



**THE EFFECT OF USING POP-UP BOOKS ON THE EIGHTH
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT
SMP NEGERI 5 JEMBER IN THE 2017/2018 ACADEMIC
YEAR**

Thesis

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

By:

Eka Fitriyani

130210401099

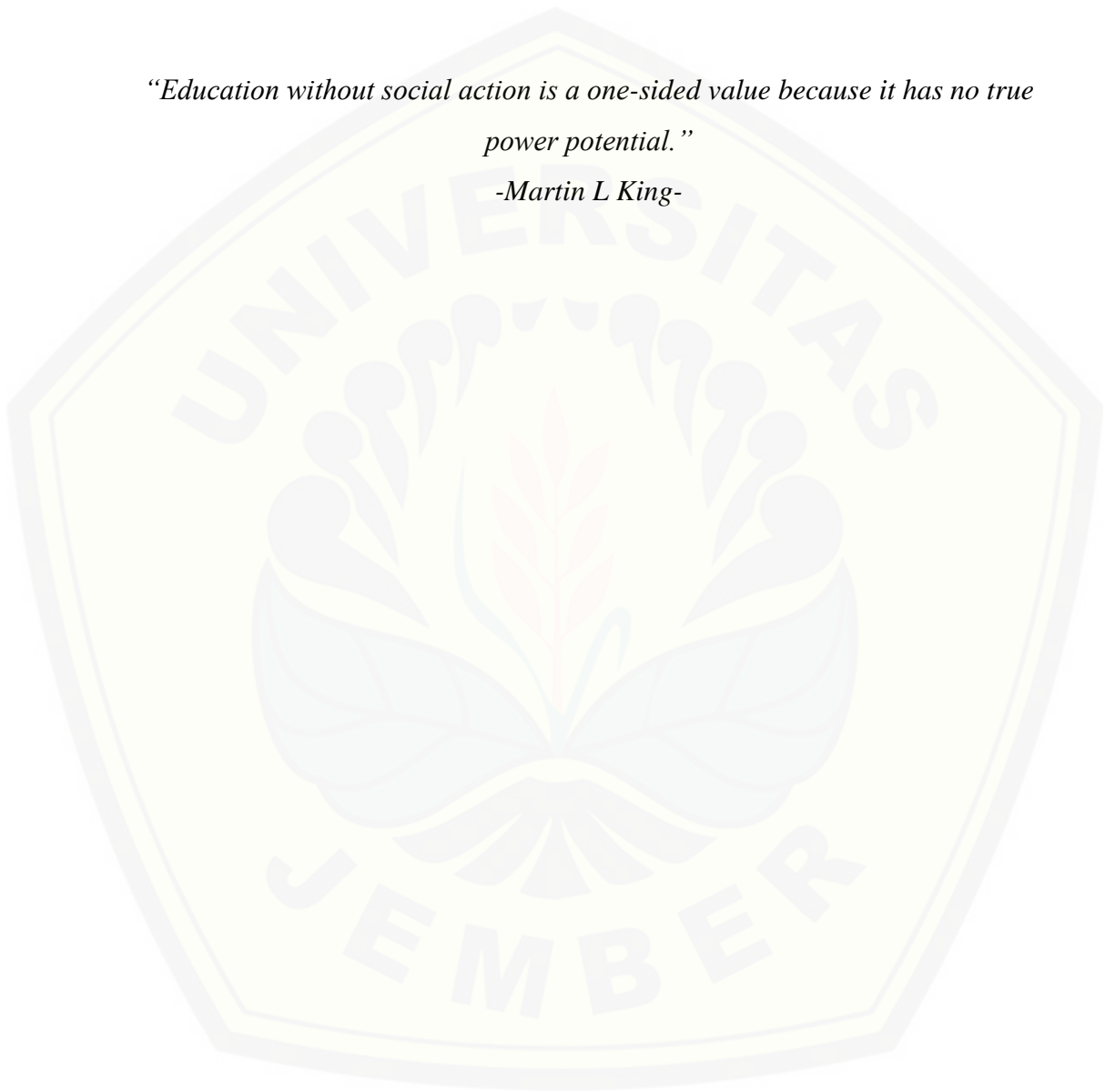
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS JEMBER**

2017

MOTTO

“Education without social action is a one-sided value because it has no true power potential.”

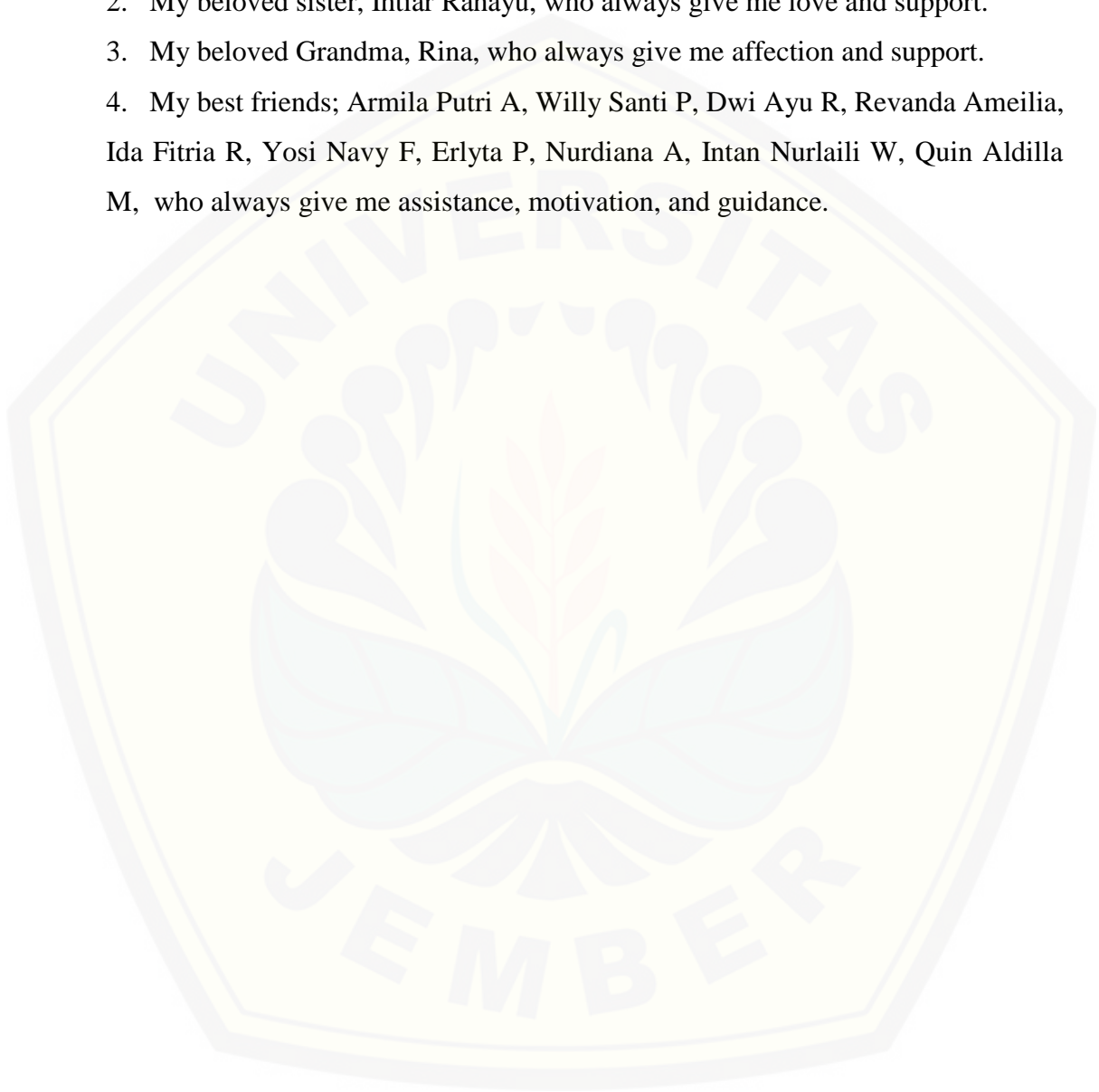
-Martin L King-



DEDICATION

This thesis is dedicated to:

1. My beloved father and mother, Sucipto and Lilik Yuliana, who always give me best support, pray, and your never-ending love.
2. My beloved sister, Ihtiar Rahayu, who always give me love and support.
3. My beloved Grandma, Rina, who always give me affection and support.
4. My best friends; Armila Putri A, Willy Santi P, Dwi Ayu R, Revanda Ameilia, Ida Fitria R, Yosi Navy F, Erlyta P, Nurdiana A, Intan Nurlaili W, Quin Aldilla M, who always give me assistance, motivation, and guidance.



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been acknowledged and referenced.

I certify that the content of this thesis is the result of my work which has been carried out since the commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award. Ethic procedures and guidelines of thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedures and guidelines.

I grant to Universitas Jember the right to archive and to publish my thesis in whole or in part in the university and faculty libraries in all forms of media now and hereafter known.

Jember, 20 November 2017

Eka Fitriyani
NIM. 130210401099

CONSULTANTS' APPROVAL

**THE EFFECT OF USING POP-UP BOOKS ON THE SEVENTH GRADE
STUDENTS' VOCABULARY ACHIEVEMENT AT
SMP NEGERI 5 JEMBER**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S-1 at the
English Education Study Program, Language and Art Department,
Faculty of Teacher Training and Education,
Universitas Jember

Name : Eka Fitriyani
Identification Number : 130210401099
Level : 2013
Place and Date of Birth : Banyuwangi, March 23th 1995
Department : Language and Art Education
Study Program : English Education

Approved by:

Consultant I

Consultant II

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001

Dra. Wiwiek Eko B, M.Pd.
NIP. 19561214 198503 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Universitas Jember on:

Day : Monday

Date : November 20th 2017

Place : The Faculty of Teacher Training and Education

The Examination Committee:

The Chairperson,

The Secretary,

Dra. Siti Sundari, M.A.

NIP. 19581216 198802 2 001

Dra. Wiwiek Eko B, M.Pd.

NIP. 19561214 198503 2 001

The Members,

Member I,

Member II,

Dra. Zakiyah Tasnim, M.A.

NIP. 19620110 198702 2 001

Drs. Bambang Arya W, Dip. Ed, Ph.D.

NIP. 19601231 198802 1 002

Acknowledgement by

The Faculty of Teacher Training and Education

The Dean,

Prof. Drs. Dafik, M.Sc, Ph.D.

NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to thank to Allah SWT, The Almighty, who has given me mercies and blessing. Conducting this thesis is one of the best experiences I have ever had in my life. I am so grateful that I can finish my thesis entitled “The Effect of Using ‘Pop-Up’ Books on The Eighth Grade Students' Vocabulary Achievement at SMP Negeri 5 Jember in the 2017/2018 Academic Year”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean and The Vice Deans of Teacher Training and Education Faculty, Universitas Jember.
2. The Chairperson of Language and Art Department.
3. The Chairperson of English Education Study Program.
4. My first consultant, Dra. Zakiyah Tasnim, M.A. who always gives me motivation and inspiration during my study in English Education Study Program, especially in conducting this thesis. Thanks for the willingness and suggestion to guide me in accomplishing this thesis. Her valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. My second consultant, Dra. Wiwiek Eko B, M.Pd. for the willingness and suggestion to guide me in accomplishing this thesis. Her valuable guidance and contribution to the writing of this thesis are highly appreciated.
6. The first examiner, Dra. Siti Sundari, M.A. for the comments and suggestions for the best result of this thesis.
7. The second examiner, Drs. Bambang Arya Wijaputra, Dip. Ed, Ph.D. for the comments and suggestions for the best result of this thesis.
8. My academic supervisor, Drs. I Putu Sukmaantara, M.Ed who always gives me guidance and motivation during my study in English Education Study Program.

9. The principal, the English teacher, and the students of the eighth grade in SMPN 5 Jember for giving me the opportunity, help and support in conducting this research.
10. My beloved parents, *bapak* Sucipto and *ibu* Lilik Yuliana, for the prayer, support and affection so I can finish my thesis well and achieve my bachelor degree.
11. My beloved sister, *adek* Ihtiar Rahayu , for giving me assistance and support so I can finish my study and achieve my bachelor degree.
12. My best friends; Armila Putri A, Willy Santi P, Dwi Ayu R, Revanda Ameilia, Ida Fitria R, Yosi Navy F, Erlyta P, Nurdiana A, Intan Nurlaili W, Quin Aldilla M, who always give support and motivation to each other so we can finish our thesis and achieve our bachelor degree.

Jember, 20 November 2017

The Writer

Table of Contents

MOTTO	ii
DEDICATION	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE.....	vi
ACKNOWLEDGEMENT	vii
LIST OF APPENDICES	xi
LIST OF TABLES	xii
SUMMARY	xiii
CHAPTER I INTRODUCTION	1
1.1 The Background of The Research.....	1
1.2 The Problem of the Research	4
1.3 Objective of the Research	4
1.4 The Scope of the Research.....	4
1.5 Significance of the Research.....	4
1.5.1 The English Teacher	4
1.5.2 The Students.....	5
1.5.3 The Future Researchers.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
2.1 The Definitions of Vocabulary	6
2.2 The Classification of Vocabulary	6
2.2.1 Nouns	7
2.2.2 Verbs	7
2.3 Theoretical Framework.....	8
2.4 Pop-Up Books	8
2.5 The Strengths and Weaknesses	10
2.5.1 The Strengths of Teaching Vocabulary by Using 'Pop-Up' Books.....	10
2.5.2 The Weaknesses of Teaching Vocabulary by Using "Pop-Up" Books.....	11
2.6 The Procedures of Using 'Pop-Up' Books for Teaching Vocabulary	11
2.7 The Research Hypothesis.....	12
CHAPTER III RESEARCH METHOD.....	13
3.1 Research Design.....	13
3.2 Area Determination Method	14

