



**THE EFFECT OF USING VISUAL DICTIONARY ON THE SEVENTH  
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN 1  
SUMBERJAMBE IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

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2011**

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## **DEDICATION**

This thesis is honorably dedicated to my beloved mother Sri Siti Mindarsih and my beloved father Gatot Siswoyo.

My foster parents Djanimin and Sri Harnanik

Pujiono

## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	ii
<b>CONSULTANTS' APPROVAL</b> .....	iii
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	iv
<b>DEDICATION</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>THE LIST OF APPENDICES</b> .....	x
<b>THE LIST OF TABLES</b> .....	xi
<b>SUMMARY</b> .....	xii
<b>I. INTRODUCTION</b>	
<b>1.1 Research Background</b> .....	1
<b>1.2 Research Problem</b> .....	3
<b>1.3 Research Objective</b> .....	3
<b>1.4 Operational Definitions of the Terms</b> .....	3
1.4.1 Visual Dictionary .....	4
1.4.2 Vocabulary Achievement .....	4
<b>1.5 Research Scope</b> .....	4
<b>1.6 The Significance of the Study</b> .....	5
a. For the English Teacher .....	5
b. For the Students .....	5
c. For Future Researchers .....	6
<b>II. REVIEW OF RELATED LITERATURE</b>	
<b>2.1 Definition of Vocabulary</b> .....	7

4.4.1 The Analysis of the Test Validity .....	30
4.4.2 The Analysis of Difficulty Index .....	31
4.4.3 The Analysis of Reliability Coefficient .....	31
<b>4.5 The Description of the Treatment.....</b>	<b>33</b>
<b>4.6 The Result of the Post Test .....</b>	<b>34</b>
4.6.1 The Analysis of Post Test Result .....	34
4.6.2 DRE (Degree of Relative Effectiveness) .....	37
<b>4.7 Hypothesis Verification.....</b>	<b>38</b>
<b>4.8 Discussion .....</b>	<b>38</b>

## **V. CONCLUSION AND SUGGESTION**

<b>5.1 Conclusion .....</b>	<b>40</b>
<b>5.2 Suggestions.....</b>	<b>40</b>
5.2.1 For the English Teacher .....	41
5.2.2 For the Students .....	41
5.2.3 For Future Researchers .....	41

## **REFERENCES**

## **APPENDICES**

## THE LIST OF TABLES

	Page
3.1 The Distribution of the Test Item .....	22
4.1 The Schedule of Administering the Research.....	28
4.2 The Total Number of the Seventh Grade Students of SMPN 1 Sumberjambe In the 2010/2011 Academic Year .....	29
4.3 The Schedule of Administering the Treatment .....	33

respondents was 80 students that consisted of 40 students of VII A as the experimental group taught by using Visual Dictionary, while the control group consisted of 40 students of VII C taught by using Question-Answer technique.

The data of this research were collected from the students' scores of vocabulary achievement test, interview and documentation. The vocabulary achievement test was collected from the post test. Then, it was used to make comparison between the two groups after the treatment, and the result was analyzed by using t-test formula. Based on the computation of the t-test formula on vocabulary achievement test, it showed that the statistical value of t-test was 3.65 while the value of t-table at significant level 5% with df (78) was 2.00. It means that the statistical value of t-test was higher than that of t-table. Consequently, the null hypothesis ( $H_0$ ): "The use of Visual Dictionary has not a significant effect on the seventh grade students' vocabulary students' achievement at SMPN 1 Sumberjambe in the 2010/2011 academic year" was rejected. On the other hand, the alternate hypothesis: "The use of Visual Dictionary has a significant effect on the seventh grade students' vocabulary achievement at SMPN 1 Sumberjambe in the 2010/2011 academic year" was accepted. It indicated that there was a significant effect of using Visual Dictionary on the Seventh Grade Students' Vocabulary Achievement at SMPN 1 Sumberjambe in 2010/2011 Academic Year.

Based on the result of this research, the English teacher is suggested to apply this media especially in teaching English vocabulary. Further, the students of SMPN Negeri 1 Sumberjambe are suggested to use Visual Dictionary in their study, especially in vocabulary learning. They can consult on Visual Dictionary to finding the meaning of new vocabulary which is completed with illustrations and detailed explanation. Moreover, it is suggested that the result of this research can be used by future researchers as a reference or information in conducting the same study by using different research design such as a classroom action research but on different skill of English.

language component, such as vocabulary, pronunciation, and structure. In this case, vocabulary as one of the language components cannot be neglected in the teaching learning of English. Thornbury (2007:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Chin (2004:1) supported that vocabulary is directly related to success in school. Unfortunately, many students consider that learning vocabulary as a tedious job. Because of that, the teacher should look for an effective media to make learning vocabulary easier, more pleasant, and enjoyable.

Now days, teacher must master multitude of technique and must be able to select the ones, which will be the most efficient in leading the learners to desire them in learning. In addition, to reach the success in teaching and learning process, teacher also needs some teaching media such as real object, chart, picture, and others. To choose the appropriate media, the teacher should take a note of the suggestion from Haynes and Zacarian (2010:57) which says that visual and small group arrangement help the ELLs learn their vocabulary more effectively. Considering that criteria the writer chooses Visual Dictionary as her teaching media. Thornbury (2007:25) says that visualizing is the best way to teach new word for all subjects. It means that teachers can use visual thing such as Visual Dictionary in raising students' interest and motivation to build their vocabulary achievement as well. Visual Dictionary has been designed for teaching language. They can show representative object in which the object provide clear definitions and illustration.

The researcher believes that by using Visual Dictionary the students would find vocabulary learning both stimulating and enjoyable. Dealing with the advantages of using Visual Dictionary, the researcher has been collecting information on the SMPN 1 Sumberjambe. Based on the data collections and interview with the English teacher, the researcher found that some students were less motivated to learn English and they were lack in vocabulary. Some others students even felt bored during the teaching learning process. This was because the media or method used by the English teacher was not quite interesting and the teachers also have never used Visual



#### 1.4.1 Visual Dictionary

Visual Dictionary is a kind of dictionary that gives information on particular subjects with their explanation of meanings, pronunciation, etymologies, and other information concerning them, which is perceptible by the sight. In this research, the application of Visual Dictionary as media was done into six steps, namely: (1) forming the students into one pair and distributing the Visual Dictionary. (2) Teaching the students how to give label of the objects based on the theme. (3) Teaching the students how to use Visual Dictionary. (4) Giving exercises, asking the students to work with their pairing and make sure that all students' have mastered the lesson, (5) giving individual test, (6) calculating students' improvement scores and recognizing students' accomplishment.

#### 1.4.2 Vocabulary Achievement

Vocabulary is collection or list of word that have the meaning. Achievement is the action of achieving after the vocabulary test, covering nouns, verbs, adverbs, and adjectives. Vocabulary achievement is the level or amount of knowledge of vocabulary after learning vocabulary using Visual Dictionary. Vocabulary that was taught and tested to the students was large vocabulary covering nouns, adverbs, verbs, and adjectives. In this research, vocabulary achievement referred to the students' scores of the English vocabulary test after they learn English vocabulary through Visual Dictionary. Vocabulary in this research was an English vocabulary.

