improve their vocabularies by themselves. But in fact, the learners may not be interested in learning new vocabularies because the learners consider learning new vocabulary is a tedious activity.

Based on the researcher's experience in PPL III at MTs Al-Wasliyah Medan Tembung and the observation in SMPN 3 Tapung, Riau, so many students were lack of vocabulary. It proved by students' ability in understanding the stories or exercises in the learning process. The students got difficulties in understanding meaning of the words, because they may not know or never learn the words meaning. The students also got problems in memorizing the words that have learn. The problems may caused they felt unmotivated or bored to learn vocabulary.

³Scott Thornbury, *How to Teach Vocabulary*, (UK: Pearson Education, 2007), p. 13.

Based on the researcher' interview with the English teacher in SPMN 3 Tapung, the researcher also got some informations about the students' problems about vocabulary. The English teacher said that the students are lack of vocabulary because in primary school they were very rare in learning English. The other problem, the students also never tried or got advice to memorize vocabulary. The English teacher felt that very difficult to teach vocabulary to the students because they felt bored in memorizing the vocabulary.

Realizing the importance of vocabulary in the learning process to master English, the researcher considered that it is necessary to find out an alternative way to create suitable and interesting technique to the students' condition. They need any practices to assist them in increasing their vocabulary. Many activities can be done to increase the students' vocabulary mastery, such as playing word square, reading corner, playing fly swatter game, field trip, and etc. But, in this case, field trip technique will be applied to increase students' vocabulary mastery by the the researcher.

Field trip certainly is a technique to support students in the learning process, the most important quality that a field trip provides students is the opportunity to think based on what they see in the environment around them.⁴ This means that students can not only study in a classroom situation but also can also walk around in the outside environment in the world to explore those new words to memorize. Teachers can take students anywhere such as historical sites or recreation facilities and many other places that supply students with

⁴ Saifudin S. Adam, *The Effectiveness of Using Field Trip Technique to The Writing Skill for The Senior High Students*, Jurnal Pendidikan, Vol. 14, No. 1, Januari 2016, p. 365.

experiences that they can later use to memorize the new words. Field trip technique can also make students active in increasing their vocabulary, because the students will join the learning process directly with the fun way.

Based on the statement above, the researcher assumed that field trip seems to be a good alternative way to increase students' vocabulary in SMPN 3 Tapung, Riau. So, in presenting this paper the researcher decided to apply field trip technique in increasing vocabulary and want to measure the success of using field trip in order to increase vocabulary in the class. Therefore the researcher would like to take a research under the title: **“The Implementation of Field Trip Technique to Increase Students' Vocabulary at the Seventh Grade of SMPN 3 Tapung in 2018/2019 Academic Year”**

B. The Identification of the Problem

Based on the background of the study, it can be identified problems related to this research:

1. The students are lack of vocabulary.
2. The students get difficulties in memorizing vocabulary.
3. The students have difficulties in translating words meaning.
4. The English teacher does not have various techniques.
5. The students feel bored and unmotivated in learning English.

C. The Limitation of the Problem

The problem that will be discussed is limited only on the implementation of field trip technique to increase the students' vocabulary mastery at the seventh grade students of SMPN 3 Tapung in the 2018/2019 academic year.

D. The Formulation of the Problem

Based on limitation of study mentioned above, the problem of the research can be formulated as follows;

1. How is the implementation of the field trip technique to increase the students' vocabulary at seventh grade students of SMPN 3 Tapung in the 2018/2019 academic year?
2. How is the result of the implementation of the field trip technique to increase students' vocabulary at seventh grade students of SMPN 3 Tapung in the 2018/2019 academic year?

E. The Objective of the Study

Related to the formulation of the study, the objective of the study are:

1. To describe the process of the implementation of field trip technique to increase increase the students' vocabulary at seventh grade students of SMPN 3 Tapung in the 2018/2019 academic year.
2. To find out the result of the implementation of the field trip technique to increase students' vocabulary at seventh grade students of SMPN 3 Tapung in the 2018/2019 academic year.

F. The Significances of the Research

The result of this study are expected to provide useful information and suggestions for five people, they are:

1. Theoretically

Theoretically, the result of the study is expected to be useful to enlarge the theory of education and teaching education especially in English subject. So, it can enrich the knowledge and give a reference for those who want to conduct a research in teaching vocabulary.

- a. The finding of the research could be useful to use in language learning process, especially for vocabulary by the implementation of field trip.
- b. The theory of the research could be use as the references for those who want to conduct a research in English learning process.

2. Practically

- a. For the English teachers, the result of this study is expected to be useful input for English teachers to get alternative solution in increasing students' vocabulary.
- b. For the students, the result of this study will help and give an opportunity for students to solve their problems in increasing their vocabulary
- c. For the researcher, this research adds the researcher's knowledge and experience in teaching vocabulary.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

In conducting the research, theories are needed to explain some concepts applies concerning into the research. Theoretical framework will make the researcher easy in conducting the research and give understanding about the theories to the students, English teachers, and further researcher. The term must be clarified to avoid misunderstanding. The following terms are used in this study are:

1. Vocabulary

a. The Definition of Vocabulary

According to Hiebert and Kamil, vocabulary is the knowledge of meanings of words.⁵ Based on Oxford Dictionary, vocabulary is all the words that a person knows or uses.⁶ Scrivener also explained that vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.⁷ Furthermore, based on the definitions above the researcher concluded that vocabulary is the knowledge of someone on meanings of words of language which learned.

⁵ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (USA: Lawrence Erlbaum Associates, Inc., 2005), p.3.

⁶ *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2005), p. 495.

⁷ Jim Scrivener, *Learning Teaching*, (UK: Heinemann Publishers Oxford, 1994), p. 74.

But as muslim we should realize that the words and the knowledge was given by Allah S.W.T. The vocabulary that we have or will learn came from Allah. We can see in Al-Baqarah 31-33, Allah said:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (٣٢) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالُوا لَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (٣٣)

Meaning:

"And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful." They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise." He said, "O Adam, inform them of their names." And when he had informed them of their names, He said, "Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed."

We can conclude that vocabulary is the first important thing that should be mastered in the learning process to acquire the language. That why we need to master English vocabulary to master English language. As Step herd said, vocabulary is one of the most significant aspects of language development.⁸

In other surah, in Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَأْنِكُمْ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ (٢٢)

Meaning:

⁸David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*,(USA: Bell and Howel Company,Co., 1973), p. 39.

“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.”

Based on this verse above, we know the different language in this world was made by Allah as His signs. Because of that we need to learn or master English language as one of the international language. This is also remind us how important vocabulary is.

The good vocabulary should be considered by the language learner, because as muslim we should take care of our character as good as possible. So, whatever we said or mention is the good words or sentence. Remember, sentence is group of words, that why we need to learn good vocabulary and deny the bad vocabulary so what we say is the good words or sentence. Nabi Muhammad S.A.W said:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ :
 مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ
 ضَيْفَهُ . [رواه البخاري ومسلم]

Meaning:

From Abu Hurairah radhiallahuanhu, Rasulullah (peace and blessings of Allah be upon him) said: Who believes in Allah and the Last Day should he say good or silent, whoever believes in Allah and the Last Day should honor his neighbor and anyone who believes in Allah and the Last Day so he should glorify his guest (Bukhari No. 6018, Muslim No. 47)

From all the statements above, we can conclude that vocabulary is the first thing that should be learned to acquire the language, in this term is English language. Because, vocabulary is the knowledge of someone on meanings of

words of language which learned. But, the vocabularies that we should to be learned are the good words to make sure our identities as muslim. The vocabulary that we learned will be very useful in our daily life. Vocabulary is not just the group of words, but the words also have the meaning to deliver ideas and emotions of human beings.

b. Kinds of Vocabulary

There are different kinds of vocabulary according expert's point of view. Nation states that vocabulary can be divided into two types; they are receptive vocabulary and productive vocabulary.⁹

a. Receptive (Passive) Vocabulary

Receptive vocabulary is larger than productive ones. Vocabulary or words we recognizes when we see or hear them, usually in reading and listening. So, receptive vocabulary contains all the words that we understand when we read or listen¹⁰, but we do not use in our own writing and speaking. And its' words that cannot be produced correctly but understand through reading and listening activity.

b. Productive (Active) Vocabulary

Productive vocabulary is involved in using the words to stand for the meaning it represents and being able to think of suitable for the word if there are any. Productive vocabulary includes words that we use when we

⁹P. Nation, *Teaching and Learning Vocabulary*, (New York: Newbury House,1990), p. 5.

¹⁰Benjamin and John T. Crow, *Vocabulary at the Core*, accessed from <https://www.vocabulary.com/articles/booknook/receptive-vs-productive-vocabulary> on January15, 2019 at 10.53 am.

speak or write. Jackson states that the words that we use in our own speech and writing are called productive or active vocabulary.¹¹ Productive vocabulary is involved in using the words to stand for the meaning it represents and being able to think of suitable for word if there are any.¹²

So, productive vocabulary is the words that we use in our speech and writing, language item which the students understand, can pronounce correctly and use appropriately in speaking or writing. Productive vocabulary related how to pronounce the words, how to write and spell it, how to use it in correct grammatical pattern along with the words, and how to use it in suitable situation.

Based on how often (its frequency) and how widely (its range) vocabulary occurs in language, Nation distinguishes vocabulary into four levels as follows:

a. High Frequency Words

High frequency words of the language are the most important group of words. These words occur very frequently in all kinds of uses of the everyday language. They are needed for formal and informal use of the language, in speech and in writing and in novels, conversation, newspapers and academic texts. Most of words are quite short and included as function words.

b. Academic Words

¹¹Howard Jackson and Etienne Zé Amvela, *Words, Meaning and Vocabulary: An Introduction to Modern Lexicology*. (London: Cassel, 2000), p.280.

¹²Cera Viviana, *Teaching Vocabulary in EFL Classroom*, (Bolivarian: Revista de Ciencias Basicas, 2010), p. 29.