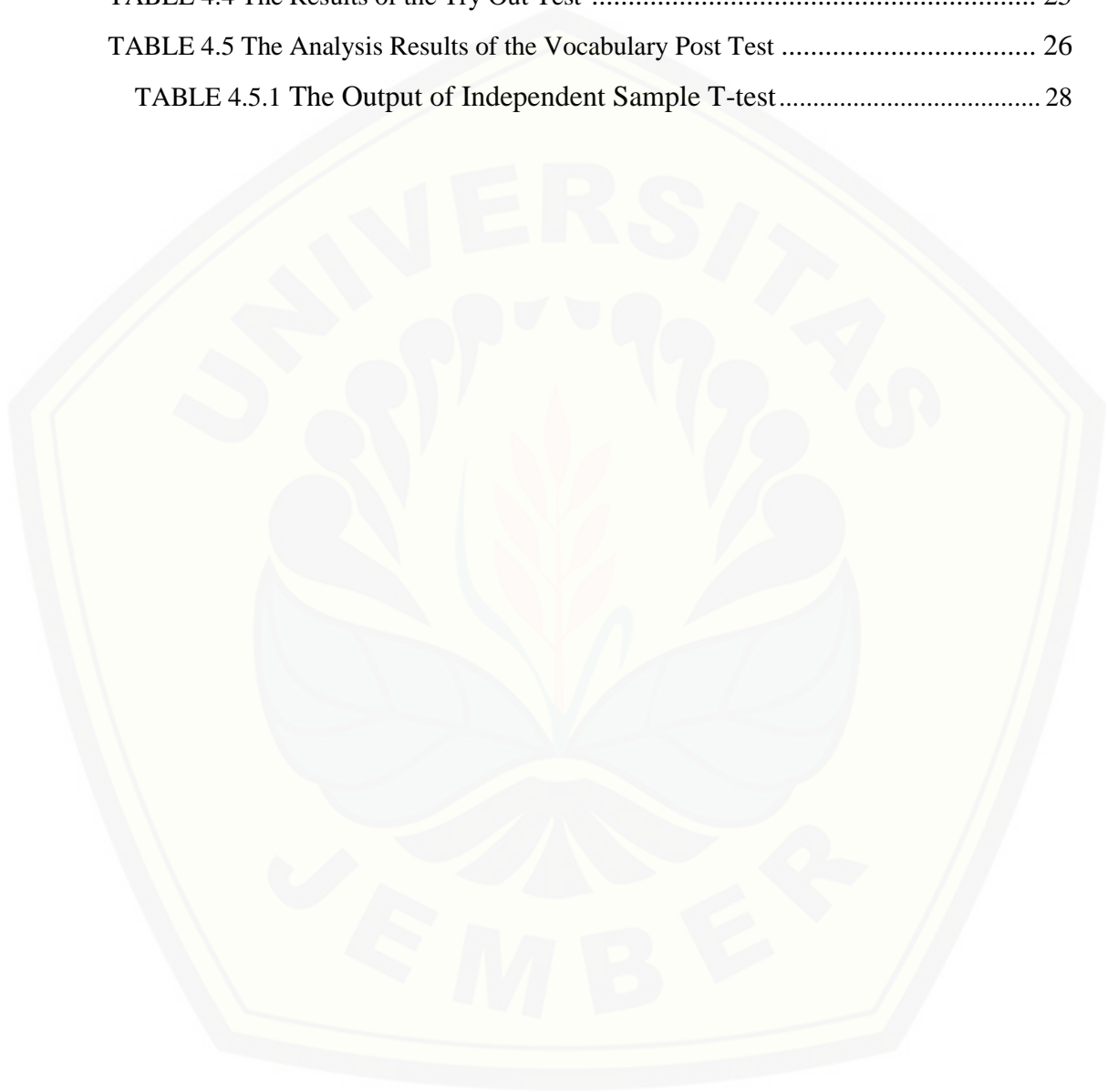
3.3 Respondent Determination Method	15
3.4 Operational Definitions of the Key Terms.....	15
3.4.1 'Pop-Up' Books	15
3.4.2 The Vocabulary Achievement	15
3.5 Data Collection Methods	16
3.5.1 Vocabulary Test	16
3.5.2 Interview	20
3.5.3 Documentation	20
3.6 Data Analysis Method.....	20
CHAPTER IV RESEARCH RESULTS AND DISCUSSION	22
4.1 The Descriptions of the Treatment.....	22
4.2 The Results of Supporting Data	23
4.2.1 The Result of Interview.....	23
4.2.2 The Result of the Documentation	24
4.3 The Results of Homogeneity Test.....	24
4.4 The Results of Try Out Test.....	26
4.4.1 The Analysis of the Test Validity	26
4.4.2 The Analysis of Reliability Coefficient	27
4.4.3 The Analysis of Difficulty Level Index	27
4.5 The Result of the Primary Data.....	28
4.6 The Hypothesis Verification	30
4.7 Discussion.....	30
CHAPTER V CONCLUSION AND SUGGESTIONS	32
5.1 Conclusion	32
5.2 Suggestions	32
5.2.1 The English Teacher	32
5.2.2 The Students.....	32
5.2.3 The Future Researchers.....	33
REFERENCES	34
APPENDICES	36

LIST OF APPENDICES

APPENDIX 1 Research matrix	34
APPENDIX 2 Supporting Data Instruments	36
APPENDIX 3 HOMOGENEITY TEST	38
APPENDIX 4 LESSON PLAN 1	41
APPENDIX 5 LESSON PLAN 1	61
APPENDIX 6 TRY OUT TEST.....	79
APPENDIX 7 POST TEST.....	84
APPENDIX 8 The Result of The Try Out Analysis For Odd Numbers	88
APPENDIX 9 The Result of The Try Out Analysis For Even Numbers.....	89
APPENDIX 10 The Calculation of Each Odd (X) and Even (Y) Scores	90
APPENDIX 11 The Result of Difficulty Index	91
APPENDIX 12 The Scores of the Respondents	93
APPENDIX 13 Script of Listening Text	94
APPENDIX 14 Student's Try Out Test	95
APPENDIX 15 Student's Post Test	99
APPENDIX 16 Surat Ijin Penelitian.....	102
APPENDIX 17 Surat Keterangan Penelitian	103

LIST OF TABLES

TABLE 3.5 Standard Competence and Basic Competence	16
TABLE 4.1 The Schedule of Administering the Research	22
TABLE 4.2 The Total Number of the Students	23
TABLE 4.3 The Results of the Homogeneity Test	24
TABLE 4.4 The Results of the Try Out Test	25
TABLE 4.5 The Analysis Results of the Vocabulary Post Test	26
TABLE 4.5.1 The Output of Independent Sample T-test.....	28



SUMMARY

The Effect of Using ‘Pop-Up’ Books on The Eighth Grade Students’ Vocabulary Achievement at SMP Negeri 5 Jember in the 2017/2018 Academic Year; Eka Fitriyani; 130210401099; 2017; 31 pages; English Education Study program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember.

Key words: *vocabulary achievement, pop-up books, experimental research.*

In learning English, vocabulary is the most basic language component that is important to be mastered. Language learners need to master a lot of vocabularies to achieve the language skills. Vocabulary achievement is important to the students to improve their communication competence. Thus, vocabulary plays a very essential role in language teaching. Teaching vocabulary to students is not an easy thing to do because each student has different style, different need, and different interest, different capability, and different perception . Due to that reason, media are needed to help students understand the meaning of vocabulary easily. The use of ‘Pop-Up’ books as the appropriate teaching media is useful to facilitate the learners to learn and enjoy the teaching and learning process. This research was an experimental research. The purpose of this research was to know whether the use of ‘Pop-Up’ books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year was significant or not. The area of this research was SMPN 5 Jember. It was chosen purposively because they have never been taught by using ‘Pop-Up’ books at this school. Another reason was the permission to conduct this research in this school from the headmaster has already accepted.

The population of this research was all of the eighth grade students of SMPN 5 Jember in the 2017/2018 academic year. The research respondents were determined cluster random sampling by lottery because based on the analysis of the result of homogeneity test by using ANOVA, all classes of the eighth grade was homogenous. The total number of the respondents was 76 students, consisting of 38 students of grade VIII-A as the experimental group that was taught

vocabulary by using 'Pop-Up' books and 38 students of VIII-C as the control group that was taught vocabulary by using pictures.

The result of the vocabulary post test was analyzed statistically by using SPSS with independent sample T-test. The result showed that the significant value of the T-test was 0.04 and that was lower than 0.05 ($0.04 < 0.05$) with 95% of significance level. It showed that the null hypothesis saying "There is no significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year" was rejected. Consequently, the alternative hypothesis saying "There is a significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year" was accepted. Therefore, it is expected that the result of this research can be used as a reference and information for future researchers to conduct a further research in different research design by using a similar topic in different aspect of investigation, for example Improving The Eight Grade Students' Vocabulary Achievement by Using 'Pop-Up' Books at Junior High School.

CHAPTER I INTRODUCTION

This chapter presents the topics that cover the background of the research, the problem of the research, the objective of the research, the scope of the research, and the significance of the research.

1.1 The Background of The Research

Vocabulary is one of the language components which has an important role to the communication competence. In learning English, vocabulary is the most basic language component that is important to be mastered. Language learners need to master a lot of vocabularies to achieve the language skills. Tornbury (2005:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The statement reveals that vocabulary is quite essential to be mastered. Therefore, vocabulary achievement is important to the students to improve their communication competence. Thus, vocabulary plays a very essential task in language teaching.

The objective of language teaching is to develop the students' language skills, namely listening, speaking, reading and writing. Tarigan (1989:2) argues that the quality of someone's language skill depends on his quality and quantity of vocabulary they have. The richer someone has vocabulary, the bigger chance one can master the language. Without having sufficient vocabulary, someone will not be able to produce utterances or sentences properly both in oral and written forms. In addition, they will also have low ability in terms of listening and reading. The students who have acquired more vocabulary will be more likely to speak, articulate, and communicate the message effectively.

Teaching vocabulary to students is not an easy thing to do because each student has different characteristics, different needs and different treatment. Due to that reason, media are needed to help students understand the meaning of vocabulary easily. A teacher should try to introduce English vocabulary to students in an interesting and joyful atmosphere in teaching and learning

activities. There are many ways that teachers can apply in teaching vocabulary. One of them is by using interesting media such as pictures, real things, moveable books. The appropriate media and materials should be applied according to the students' level in order that the students will have self-confidence to learn vocabulary. Therefore, the students will not get bored, passive, and afraid of expressing their ideas while the teachers are delivering the teaching learning material through interesting media. By having interesting media, the students will have more experience. One of the media that can be used is a 'Pop-Up' book. In this research, 'Pop-up' books were used as the media to teach vocabulary because most of the students like pictures especially 3D pictures like those of 'Pop-up' books. Besides, they could bring much fun and gave the students opportunities to remember the words and understand the sentences easily.

The use of 'Pop-Up' books as the appropriate teaching media was to facilitate the readers to learn and enjoy the vocabulary teaching and learning process. According to Dyk (2004:5), moving from a static printed page to a three-dimensional mechanical book or 'Pop-Up' book makes the dynamic interaction between students, words, and illustrations. Besides, it can provide students with direct access to learn the culture of the target language as a 'Pop-Up' book is more interactive, more tactile, and more dynamic than the use of common pictures.

Sarlatto (2015) conducted research entitled "Paper Engineers and Mechanical Devices of Movable Books of the 19th and 20th Centuries" found that the changes of 'Pop-Up' book have some innovations that can enrich three-dimensional books and animate the paper to visual and gives surprises by the presence of paper components that are fixed to the page. Its not only simply books for entertaining the students, but also educational books simulating the operation of a machine, the secrets of nature and the human body.

Hendrix (2008) conducted research entitled "Pop-Up Workshop: Computationally Enhanced Paper Engineering for Children" found that 'Pop-Up' books for students can give good interaction and attract students interest, 'Pop-Up' books are unique in being 3-dimensional, standing between flat art domains such as drawing and painting, and 3-dimensional domains like modeling in clay,

also it could be useful in the classroom by providing an interactive tool for study and interesting to contact them and find out what they are doing in the classroom.

Walsh (2011) conducted a research entitled “Activity and Agency in Historical Playable Media: Early English Movable Books and Their Child Interactors” reported that this kind of medium made children more active by having interaction between copying and creating, not only of words and images, but also by exploring and experiencing the view of movable books. From the studies above, there is no study using ‘Pop-Up’ books with innovation such as one page focuses only for one object to students vocabulary achievement, so in this research the researcher made a ‘Pop-Up’ books by using one page focused only for one object in order to make students more focus in achieving the vocabulary materials.

Based on the description above, this research entitled, “The Effect of Using ‘Pop-Up’ Books on The Eighth Grade Students' Vocabulary Achievement at SMP Negeri 5 Jember in the 2017/2018 Academic Year” was conducted.

1.2 The Problem of the Research

Based on the background of the study, the research problem was formulated as follows: Is there any significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year?

1.3 Objective of the Research

The objective of the research was to know whether or not there is a significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year.

1.4 The Scope of the Research

The respondents of this research were limited to the intermediate level of students in two classes of the eighth grade of the 2017/2018 academic year at SMPN 5 Jember. The vocabulary materials were limited to large vocabulary covering nouns and verbs used in descriptive texts.

1.5 Significance of the Research

The result of the research is expected to be useful for the English teacher, the students, and the future researchers.

1.5.1 The English Teacher

The result of the research is expected to be useful for the English teacher as input or information to select effective media in language teaching learning process, especially in teaching English vocabulary using 'Pop-Up' books the eighth grade students'. By using such media, hopefully the vocabulary teaching and learning process can be more motivating.

1.5.2 The Students

Hopefully, the result of this research can give an effect on the students' vocabulary achievement. Through experience in learning new vocabulary by using 'Pop-Up' books in a fun way in the class, the students will not feel bored.

1.5.3 The Future Researchers

The research result is hopefully useful to give contribution to future researchers as a reference to conduct a futher and better research which focuses on the same problem by using different research design, such as a classroom action research to improve the students' vocabulary achievement by using 'Pop-Up' books.



CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the research. They are the definition of vocabulary, the classification of vocabulary, vocabulary achievement, 'pop-up' books, the types of 'pop-up' books, the advantages and disadvantages, the procedure of using 'pop-up' books for teaching vocabulary, the research hypothesis.

2.1 The Definitions of Vocabulary

Hatch and Brown (1995:1) define vocabulary as a list or a set of words for a particular language that someone might use. It means that vocabulary is the total number of words that are used by individual speaker in a particular language. Hiebert, (2005: 2-3) defines vocabulary as knowledge of words and word meaning in both oral and printed language and in productive and receptive forms. Harmer (1991: 158) summarizes that knowing a word means knowing about meaning, word use, word formation, and word grammar. So, vocabulary is the words of a language, including single items and phrases of several words which convey a particular meaning and it becomes an important part of the language that must be learnt.

2.2 The Classification of Vocabulary

According to Hatch and Brown (1995: 218), vocabulary is divided into two groups: large vocabulary and small vocabulary. Large vocabulary includes nouns, verbs, adjectives, and adverbs, and small vocabulary consists of prepositions, pronouns, conjunctions, articles, and interjections. This research focused only on verbs and nouns because they are mostly needed and learned in grade eight students to support the teaching and learning process. The following parts will explain more about large vocabulary covering nouns and verbs.

2.2.1 Nouns

Hornby (1995:791) defines Noun as a word used to name or identify any classes or things, people, places, or ideas. Hatch and Brown (1995:291) mention some kinds of nouns, as follows:

- 1) Proper nouns : John, Farmer, Sunday, etc.
- 2) Common nouns : State, woman, and chair, etc.
- 3) Abstract nouns : Cute, happiness, beauty, etc.
- 4) Concrete nouns : House, car, barn, etc.
- 5) Count nouns : pig, horse, apple, etc.
- 6) Non-count nouns : rice, milk, sugar, etc.

This research focused on proper nouns, common nouns, concrete nouns, and count nouns as the vocabulary materials because they are mostly found in the students' textbook and they are suitable to be used as the teaching material of vocabulary by using 'Pop-Up' books for the eighth grade students at SMPN 5 Jember.

2.2.2 Verbs

Hatch and Brown (1995:222) state that verbs are words that symbolize an action. Verbs are words that denote or describe an action, experience or state. Vendler, in Hatch and Brown (1995) classifies verbs into four classes; relating to: activities (sleep, jump, take, run, walk, look for), accomplishment (catch, hold, build), achievement (lose, find, recognize), and states (love, have, know).

In this research , the researcher focused on verbs of activities and states because they are mostly found in the students' textbook and they are suitable to be used as the teaching material of vocabulary by using 'Pop-Up' books for the eighth grade students at SMPN 5 Jember.

2.3 Theoretical Framework

According to Hornby (1995:3), achievement is something achieved or done successfully with an effort or skill. It means that vocabulary achievement is the collection of words that is successfully gained or achieved with efforts of learning by the students. Achievement is related to the test that is done to discover how successful students have been in achieving the objective of a course (Huges, 2003:12). Jordan (1997:149) also states that teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is of concern to all four language skills. Based on this statement, it can be said that vocabulary achievement is the achievement of the learners' vocabulary that can be gained through the four language skills

In this research, vocabulary achievement referred to the eighth grade students' scores of the vocabulary post test covering the materials of nouns and verbs. The test was conducted after the students were taught vocabulary by using 'Pop-Up' books (for the experimental group) and the students were taught vocabulary by using pictures (for the control group).

2.4 Pop-Up Books

The concept of Pop Up was led by Waldo Hunt and Bennett Cerf in the 19th century. Pop Up has been delighting and engaging readers and non-readers, young and old, for nearly 800 years (Dyk, 2011: 4). In making this product, the creators used some inventive ways to fold paper and create movement and they transform the printed page from two to three dimensional forms. Pop Up is an instructional medium which is one of the products of applied art.