### 1.5 Research Scope

1. The research was conducted in two classes as the sample which was determined after conducting a homogeneity test (one class as the experimental group and the other one as the control group) on the seventh grade students of SMPN 1 Sumberjambe of the 2010/2011 academic year.

b. For the students

This research is conducted to create some results which are hopefully very useful for the students' vocabulary achievement through Visual Dictionary. It can also motivate the students to practice their ability in learning English.

c. For future researchers

Hopefully, the result of this research can assist the future researches to conduct a similar research as it can be used as the information or references, so they can broaden their view about the use of Visual Dictionary in vocabulary teaching, for instance by conducting an action research to improve the students' vocabulary achievement through Visual Dictionary.

This research focused on parts of speech that covered nouns, verbs, adjectives, and adverbs. The following parts will review the aspects of vocabulary used in this research.

#### a. Nouns

Kardimin (2005:259) defines a noun as a word used to name or identify any class or things, people, places or ideas. There are four kinds of English nouns. They are as follows:

- 1) Proper nouns : Andrew, Matsumoto, Japan, Texas.
- 2) Concrete nouns and abstract nouns : table, book, spoon, etc.  
: happines, handsome, kind, etc.
- 3) Countable nouns and Uncountable nouns : pen, bag, ruler, etc.  
: milk, water, blood, etc.
- 4) Collective nouns : team, group, flock, etc

In this reseach, the reseacher used concrete and abstract nouns to choose as the indicator based on the materials taught in the school.

#### b. Adjectives

Hatch and Brown (1995:228) define that adjectives are used to highlight qualities or atributes. Certain adjectives are typically used to describe particular nouns. There are six kinds of adjectives in English as following:

- 1) Demonstrative : this, that, these, those.
- 2) Distributive : each, every, either, neither.
- 3) Quantitative : some, any, no, any, litle, few, many, much, etc.
- 4) Interrogative : which, whose, what, where.
- 5) Possesive : my, your, our, his, her, its, their, etc.
- 6) Of quality : clever, dry, good, slim, etc.

2) Ordinary verbs is a main verb that can be used in a sentence without the need another verb. There are two kinds of ordinary verb. They are :

- a) Regular verb : in the simple past and the past participle are both formed by adding *d* or *ed* to the infinitive, the present participle, and gerund are formed by adding *ing* to the infinitive, for example :

V	study
V – <i>ing</i>	studying
V – <i>s/es</i>	studies
V – <i>ed</i>	studied

- b) Irregular verbs : in the irregular verb form, its the past tense, and past participle are not added by *d* or *ed*. However, it has no fixed rule, for example :

<u>Present/infinitive</u>	<u>past</u>	<u>past participle</u>
see	saw	seen
do	did	done

The type of verb that was used in this reseach was ordinary verbs covering regular and irregular verbs as they were suitable with material taught.

### 2.3 Vocabulary Achievement

Vocabulary is a collection or list of word with brief explanation in their meaning (Hornby, 1986:102). Achievement test is directly related to language courses, and their purpose is to establish how successful individual students, groups of students, or the courses themselves have been in achieving the objective (Hughes, 1996:13). It means that vocabulary achievement test is a measurement of the students' vocabulary or knowledge from the material given.

In this research vocabulary achievement is the result of students' vocabulary achievement test that was done by the researcher after the students learn vocabulary

Side and Wellman (1990:31) states that dictionary is a book that contains the word of a language, with their meanings in alphabetical order. There are some kinds of dictionary. One of them is Visual Dictionary. Visual Dictionary is one of visual aids which can be used as a teaching aid. Here the writer will give more explanation about Visual Dictionary.

Wright (1989:190) says that visual is graphic to illustrate an object, action, or quality that appears to the sight. In addition Gray (2000:43) says that dictionary is list of words that write with capital initial letters with their meaning and information related with the words. Wigan ( 2009:6) says that Visual Dictionary is a book that contains the list of textual definitions and visual explanations. From all of the definition, the writer concludes that Visual Dictionary is a book containing a selection of the words of language that give information on particular subjects usually arranged in alphabetic order with their explanation of their meaning and other information concerning them, which is perceptible by sight. Relating to the above idea, Wright (1982:2) says that it is important to have as a wide range of resources as possible in classroom, so that the students can have a rich base stimulus for this development and the resources must include picture. He adds that that pictures are not just an aspect of method but through their representation of places, and objects. They are an essential part of the overall experiences that we must help our students to cope with.

It is obvious that the visual thing can help both the teacher and the students in creating a more interactive classroom atmosphere in which they will likely generate active responses. By observing the Visual Dictionary, it will be easier for the students to recognize, remember, and figure out the real object into their mind by visualization.

The following pictures are the example of Visual Dictionary:



Picture 2.4.3 Group Container of Dinnerware

(Taken from <http://www.visualdictionaryonline.com/>)

## 2.6 Techniques in Teaching Vocabulary

Vocabulary is one of the components that links four skills of listening, speaking, reading, and writing all together. In teaching vocabulary, the teacher usually devotes much time to assist the students to master the vocabulary, but unfortunately the result is disappointing. In teaching vocabulary, teachers usually ask the students to find difficult words which are not familiar to them, and then the students are required to write in the list of word and have to find out the meaning by looking up a dictionary. The students' try to memorize the meaning from the dictionary into their mind but they are not sure what is the meaning about actually. The students just try to memorize and recall it and keep it in their long memory. Finally the teacher will ask them to say it and repeat the words again. Those technique may aid to vocabulary teaching, but it may make the students likely to be bored and forget easily. As the result their vocabulary will be poor. For this reason,

1. The English teachers teach the students how to give label of the objects based on the theme. The teacher only teaches with one theme at the time until the students' mastery of all the words.
2. The English teachers Show to the students' how to look up words in their Word Resources. After students' understanding the theme it helps the students' to look up words in their Visual Dictionary.
3. Read to students' and asking for word meaning. Supply the word meaning of yourself if they don't know it.

These activities should be supervised by teachers, because teachers need to explain about the things to direct students' attention to the pattern and the detail. It is also useful to show students how things work. Meanwhile Visual Dictionaries are a way for students to gain their vocabulary by categorizing from the kinds of events, concepts, and things into one unit.

## **2.7 The Advantages of Visual Dictionary in Language Teaching**

Teaching English to children is not the same as teaching English to adult. Thornbury (2007:64) says that in teaching young learners, it is ideal to use picture dictionaries. Teacher will need to have plenty of objects and pictures to work with and to make full use of the school and surrounding. Objects or picture can be used to explain the meaning or concept in a simple way. It is just the same with Visual Dictionary which present meaning of the words completed by their picture. Wigan (2009:9) says that visual illustration is easy to understand that will help you better to articulate and formalise your ideas, and will ensure greater accuracy in the transfer of those ideas to others. When skillfully combined with picture, words and sounds have the power to evoke emotions, change attitudes and motivate actions. The impressions that are created by combination of picture, words, and sounds have been shown to be retained by viewers significantly longer than when they are only heard or read.