These words are frequent and widely used within specialized areas. For example, the vocabulary of newspaper, children's books, or very informal conversation. The most well researched special purposes area for vocabulary in academic writing. Academic writing includes academic textbooks like economics or geography text, academic articles such as articles from journals, and laboratory manuals. Academic words do not occur so often in other kinds of language use. The words in the academic word list are very important for learners who will use English for academic study either in Senior High School or universities or technical institute.

c. Technical Words

Most technical words occur only in one specialized area, but some technical words can occur in other areas, some with the same meaning and some with different meanings. For example, by-pass and neck occur very frequently in medicine and technical words in that area. They also occur outside that area. Technical words are clearly very important in anyone who specializes in a particular area.

d. Low Frequency Words

They include: (1) words that are not quite frequent or wide range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one person's technical vocabulary in another person's low frequency vocabulary), and (3) words that just occur rarely.¹³

2. Field Trip

¹³ P. Nation, Op.cit., p. 7-11.

a. The Definition of Field Trip Technique

According to Howard, field trip is an educational activity in which school group leaves the classroom and goes out into the community to the actual source of information.¹⁴ Hantman, as cited by Adam said that field trips supplement and enrich classroom procedure such provide learning experience in an environment outside the school, arouse new interests among students, help students relate the school experience to the reality of the world outside the school, bring the resources of the community—natural, artistic, industrial, commercial, governmental, educational, with the students' learning experience, and provide students the opportunity to study real things and real process in their actual environment.¹⁵ Field trip as a learning technique teaches the students with teacher's guidance to visit certain places with the purpose to learn.

According to Hastuti field trip is intended to recognize more about the public, reality, and matters outside of school or house. Substantively, learning is not confined to the school's wall, but it can be done outdoor. It can offer life interlude for the students who usually feel boredom. She also states that field trip is the excursion which is held by school to learning purpose. The students go to a place where the lesson must be observed and learned directly.¹⁶

The researcher assumed that field trip is appropriate to increase the students' vocabulary because by inviting the students near to the learning object.

¹⁴Alvin W. Howard, *Teaching the Middle School*, (Pennsylvania: International Textbook Company Scranton., 1964), p. 65.

¹⁵Saifudin S. Adam, Op.cit., p. 367.

¹⁶Sri Hastuti, *Metodologi Pengajaran Bahasa*, (Yogyakarta: FKSS- IKIP, 1976), p. 38.

By doing field trip, the students will be interested for them because they do not have to sit on their chair and listening their teacher's explanation which sometimes cause boredom but they can learn something in real situation and the things they found can also be touched. So, it can make the students have great memory about, interest, and easily memorize the lesson. By field trip activity, all students have the chances to participate actively during learning process, so it is not dominated by the students who have high achievement.

b. The Design of Field Trip Technique

According to Kartawidjaja, there are three steps in using field trip, they are:¹⁷

1. Planning phase which is done by teacher and students together.

Field trip is the effect of need, because what is given in the class is not enough, so it needs direct observation. The objective of this activity should be discussed between the teacher and the students, so the students could choose the data which is relevant which must be learned.

The objective of field trip should always be oriented. The students must notice and learn everything that must be learned. The students' attention will appear if there is the problem that must be solved. The teacher should know the place which will be visited through pre-study about the transportation such as what are needed and also the cost. The time must be determined. The trip might take the lesson time, but it might also take the time of another teacher. Therefore, it needs to be treated

¹⁷O. Kartawidjaja, *Metode Mengajar*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988),p. 44-46.

between fellow teachers in order that there is no misunderstanding between them.

During planning phase which is conducted by students and teachers, it can be determined that the problems just can be answered by collecting the data and information in the field. It could provide the students with the real orientation and also help them to focus their attention to something that must be seen. The problems must be informed so the students can be understood. The students must be trained not only the things that they often see, but also the things that is strange by them, the same and the new thing, and also the same and the different things.

The students also have to make the note for the observation during the field trip. Making a good note is making a note what they have seen that is appropriate with the purpose. The students will be familiar bring the notes which easy to bring so they could note, what they have seen. The students can use what they have learned after they have collected and making notes what they have observed. Then, the students will be able to memorize the vocabulary as the helper for repetition.

2. Conducting the training what is allowed or not when the field trip is held.

Field trip is held by personal or each class. The trip might be a survey to focus something which was determined. The purpose of this activity is to give the concrete orientation to the students. They should know where they will go and what they should do. The teachers divide the students in some groups to do the observation in the field. They must discuss how to see everything that must be seen, how to do the

observation, and how to make a note about what they have seen and learned. The students must also discuss to interpret what they have seen in the field so that they can understand the condition in the field briefly.

3. Follow up. The application what had learned to the next activities.

Field trip will be effective if the activity result in the field will be discussed, evaluated, and there is continuity which is conducted in the classroom. Analysis of field trip study must be held as soon as possible after that is finished. The students make a trip evaluation which is appropriate with the purpose of teaching that was determined in the time of planning phase. The important things should get the specific attention and then the students make some notes about the faults done in the trip. The students' attitude must be controlled well by teacher. The teacher asked the students to answer the questions in multiple choice form.

The evaluation of the field trip result is to measure how far the students get the understanding about the object observed. It is also important to take the side result what is expected from the success of field trip. It might be the self motivation of students to make the project as the product of field study which have arisen their interest.

c. The Procedure of Field Trip Technique

Kartawidjaja also states some ways holding the field trip in order to the activities will be run well. Therefore, the problems which are explained above must be reduced minimally as possible.

1. Planning to do field trip well done.

2. The transportation should be planned well done.
3. The teacher must believe that the field trip has the high education value which directly relate to what is taught in class.
4. In the planning process, the teacher should visit the object area and talk about it there.
5. Taking permission to the principal.
6. Permission to the students' parents.
7. The teacher must explain to the students the objective of field trip such as what should be learned and what should be seen.
8. Monitoring the students.
9. Handling the minor incidents so what is not intended might not happen.
10. What have been learned in field must be reviewed and evaluate in the class.¹⁸

d. The Advantages and the Disadvantages of Field Trip

According to Kartawidjaja, there are the advantages and the disadvantages directly or indirectly in this technique. The use of field trip has some main advantages. They have a positive effect on learners' motivation. They are stated below:

1. Field trips are claimed to bring students nearer to the learning object, because this method faces the students to direct experience. It can stimulate the students to get the real information based on the object which is observed in the field.

¹⁸Ibid., p. 48-49.

2. The experience of field trip might be the base of the other learning activities. By the experience in the field, the students are motivated to learn more.
3. Field trip can influence the students to be aware with the environment. It enables learners to develop their thinking about what is going on in their world around.
4. Field trip can develop the lesson in class to the reality. It enable the students to learn the lesson not only the theory but also the reality which is happening in the daily life.
5. Field trip gives interlude in the boring class. It enables the students to get different nuance when they learn because this technique bring them to go outside.

However, the field trip also has the disadvantages. They are stated below:

1. Field trip needs responsibility that involves any part and all of permissions.
2. Sometimes the students' discipline becomes the problem.
3. The transportation is hard to get and almost expensive.
4. Field trip needs the serious monitoring.¹⁹

B. Related Study

¹⁹Ibid., p. 48.

The research that conducted by Syarifah Hanip, a students from IAIN-SU wrote "*Improving The Students' Vocabulary Mastery Through Jumble Letters At MTs Miftahul Ula Pematang Cengal*" in 2013.

In this Study, the writer conducted Classroom Action Research. The Subject of this study was the eighth grade students of MTs Swasta Miftahul Ula Pematang Cengal which consisted of 38 students. The quantitative data were collecting by using test. The qualitative data were gathered through diary notes and observation sheet to describe the improvement of the student's vocabulary mastery. It was proved by the data which showed that the mean of the students in the second cycle/second test (86%) was higher than that of the students in the cycle/post test I (68%) and also higher than that of the pre-test (10,25%). The finding of the research showed that jumble letter was able to improve the students' vocabulary achievement. It was found that teaching vocabulary by using Jumble Letter could improve students' vocabulary achievement.²⁰

In other research, Maria Marshinta Aritonang, a student of UNIMED wrote "*Improving students' Achievement on Vocabulary through Word Walls Strategy at SMP Kesatria Medan*" in 2011. The aim of this research to find out the improvement of the students' achievement by using the Word Walls Strategy.

The research was conducted by applying Classroom Action Research (CAR). To collecting the data, the instruments were used quantitative and qualitative data (diary, notes, interview, observation, and so forth). Based on the

²⁰Syarifah Hanip, 2013, about "*Improving The Students' Vocabulary Mastery Through Jumble Letters At MTs Miftahul Ula Pematang Cengal*", skripsi. Medan: State Islamic University of North Sumatera.

data analysis, it was found that the students' score improved. It is showed from the mean of the students' score for vocabulary test in cycle 1 (70,36) and vocabulary test in cycle 2 (86,33). The students' score continuously improved in each test. Therefore, it can be concluded that word walls strategy could improve students' achievement on vocabulary.²¹

A student of UNIMED, Sri Wahyuni, in 2010 wrote "*Improving Students' Vocabulary Achievement by using Flash Card at SMP Percontohan Negeri 5 Takengon*". This study is aimed at improvement of the students' achievement by using flash card strategy.

The research was conducted by applying Classroom Action Research (CAR). To collecting data, the instruments were used quantitative and qualitative data (diary, notes, interview, observation and so forth). Based on the data analysis, it was found that the students' score improved. The finding of the research in the improvement students' score from the pre-test was 44,41 and post test cycle 1 was 64,85, cycle II 80,44. So, based on the result of the test the conclusion is teaching vocabulary by using flash cards improves students' vocabulary achievement.²²

The other research, Wanda Lestari, the student of UINSU, in 2017 "*Improving Students' Vocabulary Mastery by Using Text Twist Game at SMPS IT AL – Hijrah 2 Lau Dendang*". This research was aimed to find out the improving

²¹Maria Marshinta Aritonang, 2011, "*Improving students' Achievement on Vocabulary through Word Walls Strategy at SMP Kesatria Medan*", skripsi. Medan: UNIMED.

²²Sri Wahyuni, 2010, about "*Improving Students' Vocabulary Achievement by using Flash Card at SMP Percontohan Negeri 5 Takengon*", skripsi. Medan: UNIMED.

students' vocabulary mastery by using text twist game. The subject of this research was seventh grade of SMPS IT Al-Hijrah Lau Dendang 2016-2017 Academic Year. It was consisted of one class and 21 students as respondents. The object of this research was to improve students' vocabulary mastery by using text twist game.