Pop Up is also well-known as a movable book. It has mechanism such as flaps, pull tabs, and wheels that cause movement on the page surface. Pop Up also employs various folding device that cause figures to lift, pop up, rise and unfold, or unfold and extend when a page is opened (Dyk, 2011: 4). In designing the 'Pop Up' book, the creators should seek new and fun elements. The creators should also be careful on how the movable elements are cut and then assembled. There are some tools and materials needed in making a 'Pop Up' book. To make this

picture, actually the materials and tools used depend on the creators' creativity. Generally, the tools and materials needed to make a 'Pop Up' book are heavy paper for the pages and the movable elements of the picture, hard cover in front and back, scissors or another cutting tool to cut the paper, glue for securing the cover, and glue for the attachment of the 'Pop Up' elements. Various coloring tools may also be used as the addition. Furthermore, related to the process of making a Pop Up book, there are various steps and technique. They are as follows: fold a piece of paper in half, making sure that the fold is crisp and sharp, cut two lines on the fold, fold the flap to the inside between the pages, open the paper and discover the box pop-up.

Pop-ups as three-dimensional figures spring to life in pop-up books, rising from the surface of the page (Dyk, 2011:19). This kind of picture is sometimes called 'movable picture' or 'interactive pictures'. It can be used effectively to promote a story, to gain attention, and to stimulate interest in the subject at hand.

Paul (2003) explains that kinds of media that can be used in teaching learning process are pictures, toys, games, and accessories. A teacher sometimes needs other pictures to use in games, or just simply to make his or her lessons more interesting. Here is the example of a 'Pop-Up' book.



Figure 1: The example of a pop-up book

(Source: <https://id.pinterest.com/alessandra104/pop-up-books/>)

Based on the explanation above, it can be concluded that 'Pop Up' can be combined with some other elements to create more attractive products, to demonstrate visually with the audio to be used as instructional media in the teaching learning process. Since there are a number of ways in making 'Pop Up' books. So, the result is based on the creativity of the creators in constructing the product without leaving the basic principles of making the 'Pop Up' books.

2.5 The Strengths and Weaknesses of Teaching Vocabulary by Using "Pop-Up" Books

2.5.1 The Strengths of Teaching Vocabulary by Using 'Pop-Up' Books

The use of 'Pop-Up' book gives some strengths and weaknesses in the learning activities (Glaister, 2002). The strengths of 'Pop-Up' book are as the follows:

1. it gives a positive impact on the eaching and learning activities, especially in teaching vocabulary.
2. 'Pop-up' book can help see the relation between the theory and practice, so students will be able to figure out the subject material more and memorize it well.
3. Students can guess the figure of 'Pop-Up' books before the teacher open the media, and it is surprising when the media opened, so the students can memorize it well.
4. This type of book is popular with children because it has surprising elements, so the use of 'Pop-up' book is needed to help the students to achieve the vocabulary in the teaching learning process.

In line to the ideas above, according to Faden(2007), the strengths of 'Pop-Up' book are as follows:

1. The movable book can engage children for combining linear storytelling with visual display and correlate the story details.

2. 'Pop-up' book shares an exploration of depth, an interest in three-dimensional mobility, revealing views, and encouraging spectators and viewers to 'scan' the page for details.

2.5.2 The Weaknesses of Teaching Vocabulary by Using "Pop-Up" Books

The use of 'Pop-Up' book gives some strengths and weaknesses in the learning activities (Glaister, 2002). The weaknesses of 'Pop-Up' book are as the follows:

1. 'Pop-up' books can have low literary quality, because the emphasis is often on the pop-up elements, the story or textual content may be of lesser quality.
2. The learner often ignore the text, and only deal with the pop-up elements covering color, image, and surprising move.
3. 'Pop-Up' books are fragile. Therefore, students need to treat them very gently.
4. 'Pop-Up' books are relatively expensive to produce.

From the weaknesses, the researcher made a good 'Pop-up' book by choosing cheap material such as used materials and solid materials such as paper cartons, solid paper, craft paper, etc. The researcher also made clear words and pictures in 'Pop-up' books so that students could see the pictures clearly and read the words easily. Besides, the researcher also showed directly the materials of vocabulary on the 'Pop-Up' books to the students.

2.6 The Procedures of Using 'Pop-Up' Books for Teaching Vocabulary

The purpose of vocabulary lesson crucially depends on the interaction between the teacher and the learner. To have a good interaction between teacher and students there are some steps must be fulfilled. According to Cross (1991: 11-13), there are three steps of teaching vocabulary as follows: a) *Presentation*. In the first step, the teacher can use various media such as pictures, realia kits, moveable book, and etc, which are recommended in the previous section. The teacher should be careful in selecting the topics used in the teaching of vocabulary by using 'Pop-up' books. b) *Practice*. In this step, the teacher gives exercises to the

students in order to practice vocabulary being learnt. c) *Production*. In this step the students are expected to achieve new vocabularies and can apply them in the real situation. In this research, the researcher made some adaptation on the procedures of teaching vocabulary by using 'Pop-Up' books as the following.

1. Preparing the materials of teaching vocabulary by using 'Pop-Up' books that are suitable with the level of the students and selecting the topic that is appropriate for the students. The materials was taken by doing an adaptation from student's textbook, students needs, consultation from the teacher, and the suitable media.
2. Asking the students some questions dealing with the topic given.
3. Asking the students to mention ideas that are related with the 'Pop-Up' books and giving them some clues about habits, appereances, and activities that relate to the 'Pop-Up' materials.
4. Showing 'Pop-Up' books at class.
5. Explaining the vocabulary of nouns, and verbs.
6. Giving the students exercises in order to practise the subject items.
7. Asking the students to answer the exercises.

2.7 The Research Hypothesis

Based on the research problem and the review of the related literature above, the research hypothesis could be formulated ad follows: "There is a significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year".

CHAPTER III RESEARCH METHOD

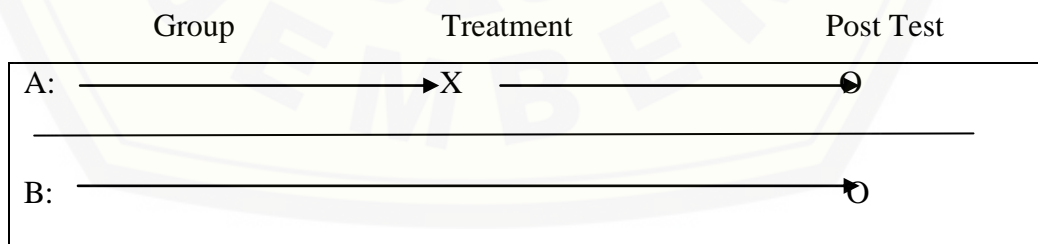
This chapter explains the research methods used in this research, covering research design, area determination method, the respondent determination method, operational definitions of key terms, data collection method, and data analysis method. Each point is presented in the following parts.

3.1 Research Design

This research applied quasi-experimental design with posttest only design. This design was chosen since this research was intended to know whether or not there was a significant effect of using ‘Pop-Up’ books on the seventh grade students’ vocabulary achievement at SMP Negeri 5 Jember.

There were two groups in this research; experimental and control groups. The experimental group was taught vocabulary by using ‘Pop-Up’ books as the treatment, whereas the control group was taught vocabulary by using pictures as the media because the teacher in this school usually using picture on student’s textbook as the media in teaching English. After the experimental and the control groups received different treatments, the vocabulary post test was given to both groups to know the significant difference of the vocabulary achievement between the experimental and the control groups.

The design of this research was as follows:



Notes:

A: The experimental Group

B: The control Group

X: Treatment

O: Post Test

(Creswell, 2012:310)

The activities of the research design were as follows.

1. Administering the homogeneity test to all classes of the eighth grade students of SMPN 5 Jember to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Determining the class which belonged to the experimental and control groups.
4. Constructing the lesson plans for both the experimental and the control groups.
5. Giving the treatment to the experimental group by teaching vocabulary using 'Pop-Up' books while the control group was taught vocabulary by using pictures. The teaching learning process was done in two meetings; every meeting took 80 minutes (2x40 minutes).
6. Giving the post-test to both the experimental and the control groups after the treatments.
7. Analyzing the results of the vocabulary post-test by using t-test formula to know whether the mean difference was significant or not.
8. Drawing a conclusion from the result of the analysis to answer the research problem.

3.2 Area Determination Method

Arikunto (2000:145) argues that purposive method is used when the researcher has some consideration in taking the research area. In this research, purposive method was used to determine the area of the research because of certain reasons. The experimental research was conducted at SMPN 5 Jember based on the result of the preliminary study that teaching English vocabulary by using 'Pop-Up' books has never been applied in this school by the English teacher. Besides, the researcher got permission from the school principal and the English teacher to conduct an experimental research at this school

3.3 Respondent Determination Method

Arikunto, 2006:145 states that respondent is the person giving some responses or answering the researcher's questions either in oral or written form. Respondents could be the samples of the population. The population of the research was the eighth grade students at SMP Negeri 5 Jember in the 2017/2018 academic year. The respondents was determined by lottery, one as the experimental group and another one as the control group. The experimental and the control group were determined based on the result of the homogeneity test given to all classes of the eighth grade students. The result of the homogeneity test was analyzed by using Analysis of Variance (ANOVA). The respondents of this research were two classes taken from the eighth grade of SMPN 5 Jember: VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F.

3.4 Operational Definitions of the Key Terms

The operational definitions of the key terms were used to help the readers to understand the concept of the variables used in this research. The terms to be defined operationally were 'Pop-Up' books and the students' vocabulary achievement.

3.4.1 'Pop-Up' Books

'Pop-Up' books used in this research were created by the researcher herself. They were made of a carton and printed paper, and craft paper in a few pages covering vocabulary materials of nouns and verbs. Those books had the name of things which made the students clearly to see the object and easier to understand the meaning of words.

3.4.2 The Vocabulary Achievement

In this research, the students' vocabulary achievement was measured after the students were taught vocabulary by using 'Pop-Up' books for the experimental group and by using pictures for the control group. The aim of measuring the students' vocabulary achievement was to know how successful the students do the vocabulary test covering large vocabularies (nouns and verbs)

with the themes farm area and deep sea. Their vocabulary achievement was indicated by their scores of the vocabulary post-test.

3.5 Data Collection Methods

In this research, the researcher used three kinds of data collection methods, namely vocabulary test, interview and documentation. The following parts discusses the methods used to collect the data.

3.5.1 Vocabulary Test

Vocabulary test was used by the researcher to gain the data about the students' vocabulary achievement. Hughes (1989:16) states that test is a list of questions or other instruments used to gain information. There were two kinds of vocabulary test in this research. Those were homogeneity test and try out test which was also used as the post-test. By conducting those tests, the researcher was able to gain the important data needed in this research. The following parts explain about those kind of tests.

3.5.1.1 Homogeneity test

The homogeneity test of vocabulary was given to the eighth grade students of SMPN 5 Jember in the 2017/2018 academic year to know the homogeneity of the population. It was given before the researcher gave the treatment to both the experimental and the control groups.

In this research, there were 25 test items of vocabulary in the form of multiple choice. The reason of choosing this form was because it was simple and rapid to score. Those 25 test items were related to large vocabulary with the indicators of nouns (10 items), verbs (5 items), adverb (5 items), and adjectives (5 items). The researcher provided 30 minutes for the students to finish the test.

3.5.1.2 Try out test

Try out test in this research was aimed to know the validity, reliability, difficulty level and time allocation of the vocabulary test. The test was given to the class which did not belong to the experimental and the control groups. It was needed to make sure whether the test given to the students of the experimental and the control groups was valid and reliable or not.

The researcher constructed the vocabulary try out test by herself along with the guidance from the English teacher and the consultants. The total number of the test items was 45 test items in the form of multiple choice dealing with large vocabulary covering nouns (25 items) and verbs (20 items). The researcher gave 60 minutes for the students to do the test.

a. The Validity of the Test

According to Hughes (1989:9), a test is valid if it measures what is intended to be measured. In this research, the vocabulary test was established by considering the content validity. The indicators measured were nouns and verbs because nouns and verbs are appropriate to put in the 'Pop-Up' books and the researcher cannot put adverb and adjective writtenly in the media. It was also based on basic competence of *KTSP* used by the English teacher which was shown in the table below. The reason why the researcher did not use the materials from textbook because the research focused only on nouns and verbs integrated with listening skill.

<p>Listening</p> <p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.</p>	<p>2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
--	---

Table 3.5: Standard Competence and Basic Competence of the English Teacher for the Eighth Grade Students on Listening Skill

b. The Reliability of the Test

The results of the try out test were analyzed by using Split-Half technique. It was done by using Product Moment Correlation formula and then continued by using Spearman-Brown formula. The procedures in finding the reliability coefficient by using Split-Half technique were as follows:

1. Giving the score to each item by giving 1 (one) for the correct item and 0 (zero) for the wrong item.
2. Split all the answers of the students into two parts based on even and odd numbers.
3. Giving a sign (X) for odd numbers, and (Y) for even numbers.
4. Analyzing the correlation between X and Y by using product moment formula (pearson Correlation)

$$r_{xy} = r_{\frac{11}{22}} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X - (\Sigma X)^2}\{N\Sigma Y - (\Sigma Y)^2\}}$$

Notes:

- r_{xy} = Reability Coefficient
- ΣXY = The total number of odd items and even items
- ΣX = The total number of odd items
- ΣY = The total number of even items
- N = The number of respondents

(Sudijono, 1998:219)

5. Estimating the reability coefficient of the test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}}$$

Notes:

r_{11} = the reliability coefficient for the whole test items

$r_{\frac{11}{22}}$ = the correlation coefficient of a half test items

6. Giving the interpretation to the reliability coefficient for the whole test.

The interpretation scale of rxy:

0.90 – 1.00 = Very High

0.70 – 0.89 = High

0.50 – 0.69 = Fair

0.30 – 0.49 = Low

< 0.30 = Very Low

(Djiwandowo, 1996:154)

c. The Difficulty Level

In this research, the results of the try out test was analyzed in relation to the degree of the test item difficulties by using the following formula:

$$FV = \frac{R}{n}$$

Notes:

FV = Facility Value (Difficulty Level)

R = Right answer done by the respondent

n = The number of respondent

The criteria of difficulty index:

<0.30 = Difficult

0.30 – 0.70 = Fair

>0.70 = Easy

(Heaton, 1991:178)

3.5.1.3 Post test

The vocabulary post-test was administered to both the experimental and the control groups after the treatments given by the researcher. In conducting the vocabulary post-test, the researcher constructed a teacher-made-test. It means that the researcher constructed the vocabulary post-test by herself along with the guidance of the English teacher and the consultants. The total number of the vocabulary post-test in this research was 40 test items in the form of multiple choices dealing with the large vocabulary covering nouns (20 items) and verbs (20 items). The test items in the post-test were taken the test items of try out test which had been tried out before. So, it was believed that the post-test was valid and reliable. The time allocation of the test was 60 minutes.

3.5.2 Interview

In this research, an interview with the English teacher was conducted to obtain the supporting data concerning about the English curriculum used, the teaching materials that were used in the eighth grade of Junior High School of SMPN 5 Jember, the English books, teaching media and techniques that were used by the teacher.

3.5.3 Documentation

According to Burns (2010:91), classrooms are full of documents that can be in the forms of books, magazine, documents, rules, etc. In this research, documentation was used to get the data about the total number and the names of the respondents of the eighth grade students of SMP Negeri 5 Jember in the 2017/2018 academic year (the experimental and the control groups).

3.6 Data Analysis Method

After the main data were collected, then the data were analyzed statistically by using t-test formula formula with SPSS computing system, it was with significant level of 0.5% to know whether or not the mean difference between the control and the experimental group in the vocabulary post test is significant or not.

CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research.

5.1 Conclusion

Based on the data analysis, hypothesis verification, and discussion in the previous chapter, it can be concluded that there was a significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year. It means that the students who were taught vocabulary by using 'Pop-Up' books in the experimental group got better vocabulary achievement compared to those who were taught vocabulary by using pictures in the control group.