## **2.9 Alternate Hypothesis**

It was necessary for the researcher to state the hypothesis of the research relating to the research problem. The formulation of the research hypothesis was formulated as follows:

There is significant effect of using Visual Dictionary on the seventh grade students' vocabulary achievement at SMPN 1 Sumberambe in 2010/2011 academic year.



The procedures of the research design are as follows:

1. Administering the homogeneity test to all of the existing four classes of the seventh grade students of SMPN 1 Sumberjambe, and then analyzing the result by using ANOVA formula. The result of homogeneity test showed that F-computation (0.42) was lower than that of F-table (2.60). It means that there was no significant difference mean of the four classes. In other words, the population was homogenous.
2. Determining the experimental group and the control group randomly by lottery, VII A was chosen as the experimental group and VII C as the control group.
3. Administering the try out to establish validity, reliability and difficulty index of the teacher-made test and analyzing the result. The result of try out showed that the test items were reliable ( $0.76 \geq 0.7$ ) so that the test could be tested to both groups as the researcher did not need to revise some test items because the test items had the range of difficulty index from 0.26 up to 0.78.
4. Giving treatment by using Visual Dictionary to the experimental group and using conventional model that is Question – Answer technique to the control group. Teaching learning process was conducted in two meetings for each group. The duration of every meeting was 80 minutes as scheduled.
5. Administering Vocabulary achievement post-test to both of the experimental group and the control group.
6. Comparing the mean scores of both groups, after that the scores was analyzed by using the t-test formula with the significant level of 5% to test whether the mean difference was significant or not.
7. Drawing a conclusion to answer the research problem.

### **3.2 Area Determination Method**

Area determination method was one of the methods that are important to be determined before the researcher undertakes the research. Purposive method was used in this research to determine the research area. SMPN 1 Sumberjambe was chosen

This research had an objective to know whether or not there is a significant effect of using Visual Dictionary on the seventh year students' vocabulary achievement at SMPN 1 Sumberjambe in 2011 Academic Year. McMillan (1992:117) states that achievement test measures what has been learned by the students and intends to measure the progress made by the students. Therefore, to measure the students' vocabulary achievement, an achievement test was employed to obtain the data.

In this research, the achievement test that was applied was a teacher made test. The test that was applied in this research consisted of one text which had 40 items test. 10 items in the form of multiple choice with 4 options and 30 items in the form of objective test in the form of matching options. Each point for item test carried 2, 5 points. Therefore, the total point was  $2,5 \times 40 = 100$ . The test in this research was designed based on the material stated on the 2006 Institutional Level Curriculum for the seventh grade students of Junior High School. The time allocation of the test was 40 minutes.

Tabel 3.1 the Distribution of the Test Item

Aspect to be Evaluated	Number of Test Items	The Total Number of Items
Nouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Verbs	11, 12, 13, 14, 15, 16, 17, 18, 19,20	10
Adjectives	21, 22, 23, 24, 25, 26, 27, 28, 29 30	10
Adverbs	31, 32, 33, 34, 35, 36, 37, 38, 39,40	10

Notes:

$r_{xy}$  : The correlation coefficient of product moment

N : The total number of participants

$\sum XY$  : The total number of odd items and even items

$(\sum X)$  : The total number of odd items

$(\sum Y)$  : The total number of even items

5. Estimating the reliability index of the whole test using Spearman-Brown formula.

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

Notes:

$r_{11}$  : The reliability coefficient for the whole test items

$r_{xy}$  : The correlation coefficient of product moment

6. Giving the interpretation to  $r_{11}$

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

(Djiwandono, 1996:154)

It was important to know how easy or difficult the particular items that was provided in the test. The result of the try out was analyzed by using the degree of test item difficulties.

$$P = \frac{JJB}{JPT} \times 100\%$$

news, magazines, and agenda. In this research, documentation was used to get the data for example the total number and the names of the respondents of the seventh grade students of SMPN 1 Sumberjambe.

### 3.5 Data Analysis Method

After the main data in the form of vocabulary test were collected, the data were then analyzed statistically by using t- test formula in order to find whether or not the use of Visual Dictionary in vocabulary achievement has a significant effect on the seventh grade students' vocabulary achievement at SMPN 1 Sumberjambe. The formula of t- test is as follows:

$$t_{-test} = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Notes:

$M_a$  : Mean score of the experimental group

$M_b$  : Mean score of the control group

$X_a$  : Individual score deviation of the experimental group

$X_b$  : Individual score deviation of the control group

$n_a$  : The number of subject in the experimental group

$n_b$  : The number of subject in the control group

(Hadi, 2001:443)

Moreover, the result was consulted to the t-table of 5% significance level to know whether the result was significant or not. The researcher used 5% for significant level because this error was accepted as the significant level for the quasi experimental research. Arikunto (2006:311) states that if the result of t-computation is higher than that of t-table, it means that the null hypothesis ( $h_0$ ) is rejected and the alternate hypothesis ( $h_a$ ) is accepted.

## CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of interview, the result of documentation, the result of homogeneity test, the description of the treatment, the analysis of the try out, the hypothesis verification, the computation of DRE and discussion. The schedule of administering the research could be seen in Table 4.1 below:

*Table 4.1 the Schedule of Administering the Research*

<b>No</b>	<b>Activities</b>	<b>Date (in the year of 2011)</b>
1.	Homogeneity Test	7 <sup>th</sup> May
2.	The Analysis of Homogeneity Test	8 <sup>th</sup> May
3.	Try Out	10 <sup>th</sup> May
4.	The Analysis of Try Out Score	10 <sup>th</sup> , 11 <sup>th</sup> May
5.	Treatment to the experimental group	12 <sup>th</sup> , 13 <sup>th</sup> May
8.	Activity to the control group	13 <sup>th</sup> , 14 <sup>th</sup> May
9.	Post test	20 <sup>th</sup> May
10.	Analysis of the Post Test	21 <sup>th</sup> , 22 <sup>st</sup> May

### 4.1 The Result of Interview

The interview was conducted informally with the seventh grade English teacher of SMPN 1 Sumberjambe on February 4<sup>th</sup> 2011. According to her, English is taught twice a week, and the curriculum used is Institutional Based Curriculum (KTSP 2006). She taught vocabulary achievement by using Question-Answer method. In applying Question-Answer method, she gave the model by reading the text aloud in front of the class and then she asked some students to read the text. After that, she asked the students to find some difficulty words. Then, she asked the students to find the meaning on the dictionary. After that, she asked the students to do the exercises given based on the text. He never used Visual Dictionary in teaching vocabulary achievement.

The respondents of the research were the seventh grade students of SMPN 1 Sumberjambe in the 2010/2011 academic year consisting of four classes (VII A, VII B, VII C, VII D). The results of homogeneity test were analyzed statistically by using ANOVA formula (*Appendix J*).