The research of this study was conducted by using classroom action research. The technique of analyzing the data of this research was applied by qualitative and quantitative data. The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 63.95. Where, there were 6 students got successful score criteria or it was only 29 % and 15 students' got unsuccessful or it was 71%. After doing cycle I by using text twist game, there was an improving of the result of the students' mean was 72.23. Where, 8 students got successful criteria score or it was only 38% and 13 students' got unseccessful criteria score or it was 62%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 83.19. Where, 18 students' got successful criteria score or it was 86% and 3 students' got unsuccessful criteria score or it was 14%. In other words, the students' vocabulary mastery was improved. And based on interviewed, observation sheet, and photographs, it showed that the expression and excitement of the students were also improve.²³

²³Wanda Lestari, 2017, about, "*Improving Students' Vocabulary Mastery by Using Text Twist Game at SMPS IT AL – Hijrah 2 Lau Dendang*", skripsi. Medan: Islamic University of North Sumatera.

In the recent research by Roziyana Annggreni, in 2018, the English student of UINSU, wrote "*The Use of Sara's Cooking Party Game Media to Enrich Students' English Vocabulary At MAS Amaliyah*". This research was conducted to find out of improvement of students' English vocabulary by using Sara's Cooking Party game media. The population of this study was the grade XI Science 2 of Madrasah Aliyah Swasta Amaliyah Sunggal on the academic year 2017/ 2018. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from observation sheet, interview, documentation and diary note. The result indicated that there was an improvement on students' English vocabulary by using Sara's Cooking Party game Media.

It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 25 point and the highest one was 75 point; the students' score in post-test I, the lowest score was 60 and the highest one was 85; the students' score in post-test II, the lowest score was 70 and the highest one was 95. In the pre-test, there were 4.65% (2 of 43 students) who got score ≥ 75 . In the post-test I, there were 48.83% (21 of 43 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 93.02% (40 of 43 students) who got score ≥ 75 . The percentage of the improvement scores from post-test I to post- test II were 44.18 %. Based on the data, it was concluded the

students' English vocabulary can improve by using Sara's Cooking Party game media.²⁴

C. Conceptual Framework

Vocabulary is one of the important aspects to master the language, without enough vocabulary, it is very difficult to make communication with the others. Vocabulary only can be mastered by memorize it, it caused the problems that face by the student.

In this study, the teacher and the students go to outside of the classroom to observe the environment. The students and the teacher will discuss the planning in the field trip process, they will determine the objective of the study and the place to do field trip. Then, the students will be divided to some groups and the students have to do observation in order to collect the data and make the notes which help the students for repetition. To make sure that the field trip run well, the teacher have to do evaluation in order to know the students' understanding after the field trip study.

Field trip can help the students to master the vocabulary by its own way. Field trip is one of the techniques in learning vocabulary, because it can improve the students' enthusiastic and motivation. Moreover, field trip gives the different nuance in their learning in which the vocabulary activity is usually conducted in classroom. The students become enjoy to memorize vocabulary based on their

²⁴Roziyana Anngreni, 2018, about "*The Use of Sara's Cooking Party Game Media to Enrich Students' English Vocabulary At MAS Amaliyah*", skripsi. Medan: Islamic University f North Sumatera.

observation in the field. Their vocabulary will develop when they see the real object.

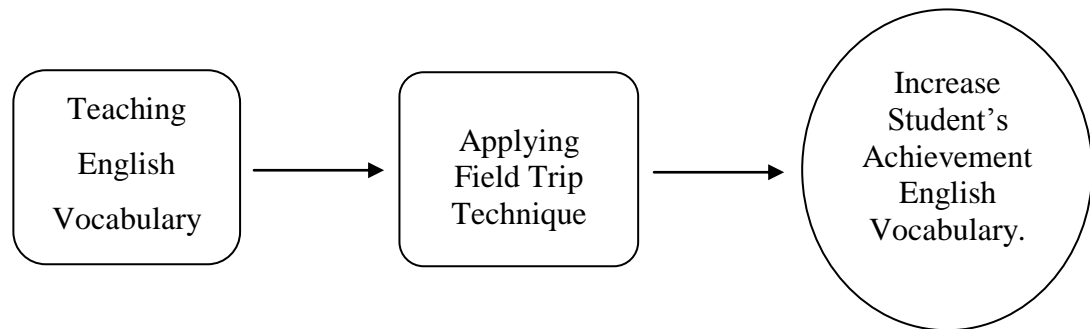


Figure 2.1
Conceptual Framework of The Research

D. Actional Hypothesis

To answer of the problem of research that has been described can put forward hypothesis as follow: field trip technique can increase students' vocabulary at the seventh grade of SMPN 3 Tapung in 2018/2019 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Setting

The research held at at the seventh grade students of SMPN 3 Tapung, Kampar, Riau. The research conducted in the second semester of 2018/2019.

B. The Research Design

The Classroom Action Research (CAR) procedure is applied in this research. According to Burns, Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen. Inherent in this statments is a critical dimension which involves reflecting on the social structures and orders which surround classrooms.²⁵

Classroom action research consists of two cycles in which each cycle contains of four phases; planning, action, observation, and reflection. Classroom action research should be conducted at least in two cycles. If the results are less satisfactory, researcher can perform the cycle once again in order to achieve the object of the research. As Arikunto stated, "Classroom action research should be

²⁵Anne Burns, *Collaboartive Action Research for English Language Teachers*, (United Kingdom: Cambridge University, 1999), p. 30.

implemented at least two cycles continuously”.²⁶ Arikunto also gave the research design by Kemmis and Mc. Taggart²⁷:

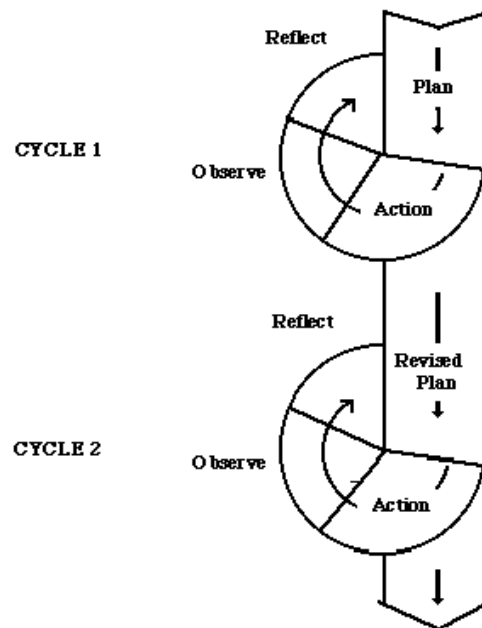


Figure 3.1
Kemmis and Mc. Taggart's Action Research Design

C. The Procedures of Research

Classroom Action Research (CAR) apply the theory by Kemmis and Taggart research design. The procedures of research are administrated in two cycles. Each cycle contains of four steps; 1) planning, 2) action, 3) observation, and 4) reflection. After doing four phases called one cycle and finish the first cycle, it might be found the problem or the previous unfinished problem yet. Therefore, it was necessary to continue to the second cycle in line it in the same concept of the first cycle. But, before doing the first cycle, the researcher gave

²⁶ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p.23.

²⁷ *Ibid.*, p. 6

pre-test to the students to know the students' ability in vocabulary, and gave post-test after treatment to know the progress of the students. Here the explanation above:

a. Pre-test

Pre-test is administrated to identify the basic knowledge of the students about vocabulary, the students' problem in vocabulary, and students attitude toward English lesson before the cycle I begins. In this pre-test, the students asked to answer the questions in form of multiple choice.

b. Cycle I

a. Planning

Planning is an arrangement for doing something. In the planning phase, the researcher prepared everything that needed in the learning process. The researcher planned the field trip activity with the students together. The researcher also cooperated with the English teacher of SMPN 3 Tapung. The following points are the specification of the planning in the first cycle:

- Deciding the appropriate material and topic.
- Deciding the field that will be visited.
- Developing the lesson plan.
- Preparing the observation sheet for the teacher and the students.
- Preparing post-test I.

b. Action

Action is process of doing the things. This step is the implementation of planning. In this step, the students taught to increase their vocabulary mastery by applying field trip technique.

- Explaining the instruction for practicing.
- Applying field trip technique.
- The students observe the field and make the note.
- Evaluating and giving general conclusion.

c. Observation

In this stage the researcher observed the students' participation and the students' achievement. The observer discovered the problems during the teaching and learning process by filling the observation sheet and find out the problems, answering the difficulties of the students in performing the activity.

d. Reflection

Reflection is implemented based on the analysis of data from observation and evaluation activities. Reflection is conducted to determine the extent to which media can enhance students' vocabulary and to know the advantages and disadvantages of the field trip technique in order to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

c. Cycle II

a. Planning

Activity of which is in the planning cycle II is the same as planning to cycle I. The planning stages on the second cycle based on the result of reflection of the activity in cycle I. Planning is conducted to avoid the shortages and obstacles that occur in the first cycle both on students, and on the implementation of field trip technique to increase students' vocabulary.

b. Action

Activities undertaken in this step is to implement the lesson plan that have been planned and developed from the implementation in the cycle I, and in an accordance with the lesson plan that have been previously design to increase students' vocabulary.

c. Observation

As in cycle I, observation and evaluation activities are carried out to determine the improvement of students' vocabulary mastery.

d. Reflection

At the end in the cycle II, the reseacher will discuss about the result of the implementation of the modified action. If the Classroom Action Research target has not be achieved yet, the action would be continued (move to cycle 3), but the students' test result has completed the criterion, so the researcher stopped the research in this cycle.

D. The Subject of The Study

In SMPN 3 Tapung, there are six classes in the seventh grade, but the subject of this study is the students of 7-A of SMPN 3 Tapung, academic year 2018/2019. There are 32 students in this class that consists of 8 male and 24 female students.