5.2 Suggestions

Since there was a significant effect 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year, 'Pop-Up' books can be used as the appropriate media in teaching English especially in teaching vocabulary. Thus, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

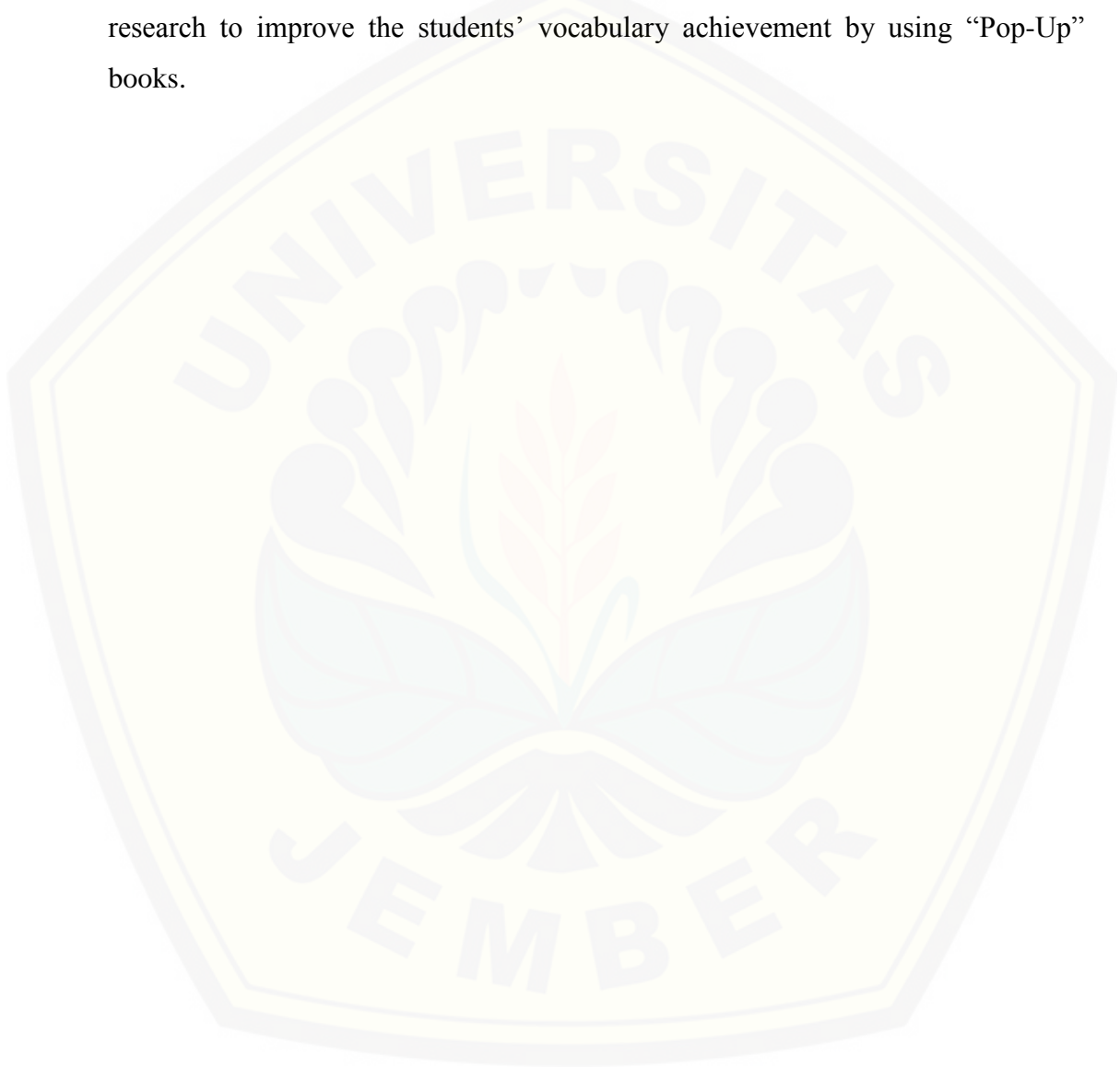
The English teacher of SMPN 5 Jember is suggested to use 'Pop-Up' books in teaching vocabulary. It can be used to help the students understand and use the vocabularies properly. In addition, 'Pop-Up' books can help the English teacher to make the learning process more interesting, fun, and motivating.

5.2.2 The Students

It is suggested for the students of SMPN 5 Jember to use 'Pop-Up' books to help them practice English, especially vocabulary in order to keep their vocabularies in their long term memories.

5.5.3 The Future Researchers

The future researchers are suggested to use this research result as a consideration to conduct a further research dealing with a similar topic by using different research area and different research design such as a classroom action research to improve the students' vocabulary achievement by using "Pop-Up" books.



REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta. Harmer, J. 1978. *Teaching Vocabulary*. Longman : Essex.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. New York: Routledge.
- Creswell, J. (2012). *Educational Research*. United States of America: Pearson education, Inc.
- Djiwandono, Soenardi. M. 1996. *Tes Bahasa dalam Pengajaran*. Bandung: Institut Teknologi Bandung.
- Harmer, Jeremy. 1998. *How to Teach English*. London: Pearson Education Ltd.
- Heaton, J B. 1991. *Writing English Language Tests*. Longman : Essex.
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Hughes, Arthur. 1989. *Testing for Language Teachers*. Sydney: Cambridge University Press
- Hughes. (2002). *Teaching and Researching Speaking*. Warlow: Longman.
- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Reid-Walsh, J. (2011). Activity and Agency in Historical Playable Media: Early English Movable Books and Their Child Interactors. *Journal of Children and Media* , 181.
- Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching (2nd edition)*. Cambridge University Press.
- Richard, J. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Sudjiono, A. 1998. *Pengantar Ilmu Pendidikan*. Jakarta: PT. Raja Grafindo Persaja.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Harlow: Pearson Education Limited.

APPENDICES

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPHOTESSES
The Effect of Using 'Pop-Up' Books on The Eighth Grade Students' Vocabulary Achievement at SMP Negeri 5 Jember in the 2017/2018 Academic Year	Is there any significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year?	<p>Independent: Teaching vocabulary by using pop up books</p> <p>Dependent: The eighth grade students' vocabulary achievement</p>	<p>'Pop-Up' books shown by the teacher.</p> <p>The indicators observed in the learning process of vocabulary:</p> <ul style="list-style-type: none"> - The students listening the descriptive text - The students pay attention to the teacher while showing 'Pop-Up' books. - The students answer the teacher's questions in the teaching learning process of vocabulary by using 'Pop-Up' books. - The students do the vocabulary exercises. <p>The scores of the students' vocabulary achievement test covering the following materials:</p> <ol style="list-style-type: none"> 1. Nouns 2. Verbs 	<ol style="list-style-type: none"> 1. Repondents: The Eighth grade students of SMP Negeri 5 Jember in the 2017/2018 academic year. 2. Informant: The English teacher 3. School Document: - the students' previous scores of the English test by the English teacher - English lesson syllabus of class eight 	<ol style="list-style-type: none"> 1. Research Design: Quasi Experimental with Post Test 2. Area Determination Method Purposive Method 3. Respondent Determination Method: Cluster random sampling 4. Data Collection Methods: <ol style="list-style-type: none"> a. Primary data: <ul style="list-style-type: none"> - Vocabulary tests b. Supporting data: <ul style="list-style-type: none"> - Interview - Documentation 5. Data Analysis Method The data will be analyzed by using SPSS Computing Program with T-test formula: $t = \frac{Mx - My}{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}$ <p>Notes: t = t-test Mx = mean score of the experimental group My = mean score of the control group Σx² = individual score deviation of the experimental group (Mx) Σy² = individual score deviation of the control</p> 	There is a significant effect of using 'Pop-Up' books on the eighth grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2017/2018 academic year.

					<p>group (My)</p> <p>Nx = the number of the respondents of the experimental group</p> <p>Ny = the number of the respondents of the control group</p> <p>(Arikunto, 2006: 311-312)</p>	
--	--	--	--	--	---	--

APPENDIX 2

Supporting Data Instruments

a. Interview Guide

No.	The Researcher's Questions	The Teacher's Answers
1.	What curriculum do you use in teaching English?	I use school based curriculum (KTSP).
2.	How often do you teach English in a week?	I teach English twice a week.
3.	What books do you use for teaching English?	I use students' worksheet (LKS UMS)
4.	What media do you use for teaching English?	I use a picture from students' textbook and worksheet for teaching English.
5.	What techniques do you use for teaching English?	I use lecturing technique and question and answer method.
6.	Have you ever used 'Pop-Up' book as a media for teaching vocabulary?	No, I haven't.
7.	Do you teach vocabulary integrated with the language skills?	Yes I do. I teach students vocabulary integrated with reading skill
8.	Are there any difficulties in learning vocabulary by the students?	The students have difficulty in memorizing the words and applying a words in a sentence.
9.	How do you assign your students to enlarge their vocabulary?	I ask the students to find the difficult words and then we discuss it together.

b. Documentaition Guide

No.	The Supporting Data	The Data Source
1.	The total number of the eighth grade students of SMPN 5 Jember.	School documents from Administration Staff
2.	The names of the students in the experimental group and in the control group.	School documents from Administration Staff



APPENDIX 3

HOMOGENEITY TEST

School : SMPN 5 Jember
Subject : English
Language Component : Vocabulary
Level/ Semester : VII/2
Time : 30 minutes

Choose the correct answer by crossing (x) a,b,c, or d to each question!

1. Ali : What is your father's job?
Boy : He is a ... He flies the plane.
a. doctor b. farmer c. postman d. pilot
2. A ... makes some food.
a. teacher b. doctor c. chef d. lawyer
3. Mr. Dedi is a doctor. He works in ...
a. a hotel b. a school c. a hospital d. an office
4. An animal that has trunk and ivories is
a. a bee b. an elephant c. a bear d. a snake
5. An animal that can climb the tree is . . .
a. a monkey b. a fish c. a giraffe d. a crocodile
6. An animal that eats meat is
a. a horse b. a kangaroo c. a cow d. a lion
7. An animal that lives in the sea is
a. a goat b. a dolphin c. a rabbit d. a mouse
8. It is a kind of bird. It has a beautiful feather pattern. It is
a. a peacock b. a snake c. a cat d. a polar bear
9. . . . is a wild animal
a. A bird b. A cat c. A tiger d. A sheep
10. a cow, a sheep and a chicken live in the
a. river b. farm c. sea d. polar
11. The opposite meaning of fast is
- a. quick b. slow c. speedy d. very quick
12. The policeman wants to because he is very sleepy.
 a. run b. eat c. sleep d. swim

13. Tatan is very busy today. So he feels
- a. mad b. happy c. calm d. tired
14. Father puts his car
- a. in the garage b. in the kitchen c. in the gate d. in the bathroom
15. A is an animal that has a long neck.
- a. tiger b. goat c. giraffe d. cow
16. He is a driver. He very nicely.
- a. walks b. runs c. goes d. drives
17. The students study in the
- a. garage b. bank c. classroom d. cinema
18. A rabbit has ears.
- a. small b. short c. long d. big
19. Ayu Ting Ting is a *beautiful* woman. The word "*beautiful*" is synonymous with ...
- a. pretty b. gentle c. handsome d. masculine
20. A mouse has a body.
- a. large b. small c. tall d. Big
21. Yesterday, I the movie with my firends.
- a. went b. watched c. lived d. came
22. My father is a farmer. He works in the.....
- a. lake b. hospital c. field d. Post office
23. My job is a I like to check my teeth patients'.
- a. doctor b. nurse c. dentist d. teacher
24. The climbs the tree.
- a. monkey b. giraffe c. fish d. dolpin
25. I want to in the sea.
- a. drive b. dive c. wash d. Read

-GOOD LUCK-

THE KEY ANSWER

1	D	6	D	11	B	16	D	21	B
2	C	7	B	12	C	17	C	22	C
3	C	8	A	13	D	18	C	23	C
4	B	9	C	14	A	19	A	24	A
5	A	10	B	15	C	20	B	25	B

THE DISTRIBUTION OF THE TEST ITEM

No.	Purpose of the vocabulary	Number of item
1.	Nouns	1, 2, 4, 5, 6, 7, 8, 9, 22, 24
2.	Verbs	12, 15, 16, 23, 25
3.	Adjectives	11, 13, 18, 19, 20
4.	Adverb	3, 10, 14, 17, 21

LESSON PLAN 1

School	: SMPN 5 JEMBER
Subject	: Bahasa Inggris
Kelas/Semester	: VIII/1
Language Component	: Vocabulary (Noun and Verb)
Theme	: Farm
Time Allocation	: 2 x 40 minutes

I. Standard of Competence

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indicators

1. Product

For the Experimental Group and the Control Group

Finding the word meaning of nouns and verbs.

2. Process

For the Experimental Group and the Control Group

1. Taking a note of the nouns and verbs
2. Writing the nouns or verbs on the column correctly
3. Labeling the pictures with the appropriate words provided.

IV. Learning Objectives

1. Product

For the Experimental Group and the Control Group

The students are able to find the word meaning of nouns and verbs

2. Process

For the Experimental Group and the Control Group

1. The students are able to take a note of the nouns and verbs
2. The students are able to write the nouns or verbs
3. The students are able to label the pictures with the appropriate words provided.

V. Materials : Enclosed

VI. Teaching Learning Activities

a. Teacher's Activities

No	Experimental Group	Time	Control Group	Time
1	<p>Pre-Activities:</p> <ul style="list-style-type: none"> • Greeting the students. • Checking the students' attendance. <p>-Motivation</p> <ul style="list-style-type: none"> • Showing Pop-up books related to the topic. • Asking leading questions related to the topic. <p>-Stating Objectives</p> <ul style="list-style-type: none"> • Stating the objectives of learning. 	<p>2'</p> <p>2'</p> <p>1'</p> <p>3'</p> <p>2'</p>	<ul style="list-style-type: none"> • Greeting the students. • Checking the students' attendance. <p>-Motivation</p> <ul style="list-style-type: none"> • Showing pictures related to the topic. • Asking leading questions related to the topic. <p>-Stating Objectives</p> <ul style="list-style-type: none"> • Stating the objectives of learning. 	<p>2'</p> <p>2'</p> <p>1'</p> <p>3'</p> <p>2'</p>
2	<p>Main activities:</p> <ul style="list-style-type: none"> • Explaining about the concept of nouns and verbs to the students. • Showing the Pop-Up books and asking the students to pay much attention to the words on Pop-Up book while listening to recording. • Asking the students to do Exercise 1. • Discussing the answers of Exercise 1 with the class. • Asking the students to do Exercise 2 with the class. • Discussing the answers of Exercise 2 together. • Asking the students to do Exercise 3 with the class. • Discussing the answers of Exercise 3 together. 	<p>5'</p> <p>10'</p> <p>5'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>10'</p> <p>5'</p>	<ul style="list-style-type: none"> • Explaining about the concept of nouns and verbs to the students. • Showing the pictures and asking the students to pay much attention to the words on pictures while listening to recording. • Asking the students to do Exercise 1. • Discussing the answers of Exercise 1 with the class. • Asking the students to do Exercise 2 with the class. • Discussing the answers of Exercise 2 together. • Asking the students to do Exercise 3 with the class. • Discussing the answers of Exercise 3 together. 	<p>5'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>10'</p> <p>5'</p>

3	<p>Post-activities:</p> <ul style="list-style-type: none"> • Guiding the students to make conclusion, and reviewing the materials • Parting the students 	<p>5'</p> <p>5'</p>	<ul style="list-style-type: none"> • Guiding the students to make conclusion, and reviewing the materials • Parting the students 	<p>5'</p> <p>5'</p>
---	--	---------------------	--	---------------------

VII. Sources and Media

a. Sources :

http://www.tesol.org/docs/books/bk_elt_d_vocabulary_974

<http://freeenglishcourse.info/what-is-descriptive-text/>

<http://www.eslways.com/farm-animals-p1.html>

Media :

a. For the Experimental Group

- Pop-up Books
- Students' worksheet
- Sound system
- Viewer
- Laptop

b. For the Control Group

- Pictures
- Students' worksheet
- Sound system
- Viewer
- Laptop

VIII. Evaluation

A. Process Evaluation:

Process evaluation was conducted during teaching and learning process. Indicators evaluated:

1. Process evaluation : It was conducted during the teaching learning process

Instrument : The students' worksheets

2. Product evaluation : It was conducted after the treatments given.

Instrument : Vocabulary post test

Teacher,

Eka Fitriyani

NIM. 130210401099

LEARNING MATERIALS FOR THE EXPERIMENTAL GROUP

Showing a Pop-Up Books



(Source: the researcher's media)

Leading Questions:

1. What is that?
2. How many words do you see in the Pop-Up books?
3. What are they? Please mention them.
4. How many animals do you see in the Pop-Up books?
5. What are they? Please mention them
6. How many plants do you see in the Pop-Up books?
7. What are they? Please mention them.