Based on the calculation, the result of statistical computation was 0,42 while the value of F-table in 5% significant level was 2,60. From the calculation above, it was known that F-computation was lower than that of F-table. It means that there was no significant difference of mean of the four classes. In other words, the population was homogenous. Therefore, the samples could be taken randomly from any classes of the population.

The lottery was done directly after knowing the result of the homogeneity test to determine the experimental group and the control group from the population. Based on the lottery, two classes were chosen, VII A as the experimental group and VII C as the control group.

#### **4.4 The Analysis of the Try Out**

The analysis of the try out was important to know whether or not the research instrument, especially the test was valid and reliable or not. The analysis was focused on establishing test validity and finding out the difficulty index and the reliability coefficient.

##### **4.4.1 The Analysis of the Test Validity**

Regarding the validity of the test, this research established content validity since it had been arranged based on the material stated in the Institutional Based Curriculum and the syllabus of the teaching English used in SMPN 1 Sumberjambe. The researcher had also already checked and consulted the material to the English teacher and both of the consultants. For this reason, the test could be said to fulfil the requirement of content validity.

$$r_{xy} = \frac{2094}{\sqrt{1680 \times 6690}}$$

$$r_{xy} = \frac{2094}{\sqrt{11239200}}$$

$$r_{xy} = \frac{2094}{3352.492}$$

$$r_{xy} = 0,62$$

Notes:

$r_{xy}$  : The correlation coefficient of product moment

N : The total number of participants

$\sum XY$  : The total number of odd items and even items

$(\sum X)$  : The total number of odd items

$(\sum Y)$  : The total number of even items

From the calculation, it was found that the reliability coefficient of a half test was 0, 62. In order to find the reliability of the whole test, the following calculation was done.

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

$$r_{11} = \frac{2 \times 0.62}{1 + 0.62}$$

$$r_{11} = \frac{1,24}{1,62}$$

$$r_{11} = 0.76$$

Notes:

$r_{11}$  : The reliability coefficient for the whole test items

$r_{xy}$  : The correlation coefficient of product moment

From the calculation above, reliability coefficient of the whole test was 0, 76. Based on Djihadono (1996:154) the reliability coefficient of the whole items that

first meeting, the total items of the exercises was 20, in the second meeting was 20 items.

#### **4.6 The Result of the Post Test**

The post test was conducted on Thursday, May 20<sup>th</sup>, 2011. The experimental group was given post test from 7:10 until 8:20 a.m. and the control group was tested from 09:20 until 10:40 a.m without break time to anticipate the discussion between the students. The post test was given to both of the experimental group and the control group after they had received different treatments. The meetings were done from Thursday, May 12<sup>th</sup>, 2011 up to Saturday, May 14<sup>th</sup>, 2011. The control group was taught by using Question and Answer technique while the experimental group was taught by using Visual Dictionary as media. The total number of the experimental group was 40 (all the students joined at the time of the test). In the control group, the total number of the students was 40 and all of them joined the test. So that the total numbers of the students who joined the test were 80 students. The post test used was vocabulary achievement test consisting of 40 items test. 10 items in the form of multiple choice having 4 options and 30 items in the form of objective test in the form of matching options. The post test was administered in 40 minutes. Each point for correct answer is 2, 5. Therefore, the total point was 100.

##### **4.6.1 The Analysis of Post Test Result**

The post test result was analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table at significant level of 5% to test the hypothesis. In this research, the researcher formulated the null hypothesis ( $h_0$ ) that was “the use of Visual Dictionary in learning vocabulary has no significant effect on the seventh grade students’ at SMPN 1 Sumberjambe”. Before the data were analyzed using t-test formula, they were calculated as follows (see also Appendix O):



$$\begin{aligned}
&= \frac{7,75}{\sqrt{\left(\frac{7015.5}{78}\right)(0,05)}} \\
&= \frac{7,75}{\sqrt{(89.94231)(0,05)}} \\
&= \frac{7,75}{\sqrt{4,4971155}} \\
&= \frac{7,75}{2.12064} \\
&= 3.654557 \\
&= 3,65
\end{aligned}$$

Notes:

$M_a$  : Mean score of the experimental group

$M_b$  : Mean score of the control group

$X_a$  : Individual score deviation of the experimental group

$X_b$  : Individual score deviation of the control group

$N_a$  : The number of subject in the experimental group

$N_b$  : The number of subject in the control group

After knowing the t-test result that was 3.65, it was continued by finding the degree of freedom:

$$\begin{aligned}
d_f &= (N_x + N_y - 2) \\
&= (40 + 40 - 2) \\
&= 78
\end{aligned}$$

Based on the computation of the t-test formula of the scores of the post test, it showed that the statistical value of t-test was 3.65. Then t-table at significant level 5%

the example if the students in the control group got 60 so the student in the experimental group will get 68.

#### **4.7 Hypothesis Verification**

Based on the computation of the t-test formula of the scores of the post test on vocabulary achievement test, it showed that the statistical value of t-test was 3,65 while the value of t-table at significant level 5% with df (78) was 2.00. It means that the statistical value of t-test was higher than that of t-table. Consequently, the null hypothesis ( $H_0$ ): “The use of Visual Dictionary in vocabulary achievement does not have significant effect on the seventh grade students’ vocabulary achievement at SMPN 1 Sumberjambe in the 2010/2011 academic year” was rejected. On the other hand, the alternate hypothesis: “The use Visual Dictionary has a significant effect on the seventh grade students’ vocabulary achievement at SMPN 1 Sumberjambe in the 2010/2011 academic year” was accepted. Thus, it can be stated that Visual Dictionary significantly affected the seventh grade students’ vocabulary achievement at SMPN 1 Sumberjambe in the 2010/2011 academic year.

#### **4.8 Discussion**

Teaching English vocabulary using Visual Dictionary was one of the effective ways in increasing the students’ vocabulary achievement. In addition, the result of the research showed that the students of the experimental group who were taught vocabulary by using Visual Dictionary got better result than the control group that was taught using Question-Answer and lecturing technique. This evidence could be seen from the results of vocabulary test showed that the mean score of vocabulary post-test of experimental group was higher than that of the mean score of the control group (62, 15>54, 25). Moreover, the result of data analysis of vocabulary test showed that the value of the t-computation was higher than that of the value of t-table with significant level of 5% (3.65>2.00). It means that there was a significant

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusions and suggestions. The suggestions are for the English teacher, the students, and the other researchers.

### 5.1 Conclusion

Based on the research result of data analysis that has been discussed and interpreted in Chapter 4, it can be concluded that the use of Visual Dictionary in vocabulary achievement has a significant effect on the seventh grade students' vocabulary achievement at SMPN 1 Sumberjambe. It was shown by the result of the data analysis of the statistical computation value of the t-test which was higher than that of the t-table. It means that the students who were taught by using Visual Dictionary on the experimental group had better achievement than the students who were taught by using Question and Answer technique in the control group. In other words, Visual Dictionary gave a significant effect on the students' vocabulary achievement.