Table 3.1. Subject of the Study

Class	Students		Total
	Male	Female	
7-A	8	24	32

E. The Criteria of Successful Action

Classroom Action Research (CAR) is successful if it can exceed the criteria which has been determined. In this study, the research will succeed when 75% of students could pass the assessment score, which the *Kriteria Ketuntasan Minimal* (KKM) is ≥ 80 in SMPN 3 Tapung. It can be concluded that students have to get score 80 to pass the KKM and if 75% the students or more can get minimum score the research will stopped because it has succeed.

F. The Technique of Collecting Data

In this research, the data is collected in quantitative and qualitative data. The quantitative data obtain by giving some test to the students and qualitative data obtain by doing some interview, and observation. The explanation as below:

1. The Quantitative Data

In collecting the data, the researcher tested the students by asking to answer the question in form of multiple choice. Multiple choice tests are a popular way of testing in that they are easy to score, and they are easy to design. The time that will give to answer the test is ninety minutes. In scoring the data of vocabulary test, the researcher used the category that evaluates the criterion. There are some criterias that must be consider to assess the students' vocabulary. The researcher will use *Penilaian Acuan Patokan* (PAP) or Criterion Referenced Test (CRT) in the evaluation of the test.²⁸

Table 3.2. PAP (Penilaian Acuan Patokan)

Number	Range of Score	Category	The Quality
4	85-100	Very high	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very low	E

2. The Qualitative Data

a. Observation

In this case, the researcher used the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher made the observation notes about situation in the class, covers teacher's performance in teaching vocabulary and students' vocabulary mastery.

b. Interview

²⁸ Daeng Idris, *Teknik Penilaian Pembelajaran Dengan Menggunakan Passing Grade*, Jurnal Matematika, Statistika, dan Komputasi, Vol. 4, No. 1, Juli 2007, p. 28.

Before implementing the research, the researcher interviewed the teacher about students' difficulties in vocabulary, students' condition in vocabulary activity, and the kinds of strategies usually used by the teacher in teaching vocabulary. The researcher also carried an interview to know the teacher's response toward the idea of implementing the field trip technique in order to increase students' vocabulary.

c. Diary Note

Diary note is note for the researcher when the researcher teach in the class. It contains about researcher feeling, opinion, estimation, reflection, and explanation.

d. Documentation

The researcher used a camera to collect all the data. Camera utilized to take the photoes and record the students' performance in the teaching and learning process.

G. The Technique of Analysis Data

This study applied the quantitative and qualitative data. Quantitative data is used to analyze the score of students' vocabulary, while the qualitative data is used to describe the situation during teaching and learning process. By applying this data, it could assumed to get the satisfying result of the improving vocabulary through field trip technique.

Qualitative data is analyzed from the observation sheet, diary notes, and documentation. These are used to describe the improvement of students' vocabulary. Meanwhile, quantitative data is used to collect and to analyze by

computing the score of vocabulary test. It is also used to see the improvement of students' vocabulary.

The improvement of students' score in vocabulary through field trip technique could be seen from the mean of the students' score during the research as the following formula:

$$X = \frac{\sum X}{N}$$

Where :

X = The mean of the students score.

$\sum X$ = The total score.

N = The member of the students.²⁹

In order to agglomerate the member of master students, the researcher

used the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = The percentage of students who get the point 75.

R = The number of students who get point up to 75.

T = The total of students who do the test.

²⁹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2014), p. 86.

CHAPTER IV
RESEARCH FINDINGS AND DICUSSION

A. Research Findings

The data of this study are qualitative and quantitative data. The qualitative data were taken from interviews with teacher and students, observation sheet, and documentation. The quantitative data were taken from students score in some tests. This research was conducted in 7A class with 32 students. This research held in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). Before beginning the first cycle, the researcher held pre-test and the researcher gave test as post-test I for cycle I and post-test II for cycle II in the last meeting of each cycle.

1. Preliminary Study

a. Pre-Test

The pre-test was conducted at the beginning of the research, on 5 May 2019. The purpose of pre-test was to know the students' vocabulary mastery. The pre-test was conducted by giving the test in form of multiple choices and the researcher asked them to answer the questions in specified time. There were 32 students who followed this test.

Table 4.1 Students' Pre-Test Score

No.	Initial of The Students	Score	Category
1	A	85	Passed
2	ASP	80	Passed

No.	Initial of The Students	Score	Category
3	AZ	85	Passed
4	CM	85	Passed
5	DAF	95	Passed
6	DAF	90	Passed
7	EEP	80	Passed
8	FMP	90	Passed
9	FL	70	Failed
10	HMP	85	Passed
11	IPC	90	Passed
12	JI	65	Failed
13	JFO	95	Passed
14	KR	90	Passed
15	LPA	80	Passed
16	MRPF	90	Passed
17	MFA	70	Failed
18	MFI	75	Failed
19	MRA	80	Passed
20	NZ	80	Passed
21	N	90	Passed
22	RA	80	Passed
23	S	75	Failed
24	SM	75	Failed
25	SW	75	Failed
26	SAN	75	Failed
27	SA	80	Passed
28	TM	75	Failed
29	TF	80	Passed
30	WSA	70	Failed
31	WNI	90	Passed
32	YA	65	Failed
Total			2590
Mean			80,93

In the pre-test, the total score of students was 2590, and the number of students who took the test was 32 students, the mean of the students' score was:

$$X = \frac{2590}{32} = 80,93$$

The percentage of students' vocabulary mastery formulated as below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{11}{32} \times 100 \% = 34,37 \%$$

$$P_2 = \frac{21}{32} \times 100 \% = 65,62 \%$$

Table 4.2 Percentage of Students' Vocabulary in Pre-Test

	Category	Number of Students	Percentage
P_1	Failed	11	34,37 %
P_2	Passed	21	65,62 %

Based on the result of pre-test, the data showed that the mean score of pre test was 80,93 and there were twenty one or 65,62% students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). This data showed that the ability of the students in vocabulary is not really bad, but some of the students still had the low ability in vocabulary. The researcher concluded that the students need the improvement on their vocabulary.

b. Post-Test I

The researcher gave test in post-test I, the test was given after the application of Fiedl Trip technique. The researcher found improvement of the students' score in post-test of the first cycle.

Table 4.3. Students' Post-Test I Score

No.	Initial of The Students	Score	Category
1	A	100	Passed
2	ASP	90	Passed
3	AZ	90	Passed
4	CM	95	Passed
5	DAF	95	Passed

No.	Initial of The Students	Score	Category
6	DAF	90	Passed
7	EEP	90	Passed
8	FMP	95	Passed
9	FL	90	Passed
10	HMP	90	Passed
11	IPC	90	Passed
12	JI	70	Failed
13	JFO	95	Passed
14	KR	90	Passed
15	LPA	90	Passed
16	MRPF	90	Passed
17	MFA	75	Failed
18	MFI	70	Failed
19	MRA	95	Passed
20	NZ	95	Passed
21	N	90	Passed
22	RA	90	Passed
23	S	75	Failed
24	SM	65	Failed
25	SW	75	Failed
26	SAN	75	Failed
27	SA	90	Passed
28	TM	75	Failed
29	TF	90	Passed
30	WSA	90	Passed
31	WNI	95	Passed
32	YA	75	Failed
Total			2770
Mean			86,56

In post-test, the total score of students was 2770 and the number of students who took the test was 32, the mean of the students' score was:

$$X = \frac{2770}{32} = 86,56$$

From the table above, it can be seen that students' vocabulary mastery in English lesson was good, but the success criteria still could not reach. The mean

of students was 86,56. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{9}{32} \times 100 \% = 28,12\%$$

$$P_2 = \frac{23}{32} \times 100 \% = 71,87\%$$

Table 4.4. Percentage of Students' Vocabulary in Post-Test I

	Category	Number of Students	Percentage
P_1	Failed	9	28,12%
P_2	Passed	23	71,87%

The result of the post test of the first cycle, the mean score was 86,56 and there were twenty three students or there were 71,87% of students who passed the KKM. Researcher concluded there is students' improvement in vocabulary mastery between pre-test and post-test I.

c. Post-Test II

The researcher choosed to continue the research in cycle two. The aim was to improve the students' score in vocabulary after doing post-test in the first cycle.

Table 4.5. Students' Post-Test II Score

No.	Initial of The Students	Score	Category
1	A	95	Passed
2	ASP	90	Passed
3	AZ	90	Passed
4	CM	95	Passed
5	DAF	95	Passed
6	DAF	90	Passed
7	EEP	90	Passed
8	FMP	95	Passed
9	FL	90	Passed
10	HMP	90	Passed

No.	Initial of The Students	Score	Category
11	IPC	90	Passed
12	JI	80	Passed
13	JFO	95	Passed
14	KR	90	Passed
15	LPA	90	Passed
16	MRPF	90	Passed
17	MFA	85	Passed
18	MFI	75	Failed
19	MRA	95	Passed
20	NZ	95	Passed
21	N	90	Passed
22	RA	90	Passed
23	S	80	Passed
24	SM	85	Passed
25	SW	75	Failed
26	SAN	75	Failed
27	SA	90	Passed
28	TM	75	Failed
29	TF	90	Passed
30	WSA	90	Passed
31	WNI	95	Passed
32	YA	85	Passed
Total			2825
Mean			88,28

In post-test II, the total score of students was 2825 and the number of students who took the test was 32, the mean of the students' score was:

$$X = \frac{2825}{32} = 88,28$$

From the table above, students' vocabulary mastery in English lesson was good. The mean of students was 88,28. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{4}{32} \times 100 \% = 12,5\%$$

$$P_2 = \frac{28}{32} \times 100 \% = 87,5\%$$

Table 4.6. Percentage of Students' Vocabulary in Post-Test II

	Category	Number of Students	Percentage
P_1	Failed	4	12,5%
P_2	Passed	28	87,5%

The result of the post test of the second cycle, the mean score was 88,28 and there were twenty eight students or there were 87,5% of students who passed the KKM. It is indicated that the research is successful and the researcher stopped the research in this cycle.