Learning Objectives

Main Activities Materials

Definition of Vocabulary (parts of speech)

Vocabulary is knowledge of words and word meaning that people must know to communicate effectively. It includes an understanding of how words work in relation to each other and within specific contexts.

- a. Noun: It is a name of a person, a place, a thing or an activity or a quality of an idea.

For examples: motorcycle, horse, tree, etc.

The nouns taught in this meeting are:

sheep, tree, flower, house, horse, dog, cat, etc.

- b. Verb: It is a word which is used in describing an action, experience or state.

For examples: walk, run, open, eat, etc.

The verbs taught in this meeting are:

bring, go, move, live, reach, cut, feed, grow, etc.

EXERCISE

EXERCISE 1

Please classify the nouns and verbs after you have watched the Pop-Up Books explained by the teacher into the box. Do it in groups of four.



Classification of the vocabulary

No.	Nouns	Verbs
1.	Father
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.

EXERCISE 2

Label the pictures in Pop-Up books below with the appropriate words in the box. Do it individually.



(...) sheep	(...) milk	(...) duck	(...) rabbit
(...) horse	(...) cow	(...) apple tree	(...) wool
(...) donkey	(...) carrot	(...) pig	(...) chicken
(...) banana tree	(...) coconut tree	(...) orange tree	(...) goat

EXERCISE 3

Individually

Read nouns and verbs bellow.

- | | | |
|----|-------------------------------------|-----------------------------------|
| 1. | <input type="text" value="father"/> | <input type="text" value="eat"/> |
| 2. | <input type="text" value="sheep"/> | <input type="text" value="run"/> |
| 3. | <input type="text" value="cat"/> | <input type="text" value="play"/> |
| 4. | <input type="text" value="rabbit"/> | <input type="text" value="keep"/> |
| 5. | <input type="text" value="cow"/> | <input type="text" value="get"/> |

Write a sentences dealing with nouns and verbs above.

1.
2.
3.
4.
5.

ANSWER KEY

EXERCISE 1

Classification of the vocabulary

No.	Nouns	Verbs
1.	Father	Have
2.	I	Describe
3.	Rake	Come
4.	Field	Pick
5.	House	Take
6.	Egg	Crow
7.	Animal	Work
8.	Sheep	Start
9.	Horse	Get
10.	Pig	Help
11.	Cow	Keep
12.	Milk	Play
13.	Chicken	Run
14.	Rooster	Watch
15.	Rabbit	Eat
16.	Goat	Love
17.	Duck	
18.	Pet	
19.	Dog	
20.	Cat	
21.	grass	
22.	Corn	
23.	Apple	
24.	Orange	
25.	Coconut	
26.	Sunflower	
27.	Carrot	
28.	Banana	
29.	Seed	
30.	Wool	

EXERCISE 2

1. A chicken
2. A milk
3. A goat
4. A sheep
5. A wool
6. An orange tree
7. An apple tree
8. A banana tree
9. A coconut tree
10. A pig
11. A horse
12. A donkey
13. A cow
14. A rabbit
15. A duck

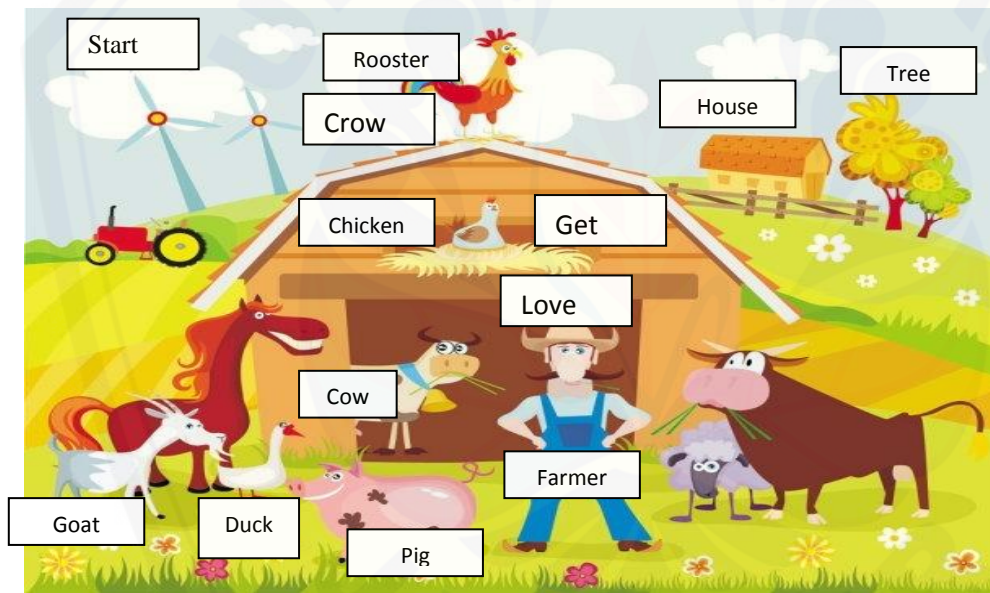
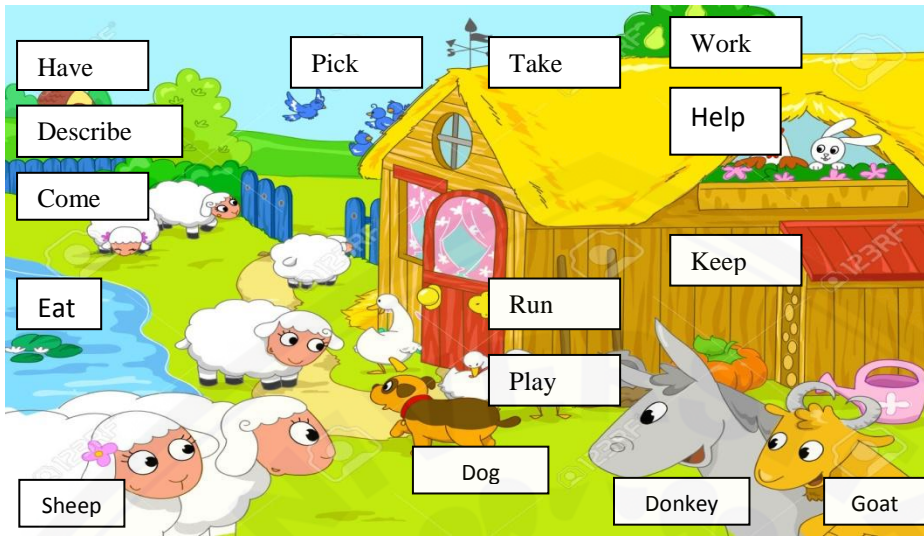
EXERCISE 3

The answer will vary. Sample answer given.

1. My father eats a cake every morning.
2. The sheep run around my house.
3. I always play with my cat every day.

LEARNING MATERIALS FOR THE CONTROL GROUP

Showing a Picture



(Source: <http://all-free-download.com/free-vector/cartoon-farm-animals.html>)

Leading Questions:

1. What is that?
2. How many words do you see in the pictures?
3. What are they? Please mention them.
4. How many animals do you see in the pictures?
5. What are they? Please mention them
6. How many plants do you see in the pictures?
7. What are they? Please mention them.

Learning Objectives

Main Activities Materials

Definition of Vocabulary (parts of speech)

Vocabulary is knowledge of words and word meaning that people must know to communicate effectively. It includes an understanding of how words work in relation to each other and within specific contexts.

a. Noun: It is a name of a person, a place, a thing or an activity or a quality of an idea.

For examples: motorcycle, horse, tree, etc.

The nouns taught in this meeting are:

sheep, tree, flower, house, horse, dog, cat, etc.

b. Verb: It is a word which is used in describing an action, experience or state.

For examples: walk, run, open, eat, etc.

The verbs taught in this meeting are:

bring, go, move, live, reach, cut, feed, grow, etc.

EXERCISE

EXERCISE 1

Please classify the nouns and verbs after you have watched the pictures explained by the teacher into the box. Do it in groups of four.

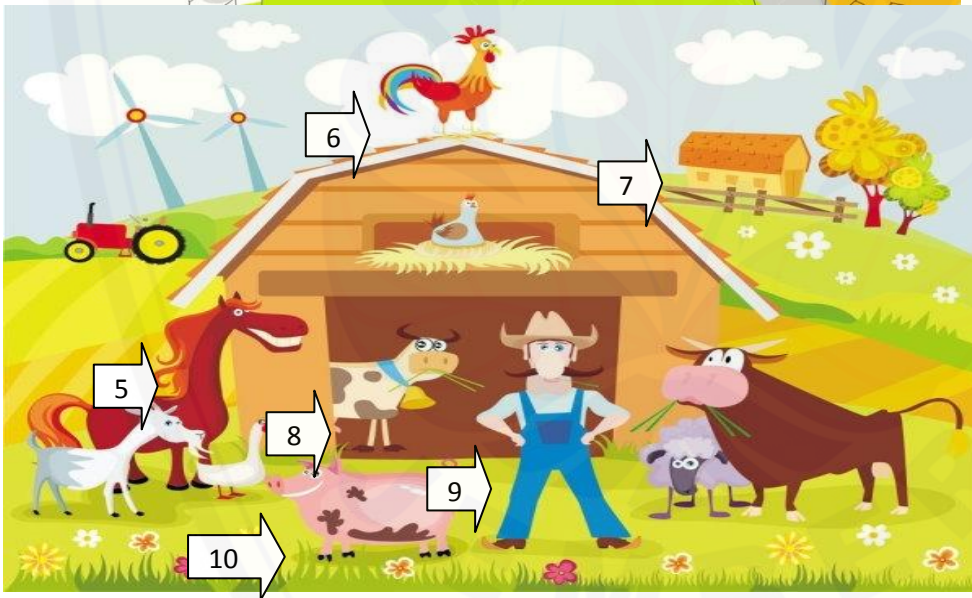


Classification of the vocabulary

No.	Nouns	Verbs
1.	Father
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

EXERCISE 2

Label the pictures below with the appropriate words in the box. Do it individually.



(...) sheep	(...) milk	(...) duck	(...) rabbit
(...) horse	(...) cow	(...) apple tree	(...) wool
(...) donkey	(...) carrot	(...) pig	(...) chicken
(...) banana tree	(...) coconut tree	(...) orange tree	(...) goat

EXERCISE 3

Individually

Read nouns and verbs bellow.

- | | | |
|----|--------|------|
| 1. | father | eat |
| 2. | sheep | run |
| 3. | cat | play |
| 4. | rabbit | keep |
| 5. | cow | get |

Write a sentences dealing with nouns and verbs above.

1.
2.
3.
4.
5.

ANSWER KEY

EXERCISE 1

Classification of the vocabulary

No.	Nouns	Verbs
26.	Father	Have
27.	I	Describe
28.	Rake	Come
29.	Field	Pick
30.	House	Take
31.	Egg	Crow
32.	Animal	Work
33.	Sheep	Start
34.	Horse	Get
35.	Pig	Help
36.	Cow	Keep
37.	Milk	Play
38.	Chicken	Run
39.	Rooster	Watch
40.	Rabbit	Eat
41.	Goat	Love
42.	Duck	
43.	Pet	
44.	Dog	
45.	Cat	
46.	grass	
47.	Corn	
48.	Apple	
49.	Orange	
50.	Coconut	
26.	Sunflower	
27.	Carrot	
28.	Banana	
29.	Seed	
30	Wool	

EXERCISE 2

16. A chicken
17. A milk
18. A goat
19. A sheep
20. A wool
21. An orange tree
22. An apple tree
23. A banana tree
24. A coconut tree
25. A pig
26. A horse
27. A donkey
28. A cow
29. A rabbit
30. A duck

EXERCISE 3

The answer will vary. Sample answer given.

6. My father eats a cake every morning.
7. The sheep run around my house.
8. I always play with my cat every day.

APPENDIX 5

LESSON PLAN 2

School	: SMPN 5 JEMBER
Subject	: Bahasa Inggris
Kelas/Semester	: VIII/1
Language Component	: Vocabulary (Noun and Verb)
Theme	: Deep Sea
Time Allocation	: 2 x 40 minutes

IV. Standard of Competence

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

V. Basic Competence

2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

VI. Indicators

1. Product

For the Experimental Group and the Control Group

Finding the word meaning of nouns and verbs.

2. Process

For the Experimental Group and the Control Group

1. Taking a note of the nouns and verbs
2. Writing the nouns or verbs on the column correctly
3. Labeling the pictures with the appropriate words provided.

IV. Learning Objectives

1. Product

For the Experimental Group and the Control Group

The students are able to find the word meaning of nouns and verbs

2. Process

For the Experimental Group and the Control Group

1. The students are able to take a note of the nouns and verbs
2. The students are able to write the nouns or verbs
3. The students are able to label the pictures with the appropriate words provided.

V. Materials : Enclosed

VI. Teaching Learning Activities

a. Teacher's Activities

No	Experimental Group	Time	Control Group	Time
1	<p>Pre-Activities:</p> <ul style="list-style-type: none"> • Greeting the students. • Checking the students' attendance. <p>-Motivation</p> <ul style="list-style-type: none"> • Showing Pop-up books related to the topic. • Asking leading questions related to the topic. <p>-Stating Objectives</p> <ul style="list-style-type: none"> • Stating the objectives of learning. 	<p>2'</p> <p>2'</p> <p>1'</p> <p>3'</p> <p>2'</p>	<ul style="list-style-type: none"> • Greeting the students. • Checking the students' attendance. <p>-Motivation</p> <ul style="list-style-type: none"> • Showing pictures related to the topic. • Asking leading questions related to the topic. <p>-Stating Objectives</p> <ul style="list-style-type: none"> • Stating the objectives of learning. 	<p>2'</p> <p>2'</p> <p>1'</p> <p>3'</p> <p>2'</p>
2	<p>Main activities:</p> <ul style="list-style-type: none"> • Explaining about the concept of nouns and verbs to the students. • Showing the Pop-Up books and asking the students to pay much attention to the words on Pop-Up book while listening to recording. • Asking the students to do Exercise 1. • Discussing the answers of Exercise 1 with the class. • Asking the students to do Exercise 2 with the class. • Discussing the answers of Exercise 2 together. • Asking the students to do 	<p>5'</p> <p>10'</p> <p>5'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>10'</p>	<ul style="list-style-type: none"> • Explaining about the concept of nouns and verbs to the students. • Showing the pictures and asking the students to pay much attention to the words on pictures while listening to recording. • Asking the students to do Exercise 1. • Discussing the answers of Exercise 1 with the class. • Asking the students to do Exercise 2 with the class. • Discussing the answers of Exercise 2 together. • Asking the students to do 	<p>5'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>10'</p>

	Exercise 3 with the class. <ul style="list-style-type: none"> • Discussing the answers of Exercise 3 together. 	5'	Exercise 3 with the class. <ul style="list-style-type: none"> • Discussing the answers of Exercise 3 together. 	5'
3	Post-activities: <ul style="list-style-type: none"> • Guiding the students to make conclusion, and reviewing the materials • Parting the students 	5'	<ul style="list-style-type: none"> • Guiding the students to make conclusion, and reviewing the materials • Parting the students 	5'

VII. Sources and Media

b. **Sources** :

http://www.tesol.org/docs/books/bk_eltd_vocabulary_974

<http://freeenglishcourse.info/what-is-descriptive-text/>

<http://www.eslways.com/farm-animals-p1.html>

Media :

a. For the Experimental Group

- Pop-up Books
- Students' worksheet
- Sound system
- Viewer
- Laptop

b. For the Control Group

- Pictures
- Students' worksheet
- Sound system
- Viewer
- Laptop

VIII. Evaluation

B. Process Evaluation:

Process evaluation is conducted during teaching and learning process. Indicators evaluated:

1. Process evaluation : It is conducted during the teaching learning process

Instrument : The students' worksheets

2. Product evaluation : It is conducted after the treatments given.

Instrument : Vocabulary post test

Teacher,

Eka Fitriyani

NIM. 130210401099

LEARNING MATERIALS FOR THE EXPERIMENTAL GROUP

Showing a Pop-Up Books



(Source: the researcher's media)

Leading Questions:

1. What is that?
2. How many words do you see in the Pop-Up books?
3. What are they? Please mention them.
4. How many animals do you see in the Pop-Up books?
5. What are they? Please mention them
6. How many plants do you see in the Pop-Up books?
7. What are they? Please mention them.