### 5.2 Suggestions

Knowing the significant effect of Visual Dictionary on vocabulary achievement, this teaching media may be used as a consideration in improving the teaching learning process of students' vocabulary achievement. Therefore, the researcher proposes some suggestions to the following people:

a. to the English Teacher

Since teaching vocabulary by using Visual Dictionary can motivate the students to learn, it is suggested for the English teacher of SMPN 1 Sumberjambe to apply this media to teach English, especially to teach vocabulary.

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<http://www.ericdigests.org/pre-921/vocabulary.html>. Retrieved on September, 28<sup>th</sup> 2011.

## RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Visual Dictionary on The Seventh Grade Students' Vocabulary Achievement at SMPN 1 Sumberjambe in the 2010/2011 Academic Year	Is there any significant effect of using Visual Dictionary on the seventh grade students' vocabulary achievement at SMPN 1 Sumberjambe in the 2010/2011 academic year?	<p><b>Independent Variable:</b> Teaching vocabulary through Visual Dictionary</p> <p><b>Dependent Variable:</b> The students' Vocabulary achievement</p>	<p>The use of Visual Dictionary</p> <p>- Consulting in Visual Dictionary</p> <p>The students' scores of vocabulary achievement in:</p> <p>- Nouns - Adjectives - Verbs - Adverbs</p>	<p><b>1. Respondents</b> The seventh grade students of SMPN 1 Sumberjambe in the 2010/2011 academic year</p> <p><b>2. Informant:</b> The seventh grade English teacher of SMPN 1 Sumberjambe In the 2010/2011 academic year</p>	<p>Research Design randomized posttest-only control group design(Fraenkel and Wallen, 2000:290)</p> <p>2. Area Determination Method : Purposive Sampling Method</p> <p>3. Respondent Determination Method : Cluster Random Sampling</p> <p>4. Data Collection Methods : a. Primary data: Vocabulary Test b. Supporting data: Interview Documentation</p> <p>5. Data Analysis Method :</p> $t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$ <p>Note: t = t-test M<sub>x</sub> = mean score of the experimental group M<sub>y</sub> = mean score of the control group ∑x<sup>2</sup> = individual score deviation of the experimental group (M<sub>x</sub>) ∑y<sup>2</sup> = individual score deviation of the control group (M<sub>y</sub>) N<sub>x</sub> = the number of subject in the experimental group N<sub>y</sub> = the number of subject in the control group (Arikunto, 2006: 311-312)</p>	The Use of Visual Dictionary has a Significant Effect on the Seventh Grade Students' Vocabulary Achievement at SMPN 1 Sumberjambe In the 2010/2011 Academic Year

**The Result of Interview with the Seventh Grade English Teacher of SMP Negeri  
1 Sumberjambe**

No.	The Researcher's Questions	The Teacher's Answers
1.	How long have you been teaching in SMPN 1 Sumberjambe?	I have been teaching in SMPN 1 Sumberjambe for 10 years
2.	What curriculum is applied in this school?	Institutional Based Curriculum (KTSP 2006)
3.	What kind of textbooks do you use in teaching vocabulary achievement?	English on Focus for Junior High School Grade VII and students' worksheet entitled Bima
4.	What teaching techniques do you usually apply in teaching vocabulary achievement?	Question-Answer technique and lecturing method
5.	Have you ever used Visual Dictionary in teaching vocabulary achievement? Why not?	No, I have not because I do not know well about Visual Dictionary
6.	What problems do most students usually have in vocabulary achievement class?	Some students have low English vocabulary and low motivation in learning English
7.	How do you help them to solve their problems?	Asking the students to bring a dictionary to the class and find the difficult words in the reading text

- c. dancer
  - d. writer
6. She needs a ... to cut an apple.
- a. knife
  - b. purse
  - c. book
  - d. ruler
7. A person who makes furniture is a...?
- a. speaker
  - b. trainer
  - c. carpenter
  - d. singer
8. Rudi writes a letter on the piece of...
- a. paper
  - b. table
  - c. book
  - d. pen
9. If you want to play badminton, you will need a...?
- a. racket
  - b. ball
  - c. whistle
  - d. hat
10. David Beckham is a ...?
- a. boxer
  - b. swimmer
  - c. football player
  - d. runner



18. A chef...in the restaurant.
- a. cooks
  - b. sweeps
  - c. smokes
  - d. drives
19. Bring your umbrella, it is ... now
- a. raining
  - b. walking
  - c. swimming
  - d. going
20. May I...your book...?
- a. borrow
  - b. break
  - c. wash
  - d. comb

### **Adverbs**

21. Her English is fluent. She speaks English...
- a. fluently
  - b. badly
  - c. cleverly
  - d. lazily
22. Joanne is happy. She smiles...
- a. safely
  - b. carefully
  - c. seriously
  - d. happily
23. The painting is awful. He paints...
- a. strongly
  - b. awfully
  - c. greatly
  - d. nicely
24. Andre wins the match because he runs ... in the competition.
- a. quickly
  - b. slowly

**Adjectives**

31. Rose flower is...
- ugly
  - young
  - small
  - beautiful
32. Taufik Hidayat is ... to win the badminton competition.
- sad
  - happy
  - kind
  - angry
33. Rudi looks ... because his mother is sick.
- pretty
  - handsome
  - sad
  - happy
34. Reni did not sleep last night. She looks so ...
- pale
  - good
  - sad
  - sleepy
35. Rika looks ... because she is sick.
- hot
  - wet
  - pale
  - big
36. Harry Potter is ... book I have ever read.
- clever
  - interesting
  - new
  - small
37. Tiger is ... animal in the world.
- good
  - nice
  - dangerous
  - weak

**ANSWER KEY**

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

**The Distribution of the Test Item**

<i>Aspect of Vocabulary</i>	<i>Number of Test Items</i>	<i>The Total Number of Items</i>
Nouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Verbs	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
Adverbs	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
Adjectives	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	10

**LESSON PLAN****MEETING 1**

Subject	: English
Level/Semester	: VII/II
Time	: 2 x 40 Minutes
Genre	: Procedure
Language Skill	: Reading
Sub Skill	: Vocabulary

**I. Standard Competence**

11. The students are able to communicate in the oral and written form by using the appropriate language forms and functions found in some discourses and monologues in the forms of procedure

**II. Basic Competence**

11. 1 Comprehending the simple transaction and interpersonal discourse in the form of short monologue of procedure

**III. Indicators**

1. Identifying nouns and verbs of a written text in the form of procedure entitled “Cheese Omelets”
2. Finding the meaning nouns and verbs of a written text in the form of procedure entitled “Cheese Omelets” by using Visual Dictionary