2. Cycle I

a. Planning

In this phase, the researcher and the teacher made a planning based on the problems faced by students in vocabulary mastery. In this case, the researcher arranged a lesson plan based on the teaching material, and prepared observation sheet to observe the students and teacher's performances during the teaching learning process. The researcher also arranged the post-test I to collect the data in order to know the students' improvement after the application of the technique.

b. Action

The action of the cycle I was done on 17 May 2019. In action phase, the teacher implemented a lesson plan that had been made before. In this phase, the researcher implemented Field Trip as the technique to teach. First, the researcher

led the students to mention the things around the school. Second, the researcher invited the students to observe the environment around the school and made the notes of the things that already seen. Third, the researcher asked the students to determine the functions of the things that already noted and determined the number. Fourth, the students mentioned the things, the functions, and the number that they already observed at the same time. Next, to make sure the students already memorized the new vocabulary, the researcher asked them to make simple dialogue and practised the dialogue in front of the class. Then, researcher gave feedback and general conclusion which is about material to students in the end of learning activity.

In the second meeting, the researcher gave the post-test I in the end of cycle I. The test was in multiple choice form. The post-test I was held to measure the improvement of students' vocabulary mastery.

c. Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response, and students' participations during teaching and learning process by using Field Trip as technique to teach.

In this phase, related to the observation sheet for the teacher, the teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction. But, the teacher didn't deliver the material clearly.

Related to the students' response, some students didn't pay attention to the teacher's explanation. Some of them also did not follow the rule when practising the activity. However, the teaching and learning activity run enthusiastically, even some students seen did not pay attention.

Related to the students' participation, it showed some progress than before the implementation of Field Trip as technique. Some students participated in the class and their vocabulary have improved. The observation sheet can be seen in Appendix IX (page 79-80).

d. Reflection

The researcher and the teacher evaluated the conclusion of implementation of the action based on the result of post-test I. Then, the researcher and the teacher tried to modify the lesson plan in order 75% of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied because the students showed the improvement that was proven by the scores they get, although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by implementing Field Trip as technique. From the reflecting phase above, there were some improvement that would be implemented in the cycle II.

2. Cycle II

a. Planning

After finding the fact that the students' vocabulary mastery scores was good enough, but could not reach the success criteria which was proven by their post-test 1 scores. The researcher and the teacher rearranged the lesson plan which was used in the previous cycle with some modifications. To stimulate the students, the researcher gave more explanation about the material, and gave the guidance during the main activity run. Beside of that, the researcher also prepared the observation sheet to note the classroom activities and the post-test 2 to collect the data.

b. Action

The action of cycle two was done on 22 May 2019. In this meeting, the teacher asked the students about their difficulties in implementing Field Trip as technique in enrich the vocabulary. The researcher gave more explanation about the material than before to help the students get the better understanding. The students also gave the guidance intensely. The students kept to make the notes for the things that they already observed and in the end of the activity the students made the short dialogue.

In the second meeting, the researcher gave the post-test 2. It was multiple choice test with the different questions than previous test.

c. Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response, and students' participations during teaching and learning process by using Field Trip as technique to teach.

In this phase, related to the observation sheet for the teacher, the teacher delivered the material by combine the native and target language. The teacher also delivered the material clearly. Moreover, the teacher responded the students' participation in a form reaction.

Related to the students' response, some students paid attention to the teacher's explanation and followed the rule when practising the activity. Moreover, the teaching and learning activity ran enthusiastically.

Related to the students' participation, it showed some progress than before the implementation of Field Trip as technique. Some students participated in the class and their vocabulary have improved. The observation sheet can be seen in Appendix IX (page 81-82).

d. Reflection

The teacher and the researcher analyzed the result of cycle II. Most of the students responded the teacher actively. Furthermore, the teaching learning process was done very well. The researcher and the teacher were satisfied because the students had significant improvement from the score get from pre-test, post-test I and post-test II. After achieving the target research, 75% students passed the

KKM, the researcher and the teacher decided to stop the Classroom Action Research.

B. Discussion

This research was conducted to find out the improvement on the students' vocabulary mastery in English lesson by using Field Trip as the technique in the learning process. The research that had been done by the researcher indicated that Field Trip was effective to enrich students' vocabulary. It could be seen from the tables that showed the increasing of students' score from pre-test, post-test I, and post-test II.

The result of this research indicated that there was an improvement on the students' vocabulary mastery through Field Trip. In the pre-test, the students who got the score 80 or more were twenty one of thirty two students (65,62%). In the post-test I, students who got the score 80 or more were twenty three of thirty two students (71,87%). In the post-test II, students who got the score 80 or more were twenty eight of thirty two students (87,5%). In other words, the students' vocabulary increased and became well in the first meeting to the next meeting.

Table 4.7. Percentage of Students' Vocabulary

Name of Test	Number of the Students who Got the Score ≥ 80	Percentage
Pre-test	21	65,62%
Post-test I	23	71,87%
Post-test II	28	87,5%

The researcher also analyzed qualitative data to support research findings beside the quantitative data. The qualitative data was organized from the

observation sheet, diary notes, and documentation. All of these data indicated that the students gave their attitude and responses during teaching-learning process.

Based on the diary notes, in the first cycle the teacher made the mistakes by didn't give the clear explanation and could not control the students well when the main activity run. But after the reflection of first cycle, the teacher learned to manage the class in the right way. So, the activity in the second cycle can run well without significant problem. The students also could accept the learning process even the teacher used Field Trip technique.

Interview was also done when the researcher implementing the technique to the students. The students interested in the way of learning vocabulary. They felt more enthusiastic and enjoy because they could learn outside the class and observe the objects directly. The transcript of interview can be seen in Appendix VIII (page 75-78).

So, it can be concluded that the result of the research showed that the implementation of Field Trip technique increased the students' ability in vocabulary. It can be seen from the quantitative data proven by the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Based on qualitative data, it was found that the class ran effectively.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research was conducted to solve the problems related to vocabulary mastery through Field Trip Technique. By conducting this research, it was found that:

1. The students were more active and participated in learning vocabulary during the teaching-learning process through Field Trip technique. Field trip technique can also make students enjoy the learning process because the students will join the learning process directly with the fun way. Through Field Trip, the students can see the objects directly and make them memorize the English of the objects easily.
2. In analyzing the students' vocabulary mastery through Field Trip technique, the writer calculated the students' score in pre-test and post-test. In the pre-test, the students who got the score 80 or more were twenty one of thirty two students (65,62%). In the post-test I, students who got the score 80 or more were twenty three of thirty two students (71,87%). In the post-test II, students who got the score 80 or more were twenty eight of thirty two students (87,5%). In other words, the students' vocabulary increased and became well in the first meeting to the next meeting.

B. Suggestions

After conducting the research, the researcher gave several suggestions for English teacher, students, and other researchers.

1. For the English teacher

It is better for the English teacher to apply Field Trip technique in teaching vocabulary because it can increase the students' vocabulary and this technique suitable for junior high school students.

2. For the students

The students are expected to increase their vocabulary because it is the important aspect of language.

3. For other researchers

For other researchers who will conduct the similar research to increase students' vocabulary through Field Trip, it is suggested to manage the class carefully.

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APPENDICES

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMPN 3 Tapung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh)
Materi Pokok	: Things in My World
Alokasi Waktu	: 2 Pertemuan

A. Kompetensi Inti

- KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji berbagai hal 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 dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari.	3.4.1 Mengidentifikasi nama binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari. 3.4.2 Mengidentifikasi jumlah binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari. 3.4.3 Mengidentifikasi karakteristik dan fungsi dari benda/ bangunan umum tertentu.
4.4 Menyusun teks lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari.	4.4.1 Menyusun teks tulis pendek dan sederhana untuk mendeskripsikan nama dan jumlah benda, binatang dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari 4.4.2 Membuat dialog lisan pendek dan sederhana tentang menyatakan dan menanyakan nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari.

C. Tujuan Pembelajaran:

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu menyebutkan nama benda yang ada di lingkungan sekolah.
2. Peserta didik mampu mengidentifikasi nama benda yang ada di lingkungan sekolah.
3. Peserta didik mampu menentukan fungsi dari benda yang ada di lingkungan sekolah.
4. Peserta didik mampu menggunakan kata *what* dan *where* untuk menanyakan apa dan letak benda yang ada di lingkungan sekolah.
5. Peserta didik mampu mengidentifikasi penggunaan kata *s/es* pada benda benda yang ada di lingkungan sekolah dalam jumlah banyak .
6. Peserta didik mampu mengidentifikasi penggunaan kata *this is / these are* dan *that is / those are* dalam kalimat.
7. Peserta didik mampu mengidentifikasi penggunaan kata *there is* dan *there are* dalam kalimat.

D. Materi Pembelajaran

Tema :

Things is My World

Fungsi sosial

Mengenalkan, mengidentifikasi.

Struktur teks

It's my cricket.

Are they your toys? Which one is your book?

How many pencils do you have? dan semacamnya.

Unsur kebahasaan

- Pernyataan dan pertanyaan terkait benda yang ada di lingkungan sekolah.
- Penyebutan benda dengan *a, the*, bentuk jamak (-s)
- Penggunaan kata penunjuk *this, that, these, those ...*
- Preposisi untuk *in, on, under* untuk menyatakan tempat
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model Pembelajaran : Discovery Learning

F. Media, Alat, dan Sumber Pembelajaran

1. Media

- Video
- Power point slide

- Papan Tulis

2. Alat/Bahan

- Proyektor
- Spidol

- Speaker

G. Sumber Pembelajaran

- Buku pelajaran siswa: Kemendikbud. 2016. *When English Rings a Bell* kelas VII Edisi Revisi 2016. Jakarta :Pusat Kurikulum dan Perbukuan
- Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

H. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam (<i>greeting</i>); • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; • Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; • Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus. 	10 menit
Inti	<p>Langkah 1 : Mengamati dan Menanya</p> <ul style="list-style-type: none"> • Guru membimbing siswa untuk menyebutkan nama benda yang terdapat di lingkungan sekolah mencakup perabot dan perangkat pembelajaran seperti alat tulis, dan fasilitas sekolah. Contoh : Pencil, eraser, dll. <p>Langkah 2 : Mengeksplorasi</p> <ul style="list-style-type: none"> • Membimbing Peserta didik untuk mengobservasi lingkungan sekolah serta membuat catatan mengenai benda-benda yang ada di lingkungan sekolah. • Membimbing peserta didik untuk menentukan fungsi dari masing-masing benda yang telah diobservasi di lingkungan sekolah. • Membimbing peserta didik untuk menentukan jumlah benda dengan menerapkan <i>-s/-es</i> dalam kata benda yang telah diobservasi di lingkungan sekolah. • Membimbing siswa untuk menentukan letak benda yang telah diobservasi di lingkungan sekolah dengan menerapkan kata <i>that, this, there, etc.</i> <p>Langkah 3 : Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa untuk menyebutkan benda-benda serta fungsinya yang telah diobservasi di lingkungan sekolah. 	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> • Siswa untuk menyebutkan nama dan jumlah benda yang ada dilingkungan sekolah untuk menentukan tunggal atau jamaknya benda. • Siswa untuk menyebutkan letak benda yang telah diobservasi dilingkungan sekolah sekolah dengan menerapkan kata <i>that, this, there, etc.</i> • Siswa menyusun dialog teks singkat tentang menyatakan dan menanyakan nama dan jumlah benda yang ada di lingkungan sekolah. <p>Langkah 4 : Mengomunikasikan</p> <ul style="list-style-type: none"> • Membimbing siswa membuat dialog singkat untuk mendeskripsikan nama dan jumlah benda di lingkungan sekolah. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru memberikan tugas yang terdapat pada LKS siswa. • Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. • Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

1. Teknik Penilaian : Tes Tulis
2. Instrumen Penilaian : *Multiple Choice*
3. Rubrik Penilaian :

Rubric	Score
Correct answer	5
Incorrect answer	0

Minimum Score= 80
Highest Score= 100

Tapung, Mei 2019

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Mahasiswa

NIP.