Learning Objectives

Main Activities Materials

Definition of Vocabulary (parts of speech)

Vocabulary is knowledge of words and word meaning that people must know to communicate effectively. It includes an understanding of how words work in relation to each other and within specific contexts.

a. Noun: It is a name of a person, a place, a thing or an activity or a quality of an idea.

For examples: motorcycle, horse, tree, etc.

The nouns taught in this meeting are:

sheep, tree, flower, house, horse, dog, cat, etc.

b. Verb: It is a word which is used in describing an action, experience or state.

For examples: walk, run, open, eat, etc.

The verbs taught in this meeting are:

bring, go, move, live, reach, cut, feed, grow, etc.

EXERCISE

EXERCISE 1

Please classify the nouns and verbs after you have watched the Pop-Up Books explained by the teacher into the box. Do it in groups of four.

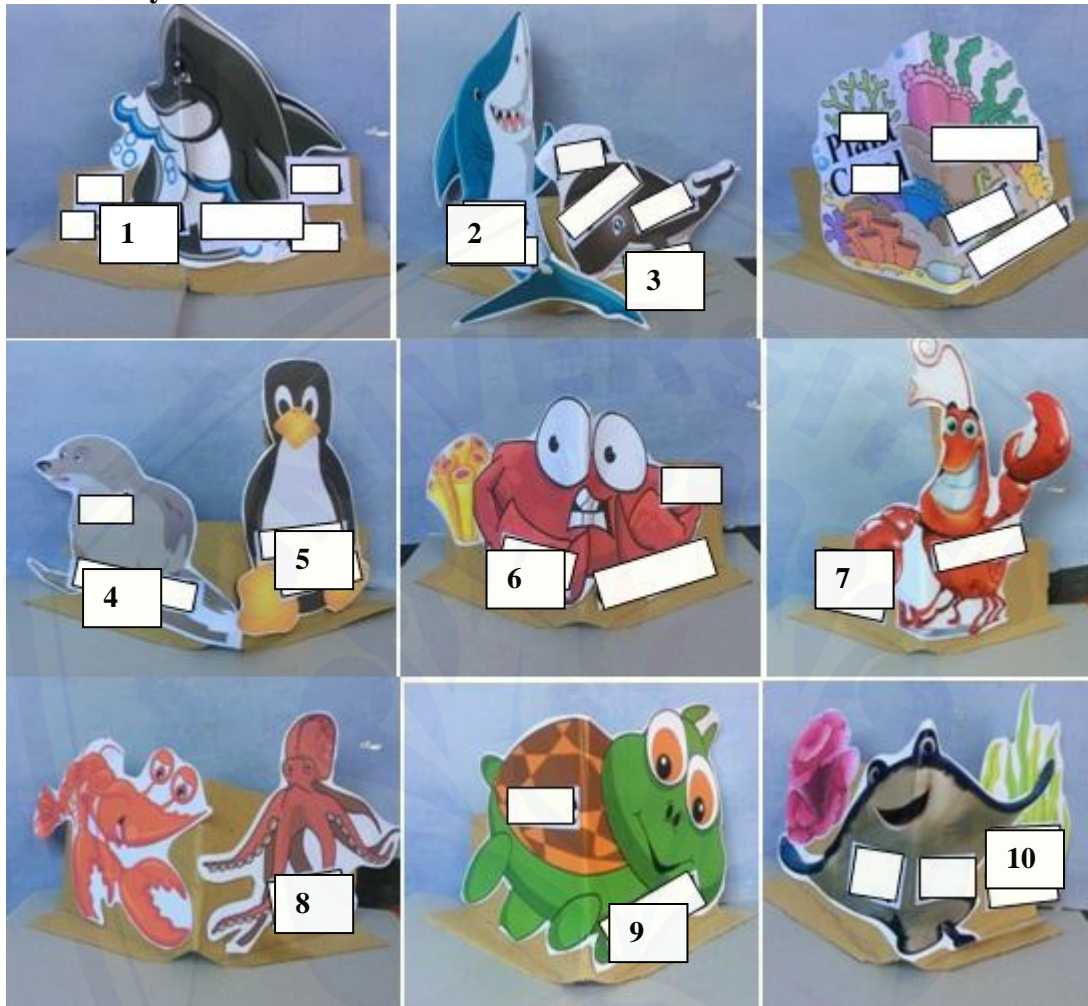


Classification of the vocabulary

No.	Nouns	Verbs
1.	Sea
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.

EXERCISE 2

Label the pictures in Pop-Up books below with the appropriate words in the box. Do it individually.



(...) lobster	(...) whale
(...) squid	(...) turtle
(...) ray fish	(...) shark
(...) penguin	(...) crab
(...) dolphin	

EXERCISE 3

Read nouns and verbs below.

- | | | | | |
|---------|---|---------|--|--------|
| 1. | <table border="1"><tr><td>crab</td></tr></table> | crab | <table border="1"><tr><td>eat</td></tr></table> | eat |
| crab | | | | |
| eat | | | | |
| 2. | <table border="1"><tr><td>dolphin</td></tr></table> | dolphin | <table border="1"><tr><td>talk</td></tr></table> | talk |
| dolphin | | | | |
| talk | | | | |
| 3. | <table border="1"><tr><td>shark</td></tr></table> | shark | <table border="1"><tr><td>eat</td></tr></table> | eat |
| shark | | | | |
| eat | | | | |
| 4. | <table border="1"><tr><td>squid</td></tr></table> | squid | <table border="1"><tr><td>life</td></tr></table> | life |
| squid | | | | |
| life | | | | |
| 5. | <table border="1"><tr><td>whale</td></tr></table> | whale | <table border="1"><tr><td>breath</td></tr></table> | breath |
| whale | | | | |
| breath | | | | |

Write a sentences dealing with nouns and verbs above.

1.
2.
3.
4.
5.

KEY ANSWER

Exercise 1

Classification of the vocabulary

No.	Nouns	Verbs
1.	Sea	Tell
2.	I	Breath
3.	Creature	Eat
4.	Dolpin	Spread
5.	Shark	Hear
6.	Whale	Talk
7.	Plant	Consume
8.	Coral	Life
9.	Seaweed	
10.	Plankton	
11.	Fish	
12.	Mammal	
13.	Seal	
14.	Lungs	
15.	Animal	
16.	Water	
17.	Area	
18.	They	
19.	Sound	
20.	Crab	
21.	Lobster	
22.	Squid	
23.	Turtle	
24.	Ray Fish	
25.	Reef	
26.	Marine	
27.	Habitat	
28.	Species	

Exercise 2

31. A dolphin

32. A shark

33. A whale

34. A seal

35. A penguin

36. A crab

37. A lobster

38. A squid

39. A turtle

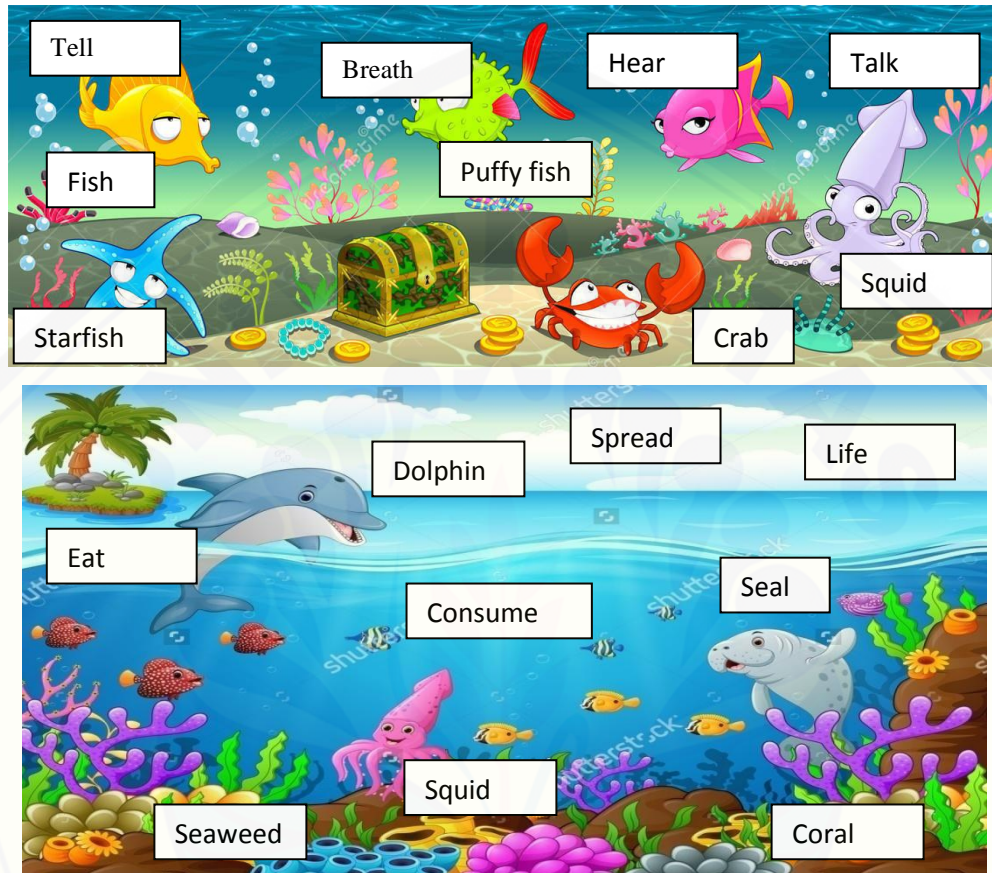
40. A rayfish

Exercise 3

The answer will vary. Sample answer given.

LEARNING MATERIALS FOR THE CONTROL GROUP

Showing a Picture



(Source: https://library.creativecow.net/salazar_ryan/Rendering/2)

Leading Questions:

1. What is that?
2. How many words do you see in the pictures?
3. What are they? Please mention them.
4. How many animals do you see in the pictures?
5. What are they? Please mention them
6. How many plants do you see in the pictures?
7. What are they? Please mention them.

Learning Objectives

Main Activities Materials

Definition of Vocabulary (parts of speech)

Vocabulary is knowledge of words and word meaning that people must know to communicate effectively. It includes an understanding of how words work in relation to each other and within specific contexts.

a. Noun: It is a name of a person, a place, a thing or an activity or a quality of an idea.

For examples: motorcycle, horse, tree, etc.

The nouns taught in this meeting are:

sheep, tree, flower, house, horse, dog, cat, etc.

b. Verb: It is a word which is used in describing an action, experience or state.

For examples: walk, run, open, eat, etc.

The verbs taught in this meeting are:

bring, go, move, live, reach, cut, feed, grow, etc.

EXERCISE

EXERCISE 1

Please classify the nouns and verbs after you have watched the pictures explained by the teacher into the box. Do it in groups of four.

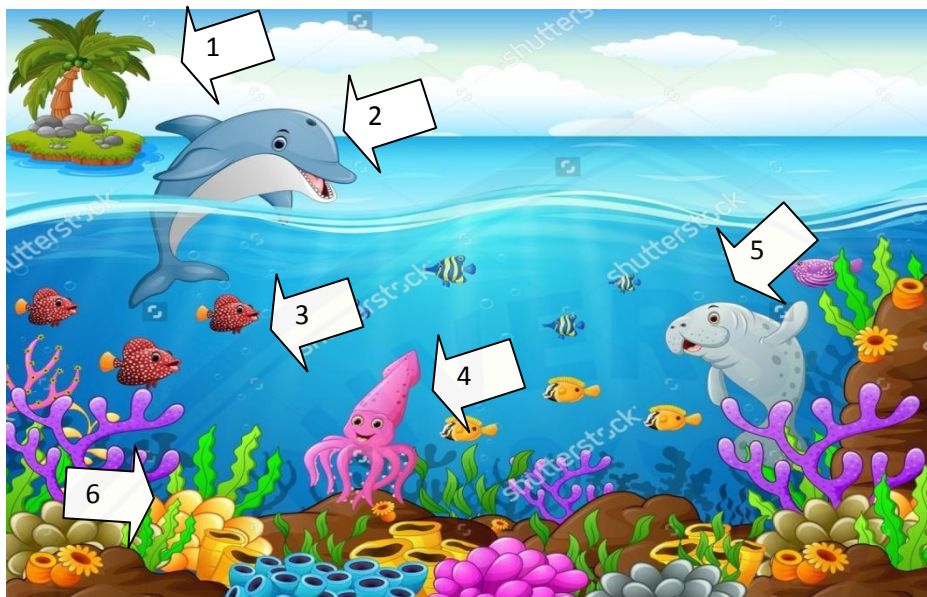


Classification of the vocabulary

No.	Nouns	Verbs
1.	Sea
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.

EXERCISE 2

Label the pictures below with the appropriate words in the box. Do it individually.



(...) lobster	(...) whale
(...) squid	(...) turtle
(...) ray fish	(...) shark
(...) penguin	(...) crab
(...) dolphin	

EXERCISE 3

Read nouns and verbs below.

- | | | |
|----|---------|--------|
| 1. | crab | eat |
| 2. | dolphin | talk |
| 3. | shark | eat |
| 4. | squid | life |
| 5. | whale | breath |

Write a sentences dealing with nouns and verbs above.

1.
2.
3.
4.
5.

KEY ANSWER

Exercise 1

Classification of the vocabulary

No.	Nouns	Verbs
29.	Sea	Tell
30.	I	Breath
31.	Creature	Eat
32.	Dolpin	Spread
33.	Shark	Hear
34.	Whale	Talk
35.	Plant	Consume
36.	Coral	Life
37.	Seaweed	
38.	Plankton	
39.	Fish	
40.	Mammal	
41.	Seal	
42.	Lungs	
43.	Animal	
44.	Water	
45.	Area	
46.	They	
47.	Sound	
48.	Crab	
49.	Lobster	
50.	Squid	
51.	Turtle	
52.	Ray Fish	
53.	Reef	
54.	Marine	
55.	Habitat	
56.	Species	

Exercise 2

41. A dolphin

42. A shark

43. A whale

44. A seal

45. A penguin

46. A crab

47. A lobster

48. A squid

49. A turtle

50. A rayfish

Exercise 3

The answer will vary. Sample answer given.