**IV. Objectives**

1. The students are able to identify nouns and verbs of a written text in the form of procedure entitled “Cheese Omelets”

	objectives	1.5'			1.5'
<b>2.</b>	<b>Main Activities</b> <ul style="list-style-type: none"> <li>● Dividing the students in pair groups.</li> <li>● Giving a copy of Visual Dictionary for each group</li> <li>● Explaining vocabulary of nouns and verbs</li> <li>● Explaining how to use Visual Dictionary <ul style="list-style-type: none"> <li>- The words in Visual Dictionary not categorize in alphabetic but</li> </ul> </li> </ul>	5'	<b>2.</b>	<b>Main Activities</b> <ul style="list-style-type: none"> <li>● Dividing the students in pair groups.</li> <li>● Explaining vocabulary of nouns and verbs</li> <li>● Distributing the procedural text “cheese omelets” to the students.</li> <li>● Asking the students to read the procedural text of “cheese omelets”</li> <li>● Asking the students to work in pair to identify</li> </ul>	5'
		3'			10'
		10'			3'
		15'			5'
					10'

	them by using visual dictionary <ul style="list-style-type: none"> <li>• Asking the students to work in pair to answer the questions about nouns and verbs in the procedural text entitled “Cheese Omelets”</li> <li>• Discussing the exercises with the whole class to find out the correct answer</li> </ul>	10’			
		10’			
<b>3.</b>	<b>Closing</b> <ul style="list-style-type: none"> <li>• Asking the students orally to make a conclusion about the topic that has been discussed</li> <li>• Parting</li> </ul>	2.5’	<b>3.</b>	<b>Closing</b> <ul style="list-style-type: none"> <li>• Asking the students orally to make a conclusion about the topic that has been discussed</li> <li>• Parting</li> </ul>	2.5’
		0.5’			0.5’

### VIII. Media and Sources

Media:


Experimental Group	Control Group
Visual Dictionary, Chalk, Black Board, Students’ Worksheet	Picture, Chalk, Black Board, Students’ Worksheet

Source : <http://www.merriam-webster.com/>

<http://www.visualdictionaryonline.com/>

-Wardiman, Artono, 2008. English in focus 1: for grade VII junior High School.

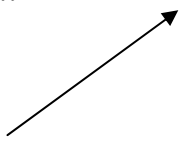
**Material (Meeting 1)****Read the reading text carefully! (Bacalah teks dengan seksama!)**

<b>Goal</b>	<p>Procedure text <b>Cheese Omelets</b></p> 
<b>materials</b>	<p><i>Ingredients :</i></p> <p>1 egg, 50g cheese, 1-cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.</p> <p><i>Utensils you need:</i></p> <p>Frying pan, fork, spatula, cheese grater, bowl, and plate.</p>
<b>steps</b>	<p><i>How to make it:</i></p> <ol style="list-style-type: none"> <li>1. Crack an egg into a bowl.</li> <li>2. Beat the egg with a fork until it is smooth.</li> <li>3. Add milk and whisk well.</li> <li>4. Grate the cheese into the bowl and stir.</li> <li>5. Heat the oil in a frying pan.</li> <li>6. Pour the mixture into the frying pan.</li> <li>7. Turn the omelet with a spatula when it browns.</li> <li>8. Cook both sides.</li> <li>9. Place on a plate, spread salt and pepper.</li> <li>10. Eat while warm.</li> </ol> <p style="text-align: right;"><i>(Taken from English in Focus for grade VII)</i></p>

7. A ... is used to heat the oil in frying pan.
  - a. pan
  - b. stove
  - c. spatula
  - d. plate
  
8. What does sendok meaning English?
  - a. spoon
  - b. stick
  - c. glass
  - d. plate
  
9. A pinch of ... is needed to make the omelet spicy.
  - a. salt
  - b. sugar
  - c. vanilla
  - d. pepper
  
10. What do you need to serve the omelets?
  - a. plate
  - b. pan
  - c. stove
  - d. spoon

**B. Match the verbs from the recipe of the Cheese Omelet in the left side with the appropriate definition in the right side columns!**

*(Pasangkan kata kerja dari resep Keju Omelet disebelah kiri dengan definisi yang tepat dikolom sebelah kanan!)*

no	Verbs		Definitions
1.	Crack means....		A Mix something together
2.	Grate means...		B Flowing something in another place
3.	Heat means...		C Change the position
4.	Turn means...		D Rub into small pieces
5.	Pour means...		E Make hot
6.	Beat means...		F break into pieces



**ANSWER KEY**

**A. Nouns**

1. a

2. b

3. a

4. b

5. c

6. c

7. b

8. b

9. d

10. a

## LESSON PLAN

### MEETING 2

Subject	: English
Level/Semester	: VII/II
Time	: 2 x 40 Minutes
Genre	: Procedure
Language Skill	: Reading
Sub Skill	: Vocabulary

### III. Standard Competence

11. The students are able to communicate in the oral and written form by using the appropriate language forms and functions found in some discourses and monologues in the forms of procedure

### IV. Basic competence

11. 1 Comprehending the simple transaction and interpersonal discourse in the form of short monologue of procedure

### III. Indicators

3. Identifying nouns and verbs of a written text in the form of procedure entitled "Bread Pudding"
4. Finding the meaning of words nouns and verbs of a written text in the form of procedure entitled "Bread Pudding" by using Visual Dictionary

### IV. Objectives

3. The students are able to identify adverbs and adjectives of a written text in the form of procedure entitled "Bread Pudding"
4. The students are able to understand the words adverbs and adjectives of a written text in the form of procedure entitled "Bread Pudding" by using Visual Dictionary

2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>● Dividing the students in pair groups. 5'</li> <li>● Giving a copy of Visual Dictionary for each group 3'</li> <li>● Explaining vocabulary of adverbs and adjectives 10'</li> <li>● Explaining how to use Visual Dictionary 15' <ul style="list-style-type: none"> <li>- The words in Visual Dictionary not categorize in alphabetic but by theme, group, or kinds of something. Example: Theme of foods, Kinds of vegetables, Group of spices.</li> <li>- To explain adverbs vocabulary, the teacher will show how to use the utensil in the Visual Dictionary. Example: the teachers show stove in the Visual Dictionary then the teacher will</li> </ul> </li> </ul>		2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>● Dividing the students in pair groups. 5'</li> <li>● Explaining vocabulary of adverbs and adjectives 10'</li> <li>● Distributing the procedural text “Bread pudding” to the students. 3'</li> <li>● Asking the students to read the procedural text of “Bread pudding” 5'</li> <li>● Asking the students to work in pair to identify the meaning of unfamiliar words (adverbs and adjectives) in the text of “Bread pudding” 10'</li> <li>● Asking the students to write down words about adverbs and adjectives complete with the meaning that they find out in the text 20'</li> <li>● Asking the students to work in pair to answer the questions about adverbs and adjectives in the procedural text entitled “Bread Pudding” 10'</li> <li>● Discussing the exercises 10'</li> </ul>	
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	(adverbs and adjectives) in the text then find out the meaning of them by using visual dictionary				
	<ul style="list-style-type: none"> <li>Asking the students to work in pair to answer the questions about adverbs and adjectives in the procedural text entitled “Bread pudding”</li> <li>Discussing the exercises with the whole class to find out the correct answer</li> </ul>	10’			
		10’			
<b>3.</b>	<b>Closing</b> <ul style="list-style-type: none"> <li>Asking the students orally to make a conclusion about the topic that has been discussed</li> <li>Parting</li> </ul>	2.5’	<b>3.</b>	<b>Closing</b> <ul style="list-style-type: none"> <li>Asking the students orally to make a conclusion about the topic that has been discussed</li> <li>Parting</li> </ul>	2.5’
		0.5’			0.5’