NIP.

Agung Surya Dardanella
NIM. 34.14.3.095

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMPN 3 Tapung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh)
Materi Pokok	: Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)
Alokasi Waktu	: 2 Pertemuan

H. Kompetensi Inti

- KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji berbagai hal 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 dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	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	3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.	<p>3.6.1 Membaca teks label dan daftar barang yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.6.2 Mengidentifikasi <i>countable nouns</i> dan <i>uncountable nouns</i>.</p> <p>3.6.3 Mengidentifikasi jumlah ataupun satuan jumlah digunakan pada label dan daftar barang belanjaan yang dekat dengan kehidupan siswa sehari-hari.</p>
4	4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1 Membuat teks tulis label dan daftar barang belanjaan dengan menggunakan satuan jumlah yang tepat.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Membaca teks label dan daftar barang belanjaan yang dekat dengan kehidupan siswa sehari-hari.
- 2) Mengidentifikasi *countable nouns* dan *uncountable nouns*.
- 3) Mengidentifikasi jumlah ataupun satuan jumlah digunakan pada label dan daftar barang belanjaan yang dekat dengan kehidupan siswa sehari-hari.
- 4) Membuat teks tulis label dan daftar barang belanjaan dengan menggunakan satuan jumlah yang tepat.

D. Materi Pembelajaran

a. Materi Reguler

Tema:

Teks tulis label nama (*label*) dan daftar barang (*list*)

Fungsi sosial

Mengenalkan, mengidentifikasi, menginventarisasi.

Struktur text

Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.

Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah.

Unsur kebahasaan

- *Artikel a, kata benda plural*
- *angka kardinal, 1 s.d. 100, one, two, three, ... one hundred*
- *Ucapan, tekanan kata, intonasi*
- *Ejaan dan tanda baca*
- *Tulisan tangan*

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model Pembelajaran : Discovery Learning

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD, gambarbenda, poster, Foto

2. Alat/Bahan

Realia bendadan spidol warna

G. Sumber Pembelajaran

- Buku pelajaran siswa: Kemendikbud. 2016. *When English Rings a Bell* kelas VII Edisi Revisi 2016. Jakarta :Pusat Kurikulum dan Perbukuan
- Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

H. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam (<i>greeting</i>); • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; • Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; • Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus. 	10 menit
Inti	<p>Langkah 1 : Mengamati dan Menanya</p> <ul style="list-style-type: none"> • Peserta didik mengamati daftar barang. • Peserta didik mengamati penjelasan guru mengenai penggunaan <i>article a/an</i>. • Peserta didik mengamati penjelasan guru mengenai penggunaan <i>-s</i> untuk menunjukkan benda yang jamak. • Peserta didik mengamati penjelasan guru mengenai penambahan <i>-es</i> untuk kata benda jamak. • Peserta didik mengidentifikasi beberapa benda dalam bentuk jamak. • Peserta didik menanyakan materi yang telah dijelaskan <p>Langkah 2 : Mengeksplorasi</p> <ul style="list-style-type: none"> • MembimbingPesertadidikuntuk mengobservasi lingkungan perbelanjaan serta membuat catatan mengenai benda-benda yang ada dilingkungan perbelanjaan. 	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> • Membimbing peserta didik untuk menentukan fungsi dari masing-masing benda yang ada dalam daftar belanja yang telah diobservasi di lingkungan perbelanjaan. • Membimbing peserta didik untuk menentukan jumlah benda dengan menerapkan <i>-s/-es</i> dalam kata benda yang telah diobservasi di lingkungan perbelanjaan. <p>Langkah 3 : Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa secara berkelompok membuat daftar belanja yang sesuai dengan tema kelompok masing-masing. • Siswa menyebutkan benda-benda yang ada dalam daftar belanja serta fungsinya. • Siswa menyebutkan nama dan jumlah benda yang ada di keranjang belanja untuk menentukan tunggal atau jamaknya benda. • Siswa menyusun dialog teks singkat tentang menyatakan dan menanyakan nama dan jumlah benda yang ada di keranjang belanja. <p>Langkah 4 : Mengomunikasikan</p> <ul style="list-style-type: none"> • Membimbing siswa membuat dialog singkat untuk mendeskripsikan nama dan jumlah benda di keranjang belanja. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru memberikan tugas yang terdapat pada LKS siswa. • Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. • Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

1. Teknik Penilaian : Tes Tulis
2. Instrumen Penilaian : *Multiple Choice*
3. Rubrik Penilaian :

Rubric	Score
Correct answer	5
Incorrect answer	0

Minimum Score= 80

Highest Score= 100

Tapung, Mei 2019

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Mahasiswa

NIP.

NIP.

Agung Surya Dardanella
NIM. 34.14.3.095

- A. Basketball field
- B. Volley field
- C. Classroom
- D. Football field

17. It is a



- A. Pencil case
- B. Trash Can
- C. Broom
- D. Mop

18. You can go to the...when you want to pay textbook.

- A. Classroom
- B. Headmaster Room
- C. Teacher's Room
- D. Staff Room

19. When you make some trouble in the school. Where will the teacher call you?

- A. Classroom
- B. Headmaster Room
- C. Guidance and Conseling Room
- D. Canteen

20. What is the name of this object?



- A. Book
- B. Pole
- C. Flagpole
- D. Whiteboard

Appendix IV

Answer Key of Pre-Test and Post-Test I

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

Appendix V

Instrument of Post-Test II

Read the following text to answer questions number 1 to 3.

- 20 balloons
- A beautiful tart
- Bottle syrup
- 9 pack of biscuits
- 5 m ribbon
- 40 paper trumpets
- 44 paper hats

1. How many paper trumpets does the writer want to buy?
A. Fourteen
B. Forty four
C. Forty
D. Four
2. What kind of hats does he want to buy?
A. Bamboo hats
B. Plastic hats
C. Fabric hats
D. Paper hats
3. From the text we know that the writer wants to buy to invite stores, except ...
A. The bakery
B. The butcher's
C. The grocer's
D. The stationer's

Read the following text to answer questions number 4 to 6.

Here is Mother's shopping list

- 3 kg of rice
- 4 kg of sugar
- 1 pack of tea
- 1 bottle of shampo
- A kg of washing powder
- 2 bottles liquid soap
- 3 bottles cooking oil

4. How many kilogram of sugar does mother need?
A. One
B. Two
C. Three
D. Four
5. Mother needsto fry fried chicken.
A. Rice
B. Shampoo
C. Cooking oil
D. Washing powder
6. Who might go to the grocery store?
A. Mother
B. Father
C. Aunt
D. Uncle

Read the following text to answer questions number 7 and 8.

SHOPPING LIST

- 2 books
- 1 pencil
- 1 red pen
- 1 pack of crayon

- 1 pencil case
 - 2 rulers
 - 1 eraser
 - 1 blue sharpener
7. What kind of text is it?
- | | |
|--------------------|-----------------|
| A. short message | C. A food label |
| B. A shopping list | D. A letter |
8. What color is the pen?
- | | |
|----------|----------|
| A. Black | C. Red |
| B. Blue | D. White |

Read the following text to answer questions number 9 and 10.

SHOPPING LIST

- 1 (3 pounds) whole chicken
 - 4 carrot
 - 1 large onion
 - 4 stalks celery
 - 1 pack salt
9. What is the purpose of making shopping list?
- | |
|--|
| A. To trouble your grocery shopping as efficient |
| B. To make your grocery shopping as efficient |
| C. To make easy in cooking |
| D. To describe your shopping list |
10. From the text above, we know that the writer probably wants to cook
- | | |
|------------------|-----------------|
| A. Fried chicken | C. Fruit salad |
| B. Chicken soup | D. Chicken rice |

Read the following text to answer questions number 11 and 13.

- 4 loaves of bread
 - 3 kilos of beans
 - 1 kilo of apples
 - 2 kilos of sugar
 - 1 kilo of carrots
 - 1 kilo of oranges
 - 1 can of soft drink
11. What is the text type?
- | | |
|------------------|------------------|
| A. Short message | C. Prohibition |
| B. Shopping list | D. Greeting card |
12. The purpose of text above is to remind the customer of what to
- | | |
|----------|---------|
| A. bring | C. cook |
| B. make | D. buy |
13. How many kinds of vegetables are there in the text?
- | | |
|--------|----------|
| A. one | C. three |
| B. two | D. Four |
14. We buy fruits in the ...
- | | |
|---------------|----------------|
| A. fruitstall | C. drugstore |
| B. stationary | D. greengrocer |

15. There is a fruitstall in the market. Fruitstall in Indonesian is ...
- | | |
|------------------|--------------|
| A. penjual sayur | C. keranjang |
| B. troli | D. kios buah |
16. Someone who sells something is called...
- | | |
|---------------|------------|
| A. buyer | C. seller |
| B. shopkeeper | D. cashier |
17. A Cashier counts the price by using a...
- | | |
|------------------|------------|
| A. shopping list | C. Receipt |
| B. cash register | D. Trolley |
18. This person serves you at the Supermarket. She is a....
- | | |
|-----------|---------------|
| A. buyer | C. Shopkeeper |
| B. seller | D. Cashier |
19. After paying the things the cashier will give the ... to you.
- | | |
|------------------|--------------|
| A. receipt | C. show-case |
| B. shopping list | D. basket |
20. Mr. Hadi has a ... at the market.
- | | |
|------------|------------------|
| A. trolley | C. Cash register |
| B. receipt | D. Kiosk |

Appendix VI

Answer Key of Post-Test II

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

Appendix VII

TEACHER'S INTERVIEW SCRIPT

Interview Script before the Implementation of Field Trip Technique

R : Apa kesulitan yang Sir hadapi ketika mengajarkan vocabulary di kelas?