APPENDIX 6

TRY OUT TEST

School : SMPN 5 Jember
Subject : English
Language Component : Vocabulary
Level/ Semester : VIII/1
Time : 60 minutes

Nama :

Absen :

Kelas :

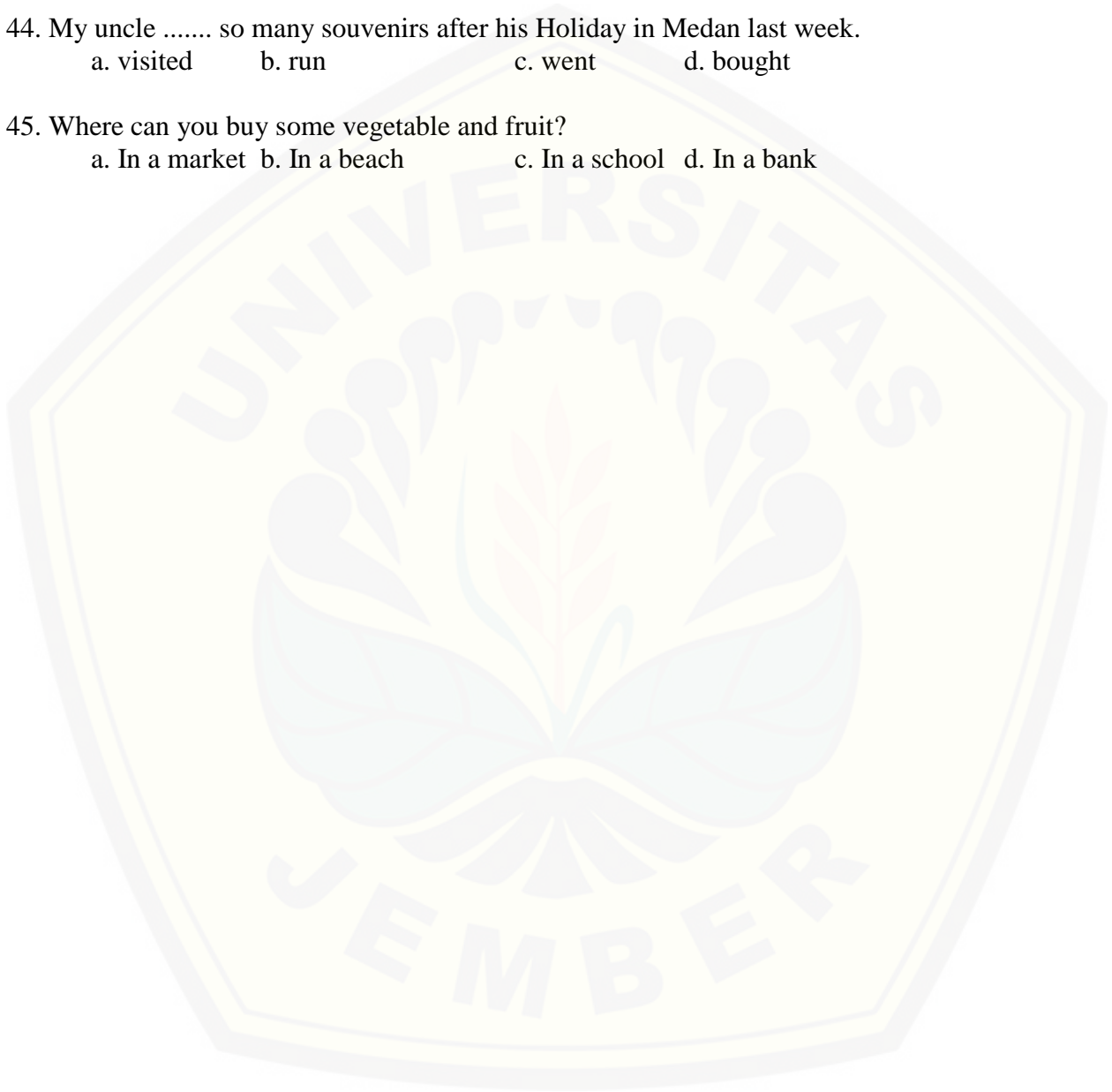
Choose the correct answer by crossing (x) a,b,c, or d to each question!

1. Boni : What is your brother's job?
Boy : He is ... He works at a construction sector.
a. a doctor b. a farmer c. an actor d. an engineer
2. Ana is a So, she likes dancing.
a. teacher b. dancer c. chef d. lawyer
3. Mr. Dedi is a farmer. He works in ...
a. a hotel b. a school c. a farm d. an office
4. An animal that has a trunk and ivories is
a. a bee b. an elephant c. a bear d. a snake
5. A has sharp teeth to eat the prey.
a. monkey b. bird c. giraffe d. shark
6. An animal that eats bone is a
a. horse b. kangaroo c. cow d. dog
7. This animal can run fast. It has four legs. It is a....
a. chicken b. dolphin c. rabbit d. frog
8. It is a kind of bird. It crows every morning. It is a/an ...
a. rooster b. chicken c. peacock d. owl
9. It likes eating carrots. It is a cute animal. It is a
10. Dolphins, seahorses and fish live in the

11. Lia does not the stranger.
a. feel b. recognize c. sense d. smell
12. The farmer wants to because he is very thirsty.
a. run b. drink c. sleep d. swim
13. Yesterday, I the movie with my friends.
a. lived b. stayed c. watched d. went
14. The farmer the seeds of grape in a vineyard.
a. boils b. cooks c. plants d. fries
15. A is an animal that has a long neck.
a. tiger b. goat c. giraffe d. cow
16. He is a driver. He very professionally.
a. walks b. runs c. goes d. drives
17. My job is a I like to sing on the stage.
a. doctor b. banker c. singer d. farmer
18. An animal that grass is a sheep.
a. drinks b. buys c. eats d. brings
19. The bird in a tree.
a. perches b. stands c. swims d. runs
20. Doni usually..... the chair to the corner of the class.
a. breaks b. moves c. sits d. stands
21. Hera wants to because she is very sleepy.
a. eat b. sleep c. run d. walk
22. My father is a farmer. He works in a
a. lake b. hospital c. field d. post office
23. My job is a I like to check my teeth patients'.
a. doctor b. nurse c. dentist d. teacher
24. The climbs the tree very well.
a. monkey b. giraffe c. fish d. dolpin
25. I want to in the sea.
a. drive b. dive c. wash d. read
26. I am looking for my I need to call someone.
a. fan b. camera c. calculator d. cellular phone

27. I want a of coffe with a spoon of sugar.
a. cup b. bottle c. bowl d. fork
28. The students batik uniforms every Wednesday.
a. use b. wear c. take d. make
29. The mouse deer quickly so his friends cannot chase him.
a. walks b. eats c. runs d. jumps
30. The fox was so no one believed in it.
a. dull b. wickedly c. patient d. angry
31. The parrot can prettily.
a. run b. sing c. hear d. see
32. The Harry Potter movies have Daniel Radcliffe becomes a popular person in the world.
a. made b. given c. taken d. used
33. The tigers' sight is very sharp. What part of the body is used by the tiger to see?
a. nose b. ears c. eyes d. skin
34. The students Gandrung beautifully.
a. show b. talk c. dance d. sing
35. Nina calls Mr. Ahmad 'Daddy'. Nina is Mr. Ahmad's
a. girl b. daughter c. son d. boy
36. Sinta was in Banyuwangi, 23 May 2001.
a. stayed b. moved c. lived d. born
37. The birds hold food by using their
a. wings b. feather c. eyes d. claws
38. Some students the materials given by the teacher.
a. leave b. inform c. understand d. see
39. Dino a new car and a new iPod.
a. plays b. drives c. has d. cooks
40. Dea, Nia, and Dewi badminton every Sunday Morning.
a. play b. take c. have d. use
41. I a glass of water.
a. run b. walk c. drink d. eat

42. Bring your umbrella, it is now.
a. swimming b. running c. raining d. going
43. Rena is in the sea
a. walking b. jumping c. running d. swimming
44. My uncle so many souvenirs after his Holiday in Medan last week.
a. visited b. run c. went d. bought
45. Where can you buy some vegetable and fruit?
a. In a market b. In a beach c. In a school d. In a bank



-GOOD LUCK-

THE KEY ANSWER

1	D	11	D	21	B	31	B	41	C
2	B	12	C	22	C	32	A	42	C
3	C	13	C	23	C	33	C	43	D
4	B	14	C	24	A	34	C	44	D
5	D	15	B	25	B	35	B	45	A
6	D	16	D	26	D	36	D		
7	C	17	C	27	A	37	D		
8	A	18	C	28	B	38	C		
9	D	19	A	29	C	39	C		
10	C	20	B	30	B	40	A		

THE DISTRIBUTION OF THE TEST ITEM

No.	Purpose of the vocabulary	Number of item
1.	Nouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15, 17, 22, 23, 24, 26, 27, 33, 35, 37, 45.
2.	Verbs	11, 12, 13, 14, 16, 18, 19, 20, 21, 25, 28, 29, 30, 32, 34, 36, 38, 39, 40, 41, 42, 43, 44.

Appendix 7

POST TEST

School : SMPN 5 Jember
 Subject : English
 Language Component : Vocabulary
 Level/ Semester : VIII/1
 Time : 60 minutes

Nama :

Absen :

Kelas :

Choose the correct answer by crossing (x) a,b,c, or d to each question!

1. Boni : What is your brother's job?
 Boy : He is ... He works at a construction sector.
 a. a doctor b. a farmer c. an actor d. an engineer
2. Ana is a So, she likes dancing.
 a. teacher b. dancer c. chef d. lawyer
3. Mr. Dedi is a farmer. He works in ...
 a. a hotel b. a school c. a farm d. an office
4. An animal that has a trunk and ivories is
 a. a bee b. an elephant c. a bear d. a snake
5. A has sharp teeth to eat the prey.
 a. monkey b. bird c. giraffe d. shark
6. An animal that eats bone is a
 a. horse b. kangaroo c. cow d. dog
7. This animal can run fast. It has four legs. It is a....
 a. chicken b. dolphin c. rabbit d. frog
8. It is a kind of bird. It crows every morning. It is a/an . . .
 a. rooster b. chicken c. peacock d. owl
9. It likes eating carrots. It is a cute animal. It is a
 a. bird b. cat c. tiger d. rabbit
10. Dolpins, seahorses and fish live in the
 a. mountain b. farm c. sea d. polar
11. Lia does not the stranger.
 a. feel b. recognize c. sense d. smell

12. The farmer wants to because he is very thirsty.
a. run b. drink c. sleep d. swim
13. Yesterday, I the movie with my friends.
a. lived b. stayed c. watched d. went
14. The farmer the seeds of grape in a vineyard.
a. boils b. cooks c. plants d. fries
15. A is an animal that has a long neck.
a. tiger b. goat c. giraffe d. cow
16. He is a driver. He very professionally.
a. walks b. runs c. goes d. drives
17. My job is a I like to sing on the stage.
a. doctor b. banker c. singer d. farmer
18. An animal that grass is a sheep.
a. drinks b. buys c. eats d. brings
19. The bird in a tree.
a. perches b. stands c. swims d. runs
20. Doni usually..... the chair to the corner of the class.
a. breaks b. moves c. sits d. stands
21. Hera wants to because she is very sleepy.
a. eat b. sleep c. run d. walk
22. My father is a farmer. He works in a
a. lake b. hospital c. field d. post office
23. My job is a I like to check my teeth patients'.
a. doctor b. nurse c. dentist d. teacher
24. The climbs the tree very well.
a. monkey b. giraffe c. fish d. dolpin
25. I want to in the sea.
a. drive b. dive c. wash d. read
26. I am looking for my I need to call someone.
a. fan b. camera c. calculator d. cellular phone
27. I want a of coffe with a spoon of sugar.
a. cup b. bottle c. bowl d. fork
28. The students batik uniforms every Wednesday.

- a. use b. wear c. take d. make

29. The mouse deer quickly so his friends cannot chase him.
a. walks b. eats c. runs d. jumps

30. The parrot can prettily.
a. run b. sing c. hear d. see

31. The Harry Potter movies have Daniel Radcliffe becomes a popular person in the world.
a. made b. given c. taken d. used

32. The tigers' sight is very sharp. What part of the body is used by the tiger to see?
a. nose b. ears c. eyes d. skin

33. The students Gandrung beautifully.
a. show b. talk c. dance d. sing

34. Nina calls Mr. Ahmad 'Daddy'. Nina is Mr. Ahmad's
a. girl b. daughter c. son d. boy

35. Sinta was in Banyuwangi, 23 May 2001.
a. stayed b. moved c. lived d. born

36. The birds hold food by using their
a. wings b. feather c. eyes d. claws

37. Some students the materials given by the teacher.
a. leave b. inform c. understand d. see

38. Dino a new car and a new iPod.
a. plays b. drives c. has d. cooks

39. I a glass of water.
a. run b. walk c. drink d. eat

40. Bring your umbrella, it is now.
a. swimming b. running c. raining d. going

-GOOD LUCK-

THE KEY ANSWER

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

THE DISTRIBUTION OF THE TEST ITEM

No.	Purpose of the vocabulary	Number of item
1.	Nouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15, 17, 22, 23, 24, 26, 27, 32, 34, 36.
2.	Verbs	11, 12, 13, 14, 16, 18, 19, 20, 21, 25, 28, 29, 30, 31, 33, 35, 37, 38, 39, 40.

Appendix 8

The Result of The Try Out Analysis For Odd Numbers

No.	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	Tot	
1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	17
2	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	17
3	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	19
4	1	1	0	1	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	15
5	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19
6	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	19
7	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	20
8	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	19
9	1	0	1	1	1	0	1	1	1	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	14
10	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	17
11	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	15
12	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	1	1	1	1	1	1	15
13	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	16
14	1	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	14
15	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
16	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
17	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	1	16
18	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	14
19	1	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	0	1	1	0	1	0	1	12
20	1	1	1	1	0	0	0	1	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	13
21	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	15
22	1	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	16
23	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17
24	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	1	14
25	1	1	1	0	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	12
26	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	18
27	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
28	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19
29	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1	1	1	1	14
30	0	1	0	1	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	15
31	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	15
32	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	1	0	1	12
33	1	1	1	0	0	0	1	1	0	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	14
34	0	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	17
35	1	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	1	15
36	1	1	1	0	1	0	1	1	1	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	15
37	1	1	1	0	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	1	1	1	1	1	14
38	0	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	15
Tot	26	31	30	29	30	10	28	28	31	18	30	19	25	22	36	29	12	18	28	27	37	38	30		

The Result of The Try Out Analysis For Even Numbers

No.	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	Tot
1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	16
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
3	1	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	10
4	1	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	1	0	0	13
5	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	0	14
6	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
7	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	0	16
8	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	15
9	1	0	1	1	0	0	0	1	1	1	0	1	0	0	0	1	0	0	1	1	1	0	11
10	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	15
11	1	1	1	1	0	0	1	0	1	0	0	1	1	0	0	0	0	1	1	1	1	0	12
12	0	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	0	1	1	1	0	13
13	0	0	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	0	14
14	1	0	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1	1	0	14
15	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	0	17
16	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	17
17	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	9
18	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	17
19	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	0	0	15
20	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	14
21	0	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	12
22	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	1	1	0	1	1	1	0	9
23	0	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	1	0	12
24	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	14
25	1	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	0	12
26	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	17
27	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	19
28	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	16
29	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	10
30	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	0	0	1	1	1	1	0	14
31	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	0	15
32	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	15
33	0	0	0	0	0	1	0	1	0	1	0	1	1	0	0	1	0	0	1	1	0	0	8
34	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	17
35	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	17
36	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	0	14
37	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	15
38	1	0	0	0	0	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	0	13
Tot	31	22	27	26	29	30	22	30	29	21	31	30	28	13	8	26	24	18	28	38	28	5	

Appendix 10

The Calculation of Each Odd (X) and Even (Y) Scores

No.	Initial Name	Odd (X)	Even (Y)	X2	Y2	XY
1	ANF	17	16	289	256	272
2	APJ	17	22	289	484	374
3	AFAM	19	10	361	100	190
4	AWH	15	13	225	169	195
5	APE	19	14	361	196	266
6	ADW	19	21	361	441	399
7	AFA	20	16	400	256	320
8	BSP	19	15	361	225	285
9	DBS	14	11	196	121	154
10	EDM	17	15	289	225	255
11	EPP	15	12	225	144	180
12	EPM	15	13	225	169	195
13	FDR	16	14	256	196	224
14	FYF	14	14	196	196	196
15	H	21	17	441	289	357
16	IAM	22	17	484	289	374
17	IDK	16	9	256	81	144
18	LSP	14	17	196	289	238
19	LDR	12	15	144	225	180
20	MBF	13	14	169	196	182
21	MRA	15	12	225	144	180
22	MKS	16	9	256	81	144
23	MA	17	12	289	144	204
24	MAZ	14	14	196	196	196
25	MDF	12	12	144	144	144
26	MIS	18	17	324	289	306
27	NRA	21	19	441	361	399
28	NAT	19	16	361	256	304
29	NAN	14	10	196	100	140
30	NF	15	14	225	196	210
31	NN	15	15	225	225	225
32	RRP	12	15	144	225	180
33	RYS	14	8	196	64	112
34	SPV	17	17	289	289	289
35	S	15	17	225	289	255
36	SDR	15	14	225	196	210
37	VAR	14	15	196	225	210
38	VAD	15	13	225	169	195
	Total	612	544	10106	8140	8883