### VIII. Media and Sources


Media:

Experimental Group	Control Group
Visual Dictionary, Chalk, Black Board, Students’ Worksheet	Picture, Chalk, Black Board, Students’ Worksheet

Source : <http://www.merriam-webster.com/>

<http://www.visualdictionaryonline.com/>

**Material (Meeting 2)****Read the recipe text carefully! (Bacalah resep dengan seksama!)**

<b>Goal</b>	<p><i>Procedure text</i></p> <p style="text-align: center;"><b>Bread Pudding</b></p> 
<b>materials</b>	<p><i>Ingredients</i></p> <p>Softened butter, 7 slices white bread with a firm crumb, 4 cups milk, 3 eggs slightly beaten, ½ cup sugar, 1 teaspoon salt, 1 cup raisin, 1 teaspoon vanilla, 1 cinnamon, Topping</p> <p><i>How to make it</i></p>
<b>steps</b>	<ol style="list-style-type: none"> <li>1. Preheat the oven between 350 Celsius</li> <li>2. Grease the bottom sides of a medium cake metal with the softened butter gently.</li> <li>3. Cut the bread into cubes or round shape.</li> <li>4. Mix the eggs, milk, sugar, vanilla and cinnamon quickly.</li> <li>5. Pour the liquid mixture over the bread slowly and carefully</li> <li>6. Put the topping on the top of pudding nicely.</li> <li>7. Bake the pudding directly for about 45 minutes or the color turning gold.</li> <li>8. Finally, serve while hot.</li> </ol> <p><i>(Taken from <a href="http://www.momswhothink.com/breadpuddingrecipe.html">http://www.momswhothink.com/breadpuddingrecipe.html</a>)</i></p>

**Exercise**

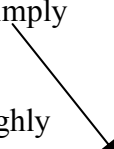
- A. Match the adjectives from Bread Pudding recipe in the left side with the appropriate definitions in the right side**  
*(Pasangkan arti kata-kata sifat dari resep Bread Pudding yang tersedia disebelah kiri dengan arti definisinya yang tersedia disebelah kanan)*

*Example: Medium* →

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Golden</li> <li>2. Soft</li> <li>3. Firm</li> </ol> | <ol style="list-style-type: none"> <li>a. taking up much space</li> <li>b. in the middle space/size</li> <li>c. bright yellow</li> <li>d. having a high temperature</li> </ol> |
|---|--|

**D. Match the adverbs from the recipe in the left side with the phrase in the right side options!**

*(pasangkan arti dari kata-kata keterangan disebelah kiri dengan pilihanya disebelah kanan!)*


- Example:* Simply      a. not smooth
16. Too                      b. going straight to the point
17. Roughly                c. doing with patient
18. Directly                d. in a simple manner
19. Nicely                    e. more than enough
20. Finally                  f. situation at the end
- 

**POST TEST**

Subject : English  
 Level/ Semester : VII / 2  
 Skill : Vocabulary  
 Genre : Procedure  
 Time : 40 Minutes

**Read the recipe carefully to answer the questions number 1 to 10!**

*(Bacalah resep dengan seksama untuk menjawab pertanyaan nomor 1 sampai 10)*

<b>Goal</b>	<p><b>Fried Noodle</b></p> 
<b>Material</b>	<p><i>Ingredients</i></p> <p>1 package of fried noodle, salt, water, an egg, fried onion, oil.</p>
<b>Step</b>	<p>Firstly, boil two glasses of water in a pan. Then, open the package of noodle. While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.</p> <p>Heat the oil then crack the egg carefully. Put some salt and fried it in two minutes</p> <p>After the water boiled put the noodles. Wait for 3 minutes then drain the noodles.</p> <p>Next, throw away the water. Then, pour the noodles into the bowl.</p> <p>After that, mix the noodles with the seasoning, sauce, and the other ingredients.</p> <p>Put the fried egg on the top, put some fried onion</p> <p>Now, your noodles are ready and serve it while hot</p> <p><i>(taken from : <a href="http://procedure-text.blogspot.com/making-fried-noodle.html">http://procedure-text.blogspot.com/making-fried-noodle.html</a>)</i></p>

- c. oil  
d. water
8. What do you need to stir the noodle?  
a. an egg  
b. forks  
c. pan  
d. noodle
9. Put the ... after the water boiled  
a. noodle  
b. spoons  
c. water  
d. knife
10. Pour the seasoning and the other ingredients into a?  
a. glass  
b. bowl  
c. frying pan  
d. sauce

**B. Match the verbs in the left columns with the meaning in the right columns!**  
(pasangkan kata-kata kerja di dalam kolom sebelah kiri dengan dengan artinya dikolom sebelah kanan!)

No	Verbs	answers	Meaning
11.	Cut	(.....)	a. Memarut
12.	Grate	(.....)	b. Mengupas
13.	Peel	(.....)	c. Mengaduk
14.	Stir	(.....)	d. Memotong
15.	Mix	(.....)	e. Menumbuk
16.	Pour	(.....)	f. Mengukus
17.	Sprinkle	(.....)	g. Menyaring
18.	Steam	(.....)	h. Menaburkan
19.	Boil	(.....)	i. Memanggang
20.	wash	(.....)	j. Mengoreng
			k. Menyampur
			l. Membentuk
			m. Merebus
			n. Menuang
			o. Mencuci



**D. Complete the sentence in the left columns with the correct adverbs provided in the right!**

*(Lengkapilah kalimat kalimat dikolom sebelah kiri dengan kata keterangan yang tersedia disebelah kanan!)*

<i>No</i>	<i>Sentences</i>	<i>Answers</i>	<i>Adjectives</i>
31.	The grate is so sharp, don't grate so .....	(.....)	a. Directly
32.	Hani cut her finger because she did not use the knife.....	(.....)	b. Continuously
33.	Fry the eggs until the color turns...		c. Quickly
34.	Slice the meat ....so that all the part can cooks well	(.....)	d. Cleanly
35.	Wash the apples ....before you eat them.	(.....)	e. Carefully
36.	Turn off stove.....when you have finished cook		f. Brightly
37.	How to make a noodle so ..... and easily		g. Simply
38.	Chop the potato... to make square shape.	(.....)	h. Slightly
39.	The banana fried will be burned if you do not turn the banana fried.....	(.....)	i. Softly
40.	Clean the dish.....and carefully		
		(.....)	
		(.....)	
		(.....)	
		(.....)	