I : Kesulitannya itu ya antusiasme murid yang kurang untuk belajar vocabulary. Mungkin karena vocabulary ini lebih banyak menghafal ya, jadi mereka malas.

R : Waktu mengajar vcabulary, teknik mengajar bagaimana yang Sir terapkan?

I : Saya lebih banyak meminta murid-murid menghafal kata-kata baru yang ada di buku mereka, kan biasanya di buku cetak itu ada bagian kosakata baru, nah itu saya suruh mereka hafal. Terkadang saya juga meminta murid itu menghafal kata-kata yang biasa saya tuliskan di papan tulis.

R : Jadi apakah ada peningkatan pesat untuk kemampuan murid dalam vocabulary?

I : Peningkatannya ya tergantung, saya perhatikan kalau mereka serius maka vocabulary mereka lebih baik. Kalau tidak ya vocabulary mereka ya tetap saja.

R : Pernah menggunakan field trip atau karyawisata ngak Sir untuk mengajar vocabulary?

I : Tidak pernah, tapi saya tahu bagaimana karyawisata itu.

R : Nah, di penelitian ini saya mau menerapkan *field trip*. Saya berharap bantuan Sir agar penelitian saya dapat berjalan dengan baik.

I : Saya akan bantu sebisa mungkin.

R : Thank you so much, Sir.

I : You're welcome.

Interview Script after the Implementation of Field Trip Technique

R : Bagaimana pendapat Sir mengenai field trip yang saya terapkan kemarin?

I : Menurut saya *field trip* cara yang menyenangkan untuk mengajar murid dalam vocabulary ya. Sepertinya murid-murid juga lebih santai dalam belajar.

R : Hasilnya bagaimana menurut Sir?

I : Kalau melihat hasil tes mereka ya ada peningkatan dalam vocabulary mereka ya.

R : Menurut pandangan Sir kira-kira apa kesulitan menerapkan *field trip* ini?

I : Kesulitannya itu ya butuh pengawasan ke murid itu lebih ekstra, juga butuh banyak waktu untuk menerapkannya.

R : Terima kasih banyak atas bantuan Sir dalam penelitian saya ini.

I : Iya, sama-sama. Semoga sukses ya.

Appendix VIII

STUDENTS' INTERVIEW SCRIPT

Interview Script before the Implementation of Field Trip Technique.

1. Andi

R : Siapa namanya?

I : Andi, Sir.

R : Boleh saya tanya-tanya, Andi?

I : Boleh, Sir.

R : Suka sama pelajaran Bahasa Inggris atau nggak?

I : Suka, Sir.

R : Yang buat suka belajar Bahasa Inggris apa?

I : Karna keren, Sir.

R : Kalau menghafal kata-kata Bahasa Inggris susah atau nggak?

I : Ngak sih, Sir. Tapi juga gak mudah juga.

R : Biasanya menghafal kata-kata baru bagaimana caranya?

I : Cuma menghafal kayak biasa, Sir. Entah nanti kata-katanya ditulis di papan tulis, baru kami hafal ramai-ramai. Gitu, Sir.

R : Suka dengan cara yang seperti itu?

I : Biasa aja, Sir.

R : Pernah gak menghafal kata-kata baru, tapi kita juga sekalian karyawisata?

I : Ngak pernah, Sir.

R : Nanti kita coba ya ketika saya masuk ke kelas.

I : Oke, Sir.

R : Oke, terima kasih, Andi.

I : Sama-sama, Sir.

2. Yanti Angelita

R : Pagi, Yanti.

I : Pagi juga, Sir.

R : Suka ngak dengan pelajaran Bahasa Inggris?

I : Ngak, Sir.

R : Kenapa ngak suka?

I : Karna susah, Sir. Enggak ngerti ma bahasanya, kata-katanya susah, Sir.

R : Susahnya bagaimana? Bukannya enak ya?

I : Susah, Sir. Nanti tulisannya beda, kita omongkannya beda, jadi susah gitu Sir ingatnya.

R : Biasanya untuk ingat kata-katanya bagaimana diajari ma gurunya?

I : Biasanya kata-kata ditulis di papan tulis, Sir. Siap itu kami hafal baru nanti diperiksa ma gurunya kami udah hafal apa belum, Sir.

R : Suka ngak sama cara kayak gitu?

I : Ngak, Sir. Bosan kek gitu.

R : Pernah belajar hafal kosakata tapi kita belajarnya sambil karyawisata?

I : Karyawisata apa, Sir?

R : Belajar tapi kita keluar kelas, kita kunjungi tempat-tempat di luar kelas kayak gitu.

I : Enggak, Sir.

R : Nanti kita coba ya kalau sir udah masuk ke kelas.

I : Iya, Sir.

R : Terima kasih, Yanti.

I : Sama-sama, Sir.

Interview Script after the Implementation of Field Trip Technique.

1. Andi

R : Jadi bagaimana pelajaran kita waktu kita belajar kata-kata baru sambil karyawisata kemarin?

I : Enak, Sir. Bisa belajar sambil keliling-keliling. Jadinya ngak bosan, terus bisa lihat apa yang kita hafal langsung, Sir. Jadi enak menghafalnya, Sir.

R : Ada masalah ngak waktu kita belajar kek gitu?

I : Saya ngak ada masalah sih, Sir. Semua kayaknya enak-enak aja.

R : Terima kasih ya Andi kerjasamanya.

I : Iya, Sir. Sama-sama, Sir.

2. Yanti Angelita

R : Jadi kek mana pelajaran kita kemarin untuk menghafal kata-kata baru dengan karyawisata?

I : Lebih menyenangkan, Sir. Saya juga lebih mudah ingat kata-katanya, karna waktu saya menghafalnya, saya juga sekalian melihat langsung, jadi lebih mudah ingat, Sir.

R : Ada yang sulit ngak waktu kita belajar kemarin?

I : Enggak ada, Sir. Tapi paling waktu keliling-keliling itu, Sir. Terkadang ada yang nakal, Sir. Itu aja yang enggak enakya, Sir.

R : Oh iya, nanti kita evaluasi itu ya. Terima kasih ya, Yanti.

I : Iya, Sir. Sama-sama, Sir.

Appendix IX

OBSERVATION SHEET

(CYCLE I)

Date : Mei 2019
Students : 7-C
School : SMPN 3 Tapung
Subject : English

FOCUS	TOPIC	YES	NO
The Teacher	1. The teacher uses target language and native language in the learning process.	✓	
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	

FOCUS	TOPIC	YES	NO
	3. Teacher tells to students the goal of the study.	✓	
	4. Teacher gives the explanation about field trip technique.	✓	
	5. Teacher gives explanation about the topic of study.		✓
	6. Teacher explains the material clearly.	✓	
	7. Teacher uses media of teaching.	✓	
	8. Teacher ask students to pronounce and read vocabulary.	✓	
	9. Teacher gives students chance to ask the teacher related to the topic of study.	✓	
	10. Teacher gives test to the student.	✓	
	11. Teacher concludes the material of teaching.	✓	
The Students	1. Students are interested and enthusiastic in studying vocabulary about things at school by implementing field trip technique.	✓	
	2. The students participate in learning process.		✓
	3. Students ask the teacher about material that they do not understand.	✓	
	4. Students answer the question who is giving by the teacher.	✓	
	5. Students do the test seriously.	✓	

English Teacher

Susedi Suardi, M.Pd.

NUPTK: 5437751654200012

Appendix X

OBSERVATION SHEET

(CYCLE II)

Date : Mei 2019
Students : 7-C
School : SMPN 3 Tapung
Subject : English

FOCUS	TOPIC	YES	NO
The Teacher	1. The teacher uses target language and native language in the learning process.	✓	
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	3. Teacher tells to students the goal of the study.	✓	
	4. Teacher gives the explanation about field trip technique.	✓	
	5. Teacher gives explanation about the topic of study.	✓	
	6. Teacher explains the material clearly.	✓	
	7. Teacher uses media of teaching.	✓	
	8. Teacher ask students to pronounce and read vocabulary.	✓	
	9. Teacher gives students chance to ask the teacher related to the topic of study.	✓	
	10. Teacher gives test to the student.	✓	
	11. Teacher concludes the material of teaching.	✓	
FOCUS	TOPIC	YES	NO

Students	1. Students are interested and enthusiastic in studying vocabulary about shopping by implementing field trip technique.	✓	
	2. The students participate in learning process.	✓	
	3. Students ask the teacher about material that they do not understand.	✓	
	4. Students answer the question who is giving by the teacher.	✓	
	5. Students do the test seriously.	✓	