Appendix 11

The Result of Difficulty Index

No.	R	N	FV	Criteria
1	26	45	0.577777778	Fair
2	31	45	0.688888889	Fair
3	31	45	0.688888889	Fair
4	22	45	0.488888889	Fair
5	30	45	0.666666667	Fair
6	27	45	0.6	Fair
7	29	45	0.644444444	Fair
8	27	45	0.6	Fair
9	30	45	0.666666667	Fair
10	29	45	0.644444444	Fair
11	10	45	0.222222222	Fair
12	29	45	0.644444444	Fair
13	28	45	0.622222222	Fair
14	22	45	0.488888889	Fair
15	28	45	0.622222222	Fair
16	30	45	0.666666667	Fair
17	31	45	0.688888889	Fair
18	29	45	0.644444444	Fair
19	18	45	0.4	Fair
20	21	45	0.466666667	Fair
21	30	45	0.666666667	Fair
22	31	45	0.688888889	Fair
23	19	45	0.422222222	Fair
24	30	45	0.666666667	Fair
25	25	45	0.555555556	Fair
26	28	45	0.622222222	Fair
27	22	45	0.488888889	Fair
28	13	45	0.288888889	Fair
29	30	45	0.666666667	Fair
30	8	45	0.177777778	Difficult
31	29	45	0.644444444	Fair
32	26	45	0.577777778	Fair
33	12	45	0.266666667	Fair
34	24	45	0.533333333	Fair
35	18	45	0.4	Fair
36	18	45	0.4	Fair
37	28	45	0.622222222	Fair
38	28	45	0.622222222	Fair
39	27	45	0.6	Fair
40	38	45	0.844444444	Easy
41	30	45	0.666666667	Fair
42	28	45	0.622222222	Fair
43	38	45	0.844444444	Easy
44	5	45	0.111111111	Difficult
45	30	45	0.666666667	Fair

The formula is as follows:

$$FV = \frac{R}{n}$$

Notes:

FV = Facility Value (Difficulty Level)

R = Right answer done by the respondent

n = The number of respondent

The criteria of difficulty index:

<0.30 = Difficult

0.30 – 0.70 = Fair

>0.70 = Easy

(Heaton, 1991:178)

APPENDIX 12

The Scores of the Respondents of Experimental Group (VIII A) and Control Group (VIII C)

EXPERIMENTAL GROUP			CONTROL GROUP		
No.	Name	Score	No.	Name	Score
1	AKZ	85	1	AF	75
2	AOA	70	2	ADM	65
3	AKN	72.5	3	AH	82.5
4	ADH	70	4	ANP	82.5
5	ANR	70	5	ANR	65
6	AMN	95	6	AJT	67.5
7	AIF	82.5	7	ASH	67.5
8	DIS	75	8	BEF	85
9	DAH	87.5	9	CBP	65
10	DSY	72.5	10	CSC	62.5
11	EW	55	11	DFK	85
12	EFP	65	12	FAS	57.5
13	FSH	85	13	FAA	65
14	FHN	72.5	14	FPD	85
15	GW	82.5	15	FTA	80
16	IFA	85	16	IAA	72.5
17	IB	82.5	17	KCF	85
18	JP	67.5	18	MAR	75
19	LK	77.5	19	MAM	77.5
20	MRF	85	20	MP	77.5
21	MI	85	21	MRR	77.5
22	MGP	75	22	MRZ	62.5
23	MRR	72.5	23	MA	60
24	MDP	70	24	MFA	77.5
25	MKO	82.5	25	MF	75
26	MIF	87.5	26	MR	85
27	NAK	87.5	27	N	85
28	NTD	70	28	NF	72.5
29	NS	75	29	NIC	72.5
30	PRD	92.5	30	PAR	85
31	RPY	95	31	QN	80
32	RH	82.5	32	RD	80
33	SAD	72.5	33	RAS	75
34	SF	75	34	RAM	62.5
35	SMT	82.5	35	SNJ	77.5
36	TR	85	36	VM	82.5
37	VPF	75	37	WA	77.5
38	YAD	92.5	38	ZF	72.5

APPENDIX 13

Script of Listening Text

Farm

I want to describe my father's farm. My father has a large farm. Every day in the early morning he takes care his animals near our home. Every morning after the rooster crows, my father comes out and picks up the rake and starts to take care his animals. He gets some eggs from his chickens, milk from his cows and goats, seeds from sunflowers, wool from a sheep, oranges, apples, coconuts, and bananas from his field. My father also has a pig, a horse, a donkey, a rabbit, and a duck in his farm. He also has a cute pet like a dog and a cat. The dog and the cat usually help my father keep his other animals. The cat likes to play and run around my house with me. The dog likes to watch over the cows, sheep, and other animals. The cows like eating grass everytime, and they are fat. The rabbits like eating carrots. My father is a hard-working person and he loves all his animals very much.

Deep Sea

Hello, today I want to tell you about deep sea. In the deep sea there are a lot of wonderful creatures such as dolphin, shark, whale, etc. You can see some plants under the deep sea like corals, seaweed, plankton, etc. Dolphins and whales are not a fish. They are mammals like seals and penguins which breath by using their lungs. Whales often eat small animals and spread water into surface area when they are breathing. A dolphin is a clever mammals. They also can hear an ultrasonic sound and dolphin can talk to one another. We can consume some animals like a crab, a lobster, a squid, etc. But not all animal are legally to consume because some of their existence are in danger like a turtle, a shark, a rayfish, etc. In the sea, there are a lot of beautiful kinds of plants like coral and seaweed. Coral reefs are the most diverse and beautiful of all marine habitats. There are thousands of species of animal life in association with reefs.

Student's Try Out Test

Ihsan Adi M.
8b/16

TRY OUT TEST

School : SMPN 5 Jember
 Subject : English
 Language Component : Vocabulary
 Level/ Semester : VII/2
 Time : 60 minutes

88

Choose the correct answer by crossing (x) a,b,c, or d to each question!

1. Boni : What is your brother's job?
 Boy : He is ... He works at a construction sector.
 a. a doctor b. a farmer c. an actor d. an engineer
2. Ana is a So, she likes dancing.
 a. teacher b. dancer c. chef d. lawyer
3. Mr. Dedi is a farmer. He works in ...
 a. a hotel b. a school c. a farm d. an office
4. An animal that has a trunk and ivories is ...
 a. a bee b. an elephant c. a bear d. a snake
5. A has sharp teeth to eat the prey.
 a. monkey b. bird c. giraffe d. shark
6. An animal that eats bone is a ...
 a. horse b. kangaroo c. cow d. dog
7. This animal can run fast. It has four legs. It is a....
 a. chicken b. dolphin c. rabbit d. frog
8. It is a kind of bird. It crows every morning. It is a/an ...
 a. rooster b. chicken c. peacock d. owl
9. It likes eating carrots. It is a cute animal. It is a
 a. bird b. cat c. tiger d. rabbit
10. Dolpins, seahorses and fish live in the ...
 a. mountain b. farm c. sea d. polar
11. Lia does not the stranger.
 a. feel b. recognize c. sense d. smell
12. The farmer wants to because he is very thirsty.
 a. run b. drink c. sleep d. swim

13. Yesterday, I the movie with my friends.
a. lived b. stayed ~~c. watched~~ d. went
14. The farmer the seeds of grape in a vineyard.
a. boils b. cooks ~~c. plants~~ d. fries
15. A is an animal that has a long neck.
a. tiger b. goat ~~c. giraffe~~ d. cow
16. He is a driver. He very professionally.
a. walks b. runs c. goes ~~d. drives~~
17. My job is a I like to sing on the stage.
a. doctor b. banker ~~c. singer~~ d. farmer
18. An animal that grass is a sheep.
a. drinks b. buys ~~c. eats~~ d. brings
19. The bird in a tree.
a. perches ~~b. stands~~ c. swims d. runs
20. Doni usually..... the chair to the corner of the class.
a. breaks ~~b. moves~~ c. sits d. stands
21. Hera wants to because she is very sleepy.
a. eat ~~b. sleep~~ c. run d. walk
22. My father is a farmer. He works in a
a. lake b. hospital ~~c. field~~ d. post office
23. My job is a I like to check my teeth patients'.
a. doctor b. nurse ~~c. dentist~~ d. teacher
24. The climbs the tree very well.
~~a. monkey~~ b. giraffe c. fish d. dolpin
25. I want to in the sea.
a. drive ~~b. dive~~ c. wash d. read
26. I am looking for my I need to call someone.
a. fan b. camera c. calculator ~~d. cellular phone~~
27. I want a of coffe with a spoon of sugar.
~~a. cup~~ b. bottle c. bowl d. fork
28. The students batik uniforms every Wednesday.
~~a. use~~ b. wear c. take d. make

29. The mouse deer quickly so his friends cannot chase him.
a. walks b. eats ~~c. runs~~ d. jumps
30. The fox was so no one believed in it.
a. dull b. wickedly c. patient ~~d. angry~~
31. The parrot can prettily.
a. run ~~b. sing~~ c. hear d. see
32. The Harry Potter movies have Daniel Radcliffe becomes a popular person in the world.
~~a. made~~ b. given c. taken d. used
33. The tigers' sight is very sharp. What part of the body is used by the tiger to see?
a. nose b. ears ~~c. eyes~~ d. skin
34. The students Gandrung beautifully.
a. show b. talk ~~c. dance~~ d. sing
35. Nina calls Mr. Ahmad 'Daddy'. Nina is Mr. Ahmad's
a. girl ~~b. daughter~~ c. son d. boy
36. Sinta was in Banyuwangi, 23 May 2001.
a. stayed b. moved ~~c. lived~~ ~~d. born~~
37. The birds hold food by using their
a. wings b. feather c. eyes ~~d. claws~~
38. Some students the materials given by the teacher.
a. leave b. inform ~~c. understand~~ d. see
39. Dino a new car and a new iPod.
a. plays b. drives ~~c. has~~ d. cooks
40. Dea, Nia, and Dewi badminton every Sunday Morning.
~~a. play~~ b. take c. have d. use
41. I a glass of water.
a. run b. walk ~~c. drink~~ d. eat
42. Bring your umbrella, it is now.
a. swimming b. running ~~c. raining~~ d. going
43. Rena is in the sea
a. walking b. jumping c. running ~~d. swimming~~

44. My uncle so many souvenirs after his Holiday in Medan last week.
a. visited b. run c. went d. bought

45. Where can you buy some vegetable and fruit?
a. In a market b. In a beach c. In a school d. In a bank

-GOOD LUCK-

APPENDIX 15

Student's Post Test

95

POST TEST

School	: SMPN 5 Jember	Nama : Annisa Maharani N. B Absen : 06 Kelas : VIII A
Subject	: English	
Language Component	: Vocabulary	
Level/ Semester	: VIII/1	
Time	: 60 minutes	

Choose the correct answer by crossing (x) a,b,c, or d to each question!

1. Boni : What is your brother's job?
 Boy : He is ... He works at a construction sector.
 a. a doctor b. a farmer c. an actor d. an engineer
2. Ana is a So, she likes dancing.
 a. teacher b. dancer c. chef d. lawyer
3. Mr. Dedi is a farmer. He works in ...
 a. a hotel b. a school c. a farm d. an office
4. An animal that has a trunk and ivories is ...
 a. a bee b. an elephant c. a bear d. a snake
5. A has sharp teeth to eat the prey.
 a. monkey b. bird c. giraffe d. shark
6. An animal that eats bone is a ...
 a. horse b. kangaroo c. cow d. dog
7. This animal can run fast. It has four legs. It is a....
 a. chicken b. dolphin c. rabbit d. frog
8. It is a kind of bird. It crows every morning. It is a/an ...
 a. rooster b. chicken c. peacock d. owl
9. It likes eating carrots. It is a cute animal. It is a
 a. bird b. cat c. tiger d. rabbit
10. Dolphins, seahorses and fish live in the ...
 a. mountain b. farm c. sea d. polar
11. Lia does not the stranger.
 a. feel b. recognize c. sense d. smell
12. The farmer wants to because he is very thirsty.
 a. run b. drink c. sleep d. swim

13. Yesterday, I the movie with my friends.
a. lived b. stayed ~~c. watched~~ d. went
14. The farmer the seeds of grape in a vineyard.
a. boils b. cooks ~~c. plants~~ d. fries
15. A is an animal that has a long neck.
a. tiger b. goat ~~c. giraffe~~ d. cow
16. He is a driver. He very professionally.
a. walks b. runs c. goes ~~d. drives~~
17. My job is a I like to sing on the stage.
a. doctor b. banker ~~c. singer~~ d. farmer
18. An animal that grass is a sheep.
a. drinks b. buys ~~c. eats~~ d. brings
19. The bird in a tree.
a. perches ~~b. stands~~ c. swims d. runs
20. Doni usually..... the chair to the corner of the class.
a. breaks ~~b. moves~~ c. sits d. stands
21. Hera wants to because she is very sleepy.
a. eat ~~b. sleep~~ c. run d. walk
22. My father is a farmer. He works in a
a. lake b. hospital ~~c. field~~ d. post office
23. My job is a I like to check my teeth patients'.
a. doctor b. nurse ~~c. dentist~~ d. teacher
24. The climbs the tree very well.
~~a. monkey~~ b. giraffe c. fish d. dolpin
25. I want to in the sea.
a. drive ~~b. dive~~ c. wash d. read
26. I am looking for my I need to call someone.
a. fan b. camera c. calculator ~~d. cellular phone.~~
27. I want a of coffe with a spoon of sugar.
~~a. cup.~~ b. bottle c. bowl d. fork
28. The students batik uniforms every Wednesday.
a. use. ~~b. wear~~ c. take d. make

- a. use b. wear c. take d. make

29. The mouse deer quickly so his friends cannot chase him.
a. walks b. eats ~~c. runs~~ d. jumps
30. The parrot can prettily.
a. run ~~b. sing~~ c. hear d. see
31. The Harry Potter movies have Daniel Radcliffe becomes a popular person in the world.
a. made b. given ~~c. taken~~ d. used
32. The tigers' sight is very sharp. What part of the body is used by the tiger to see?
a. nose b. ears ~~c. eyes~~ d. skin
33. The students Gandrung beautifully.
a. show b. talk ~~c. dance~~ d. sing
34. Nina calls Mr. Ahmad 'Daddy'. Nina is Mr. Ahmad's
a. girl ~~b. daughter~~ c. son d. boy
35. Sinta was in Banyuwangi, 23 May 2001.
a. stayed b. moved c. lived ~~d. born~~
36. The birds hold food by using their
a. wings b. feather c. eyes ~~d. claws~~
37. Some students the materials given by the teacher.
a. leave b. inform ~~c. understand~~ d. see
38. Dino a new car and a new iPod.
a. plays b. drives ~~c. has~~ d. cooks
39. I a glass of water.
a. run b. walk ~~c. drink~~ d. eat
40. Bring your umbrella, it is now.
a. swimming b. running ~~c. raining~~ d. going

-GOOD LUCK-

APPENDIX 16



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 10786 / UN25.1.5 / LT / 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

30 JAN 2017

Yth. Kepala SMPN 5 JEMBER
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Eka Fitriyani
NIM : 130210401099
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: The effect of using 'Pop-Up' pictures on the seventh grade students' vocabulary achievement at SMP Negeri 5 Jember in the 2016/1017 Academic Year.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Pembantu Dekan I,


Dr. Sukatman, M.Pd.
NID. 19640123 1998812 1 001



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 5 JEMBER
Jl. Imam Bonjol No. 39 Telepon 0331 - 321737 Jember
Email – smp5jember@gmail.com

SURAT KETERANGAN

Nomor : 423.1/ 140 /413.02.20523906/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Jember, menerangkan dengan sebenarnya bahwa:

Nama : Eka Fitriyani
No. Induk Mahasiswa : 130210401099
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Jember

Telah mengadakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan Skripsi terhitung mulai tanggal 4 September 2017 sampai dengan tanggal 12 September 2017 dengan Judul: “The Effect of Using ‘Pop-Up’ books on the eighth Grade Students’ Vocabulary Achievement at SMP Negeri 5 Jember in the 2017/2018 Academic Year “

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 12 September 2017
Plt. Kepala SMPN 5 Jember,



SURATMI, S.Pd
NIP. 19650620 198903 2 010