### The Distribution of the Test Item

<i>Aspect to be Evaluated</i>	<i>Number of Test Items</i>	<i>The Total Number of Items</i>
Nouns	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
Verbs	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
Adjectives	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
Adverbs	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	10

### Scoring:

<i>Aspect to be Evaluated</i>	<i>The Total Number of Items</i>	<i>Scoring</i>	<i>Description</i>
5. Nouns	10	$10 \times 2,5 = 25$	Each number test has 2,5 point
6. Verbs	10	$10 \times 2,5 = 25$	
7. Adverbs	10	$10 \times 2,5 = 25$	
8. Adjectives	10	$10 \times 2,5 = 25$	
Total	40	100	

39	Zainab Basyirah	Female	Yuliana	Female
40	Zulfian Ade Bahari	Female	Zainul Hasan	Male

## Appendix I

38	55	3025	55	3025	68	4624	63	3969
39	53	2809			60	3600		
40	65	4225			70	4900		
$\Sigma$	2461	153633	2309	142245	2452	151826	2278	137764

$$\begin{aligned} 6. \quad MSB &= \frac{SSB}{dfb} \\ &= \frac{57.22082}{4} \\ &= 19.07361 \end{aligned}$$

$$\begin{aligned} 7. \quad MSW &= \frac{SSW}{dfw} \\ &= \frac{6885.138}{152} \\ &= 45.29696 \end{aligned}$$

$$\begin{aligned} 8. \quad F_0 &= \frac{MSB}{MSW} \\ &= \frac{19.07361}{45.29696} \\ &= 0.421079 \end{aligned}$$

$$\begin{aligned} 9. \quad F_t &= (dfb)(dfw)5\% \\ &= (3)(152)5\% \\ &= 2.60 \end{aligned}$$

Notes:

SST : Sum of Squares of Total Groups

SSB : Sum of Squares between Groups

SSW : Sum of Squares within Groups

dfb : Total Degree of Freedom between Groups

dfw : Total Degree of Freedom within Groups

MSB : Mean Squares between Groups

MSW : Mean Squares within Groups

## Appendix L

32	0,76	Fair
33	0,28	Fair
34	0,52	Fair
35	0,57	Fair
36	0,65	Fair
37	0,63	Fair
38	0,52	Fair
39	0,31	Fair
40	0,52	Fair



## Appendix M

36	1	0	0	1	0	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	10
37	0	0	0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	12
38	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	1	1	0	1	0	12
	28	25	30	29	16	29	29	11	12	12	12	24	25	19	14	29	20	25	20	20	424



## Appendix O

**The Calculation of Vocabulary Achievement in Each Group**

Subject	Experimental Group	Control Group
	X	Y
1	60	53
2	65	65
3	68	43
4	68	53
5	78	58
6	50	60
7	70	58
8	65	35
9	60	65
10	58	63
11	63	40
12	70	48
13	55	43
14	75	55
15	50	65
16	50	58
17	60	63
18	53	68
19	63	60
20	55	60
21	63	27
22	50	45
23	60	55
24	43	68
25	73	63
26	70	58
27	58	65
28	58	63
29	65	68
30	68	38
31	73	45
32	68	53
33	70	60
34	73	63
35	58	35
36	50	60
37	63	50

**The Students' Post Test Scores for the Experimental Group and the Control Group**

Subject	Experimental Group		Control group	Y <sup>2</sup>
	X	X <sup>2</sup>		
1	60	3600	53	2809
2	65	4225	65	4225
3	68	4624	43	1849
4	68	4624	53	2809
5	78	6084	58	3364
6	50	2500	60	3600
7	70	4900	58	3364
8	65	4225	35	1225
9	60	3600	65	4225
10	58	3364	63	3969
11	63	3969	40	1600
12	70	4900	48	2304
13	55	3025	43	1849
14	75	5625	55	3025
15	50	2500	65	4225
16	50	2500	58	3364
17	60	3600	63	3969
18	53	2809	68	4624
19	63	3969	60	3600
20	55	3025	60	3600
21	63	3969	27	729
22	50	2500	45	2025
23	60	3600	55	3025
24	43	1849	68	4624
25	73	5329	63	3969
26	70	4900	58	3364
27	58	3364	65	4225
28	58	3364	63	3969
29	65	4225	68	4624
30	68	4624	38	1444
31	73	5329	45	2025
32	68	4624	53	2809
33	70	4900	60	3600
34	73	5329	63	3969
35	58	3364	35	1225
36	50	2500	60	3600





7715

Work sheet  
Post Test

Class : VIIA  
Absent Number : (5)

<p><b>Part A</b></p> <ol style="list-style-type: none"> <li>1. A B C <u>D</u></li> <li>2. <u>A</u> B C D</li> <li>3. A B C <u>D</u></li> <li>4. A B <u>C</u> D</li> <li>5. A <u>B</u> C D</li> <li>6. <u>A</u> B C D</li> <li>7. A <u>B</u> C D</li> <li>8. A <u>B</u> C D</li> <li>9. <u>A</u> B C D</li> <li>10. <u>A</u> B C D</li> </ol>	<p><b>Part B</b></p> <ol style="list-style-type: none"> <li>11. b</li> <li>12. a</li> <li>13. n</li> <li>14. k</li> <li>15. i</li> <li>16. o</li> <li>17. h</li> <li>18. l</li> <li>19. e</li> <li>20. j</li> </ol>	<p><b>Part C</b></p> <ol style="list-style-type: none"> <li>21. a</li> <li>22. H</li> <li>23. B</li> <li>24. F</li> <li>25. c</li> <li>26. e</li> <li>27. i</li> <li>28. J</li> <li>29. G</li> <li>30. D</li> </ol>	<p><b>Part D</b></p> <ol style="list-style-type: none"> <li>31. C</li> <li>32. H</li> <li>33. F</li> <li>34. J</li> <li>35. E</li> <li>36. A</li> <li>37. G</li> <li>38. I</li> <li>39. B</li> <li>40. d</li> </ol>
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4215

Work sheet  
Post Test

Class : 7-A  
Absent Number : 24

<p><b>Part A</b></p> <ol style="list-style-type: none"> <li>1. A <del>X</del> C D</li> <li>2. <del>X</del> B C D</li> <li>3. A <del>X</del> C D</li> <li>4. A B C <del>X</del> D</li> <li>5. A <del>X</del> C D</li> <li>6. A <del>X</del> C D</li> <li>7. <del>X</del> B C D</li> <li>8. <del>X</del> B C D</li> <li>9. A B C <del>X</del> D</li> <li>10. A <del>X</del> C D</li> </ol>	<p><b>Part B</b></p> <ol style="list-style-type: none"> <li>11. B</li> <li>12. A</li> <li>13. P</li> <li>14. K</li> <li>15. G</li> <li>16. I</li> <li>17. C</li> <li>18. L</li> <li>19. E</li> <li>20. H</li> </ol>	<p><b>Part C</b></p> <ol style="list-style-type: none"> <li>21. A</li> <li>22. C</li> <li>23. H</li> <li>24. F</li> <li>25. L</li> <li>26. B</li> <li>27. I</li> <li>28. G</li> <li>29. D</li> <li>30. E</li> </ol>	<p><b>Part D</b></p> <ol style="list-style-type: none"> <li>31. A</li> <li>32. H</li> <li>33. G</li> <li>34. J</li> <li>35. E</li> <li>36. A</li> <li>37. B</li> <li>38. I</li> <li>39. E</li> <li>40. P</li> </ol>
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