English Teacher

Susedi Suardi, M.Pd.
 NUPTK: 5437751654200012

APPENDIX XI

STUDENTS' ATTENDANCE LIST

No.	Name	Initial	Sex	Student Attendance				
				I	II	III	IV	V
1	Andi	A	M	✓	✓	✓	✓	✓
2	Ananta Sei Saputri	ASP	F	✓	✓	✓	✓	✓
3	Aulia Zahra	AZ	F	✓	✓	✓	✓	✓
4	Cristian Michael	CM	M	✓	✓	✓	✓	✓
5	Dina Aulia Fatmawati	DAF	F	✓	✓	✓	✓	✓
6	Dinda Agustina	DAF	F	✓	✓	✓	✓	✓
7	Evi Estalitna Putri	EEP	F	✓	✓	✓	✓	✓
8	Fatih M. Pratama	FMP	M	✓	✓	✓	✓	✓
9	Fitriana Lestari	FL	F	✓	✓	✓	✓	✓
10	Hanna Menika Putri	HMP	F	✓	✓	✓	✓	✓
11	Imel Putri C.	IPC	F	✓	✓	✓	✓	✓
12	Jesika Irriani	JI	F	✓	✓	✓	✓	✓
13	Jesyva Fitri Oktavida	JFO	F	✓	✓	✓	✓	✓
14	Khalisa Rossa	KR	F	✓	✓	✓	✓	✓
15	Lessa Puti Amanda	LPA	F	✓	✓	✓	✓	✓
16	M. Rafi Putra F.	MRPF	M	✓	✓	✓	✓	✓
17	M. Fikri Alviandi	MFA	M	✓	✓	✓	✓	✓
18	M. Fauzan Irgianto	MFI	M	✓	✓	✓	✓	✓
19	M. Raditya Alfiansyah	MRA	M	✓	✓	✓	✓	✓
20	Nesya Zefernya	NZ	F	✓	✓	✓	✓	✓
21	Neveria	NZ	F	✓	✓	✓	✓	✓
22	Rini Annisa	RA	F	✓	✓	✓	✓	✓
23	Saniah	S	F	✓	✓	✓	✓	✓
24	Satria Muhammad	SM	M	✓	✓	✓	✓	✓
25	Shiska Wasysta	SW	F	✓	✓	✓	✓	✓
26	Sri Aya Ningsih	SAN	F	✓	✓	✓	✓	✓
27	Suci Andriani	SAN	F	✓	✓	✓	✓	✓
28	Tasya Meilani	TM	F	✓	✓	✓	✓	✓
29	Tri Fatmasari	TF	F	✓	✓	✓	✓	✓
30	Wina Silvira Angggraini	WSA	F	✓	✓	✓	✓	✓
31	Wirdiani Nur Ikhwan	WNI	F	✓	✓	✓	✓	✓
32	Yanti Angelita	YA	F	✓	✓	✓	✓	✓

APPENDIX XII**STUDENTS' PRE-TEST SCORE**

No.	Initial	Sex	Result		Score
			TRUE	FALSE	
1	A	M	17	3	85
2	ASP	F	16	4	80
3	AZ	F	17	3	85
4	CM	M	17	3	85
5	DAF	F	19	1	95
6	DA	F	18	2	90
7	EFP	F	16	4	80
8	FMP	M	18	2	90
9	FL	F	14	6	70
10	HMP	F	17	3	85
11	IPC	F	18	2	90
12	JI	F	13	7	65
13	JFO	F	19	1	95
14	KR	F	18	2	90
15	LPA	F	16	4	80
16	MRPF	M	18	2	90
17	MFA	M	14	6	70
18	MFI	M	15	5	75
19	MRA	M	16	4	80
20	NZ	F	16	4	80
21	N	F	18	2	90
22	RA	F	16	4	80
23	S	F	15	5	75
24	SM	M	15	5	75
25	SW	F	15	5	75
26	SAN	F	15	5	75
27	SA	F	16	4	80
28	TM	F	15	5	75
29	TF	F	16	4	80
30	WSA	F	14	6	70
31	WNI	F	18	2	90
32	YA	F	13	7	65
Total					2590
Mean					80,93
Percent.					65,62

APPENDIX XIII

STUDENTS' POST-TEST I SCORE

No.	Initial	Sex	Result		Score
			TRUE	FALSE	
1	A	M	20	0	100
2	ASP	F	18	2	90
3	AZ	F	18	2	90
4	CM	M	19	1	95
5	DAF	F	19	1	95
6	DA	F	18	2	90
7	EFP	F	18	2	90
8	FMP	M	19	1	95
9	FL	F	18	2	90
10	HMP	F	18	2	90
11	IPC	F	18	2	90
12	JI	F	14	6	70
13	JFO	F	19	1	95
14	KR	F	18	2	90
15	LPA	F	18	2	90
16	MRPF	M	18	2	90
17	MFA	M	15	5	75
18	MFI	M	14	6	70
19	MRA	M	19	1	95
20	NZ	F	19	1	95
21	N	F	18	2	90
22	RA	F	18	2	90
23	S	F	15	5	75
24	SM	M	13	7	65
25	SW	F	15	5	75
26	SAN	F	15	5	75
27	SA	F	18	2	90
28	TM	F	15	5	75
29	TF	F	18	2	90
30	WSA	F	18	2	90
31	WNI	F	19	1	95
32	YA	F	15	5	75
Total					2770
Mean					86,56
Percent.					71,87

APPENDIX XIV

STUDENTS' POST-TEST II SCORE

No.	Initial	Sex	Result		Score
			TRUE	FALSE	
1	A	M	19	1	95
2	ASP	F	18	2	90
3	AZ	F	18	2	90
4	CM	M	19	1	95
5	DAF	F	19	1	95
6	DA	F	18	2	90
7	EEP	F	18	2	90
8	FMP	M	19	1	95
9	FL	F	18	2	90
10	HMP	F	18	2	90
11	IPC	F	18	2	90
12	JI	F	16	4	80
13	JFO	F	19	1	95
14	KR	F	18	2	90
15	LPA	F	18	2	90
16	MRPF	M	18	2	90
17	MFA	M	17	3	85
18	MFI	M	15	5	75
19	MRA	M	19	1	95
20	NZ	F	19	1	95
21	N	F	18	2	90
22	RA	F	18	2	90
23	S	F	16	4	80
24	SM	M	17	3	85
25	SW	F	15	5	75
26	SAN	F	15	5	75
27	SA	F	18	2	90
28	TM	F	15	5	75
29	TF	F	18	2	90
30	WSA	F	18	2	90
31	WNI	F	19	1	95
32	YA	F	17	3	85
Total					2825
Mean					88,28
Percent.					87,5

APPENDIX XV

DIARY NOTES

First Meeting (Wednesday, May 15th 2019)

The first meeting of the research was the pre-test. The researcher gave pre-test to the students in order to know how far their vocabulary mastery. The researcher asked them to answer the questions in form of multiple choice and the students could answer the questions good enough, but the percentage of the students who passed the test is not enough. Many problems have been found during pre-test. The condition of classroom was not conducive and some of the students don't seem to care about answer the test. So, it could be concluded that the students still had difficulties in vocabulary.

Second Meeting (Friday, May 17th 2019)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The students were taught how to enrich their vocabulary by applying field trip technique with specified material. The researcher gave the topic and divide the students into some groups. The students made their own notes and try to memorize them. In teaching learning process, some of the students were active, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some undisciplined students during the activity. Their ability in vocabulary were increase.

Third Meeting (Saturday, May 18th 2019)

In the third meeting, the researcher did post-test I. This test was done to see and knew the students' progress on their vocabulary mastery after being

taught through field trip technique. In post-test I, the researcher asked the students to answer the questions in form of multiple choice. The test took about ninety minutes. Unfortunately, the score of pre-test I was satisfied but the percentage was not good enough.

Fourth Meeting (Wednesday, May 22nd 2019)

After students did post-test I, the researcher started cycle II. The researcher gave some modifications in the learning process. The researcher divided the students to some groups. The researcher also changed the topic. The researcher also gave more explanation and feedback to the students to help the students to enrich their vocabulary. The students were more active and serious then before.

Fifth Meeting (Friday, May 24th 2018)

In this meeting, the post-test II was given to the students. The test was given to know the students improvement after being taught through field trip technique in two cycles. The result of the test was satisfied. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

APPENDIX XVI

PHOTOGRAPHY







APPENDIX XVII

RESEARCH PERMIT FROM UNIVERSITY



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.ftk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-4721/ITK/ITK.V.3/PP.00.9/ 04/2019
Lampiran : -
Hal : Izin Riset

Medan, 10 Mei 2019

Yth. Ka. SMP Negeri 3 Tapung

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : AGUNG SURYA DARDANELLA Wg
Tempat/Tanggal Lahir : Medan, 05 Juli 1997
NIM : 34143095
Semester/Jurusan : X/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Negeri 3 Tapung, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE IMPLEMENTATION OF FIELD TRIP TECHNIQUE TO INCREASE STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF SMPN 3 TAPUNG IN 2018/2019 ACADEMIC YEAR.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

A.n. Dekan

Ketua Jurusan PBI



Dr. Sholihatul Hamidah Dly. M.Hum

HP: 0812750622 200312 2-007

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XVIII

CERTIFICATE OF COMPLETED RESEARCH FROM SCHOOL



PEMERINTAH KABUPATEN KAMPAR
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SMP NEGERI 3 TAPUNG
JALAN GARUDA PETAPAHAN JAYA KECAMATAN TAPUNG

Nomor : 421.3/SMPN.03/108

Lamp. : -

Perihal : Surat Keterangan Penelitian

Kepada Yth.
Ketua Jurusan PBI
Fakultas Ilmu Tarbiyah dan Keguruan
UIN SU Medan
di –
Tempat

Bismillahirrohmanirrohim.
Assalamu'alaikum wr.wb

Dengan Hormat,

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 3 Tapung, Kabupaten Kampar, Propinsi Riau :

Nama : YASRI, S.Pd
NIP : 19750128 200501 1 010
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : AGUNG SURYA DARDANELLA WG
NIM : 34143095
Universitas : UIN SUMATRA UTARA MEDAN
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan
Jenjang : S1 (Strata Satu)
Judul Penelitian : THE IMPLEMENTATION OF FIELD TRIP TECHNIQUE TO INCREASE STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF SMPN 3 TAPUNG IN 2018/2019 ACADEMIC YEAR.

Sehubungan dengan hal tersebut diatas, kami menerangkan bahwa mahasiswa tersebut telah selesai melakukan Penelitian di SMP Negeri 3 Tapung Desa Petapahan Jaya Kec. Tapung Kabupaten Kampar Propinsi Riau.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum wr.wb.

Petapahan Jaya, 29 Mei 2019

Kepala Sekolah,



YASRI, S.Pd

NIP. 19750128 200501 1 010