



**THE EFFECT OF USING WORD CARDS ON THE SEVENTH
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT
SMPN 14 JEMBER**

THESIS

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

2015



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Composed to Fulfill One of the requirements to obtain S1 Degree at the English
Education Program, Language and Arts Education Department, the Faculty of Teacher
Training and Education
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2015

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Boniran and Masalah.
2. My beloved sister, Suci Ristianingsih.
3. My husband, Febry Hariyanto
4. All my teachers and lecturers from kindergarten to university.

MOTTO

“Vocabularies are crossing circles and loops. We are defined by the lines we choose to cross or to be confined by.”

“A.S. Byatt”



¹ <http://www.goodreads.com/quotes/tag/vocabulary>

LETTER OF STATEMENT

I certify that this research is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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**THE EFFECT OF USING WORD CARDS ON THE SEVENTH
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN
14 JEMBER**

THESIS

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Jember, July 8th, 2015

The Writer

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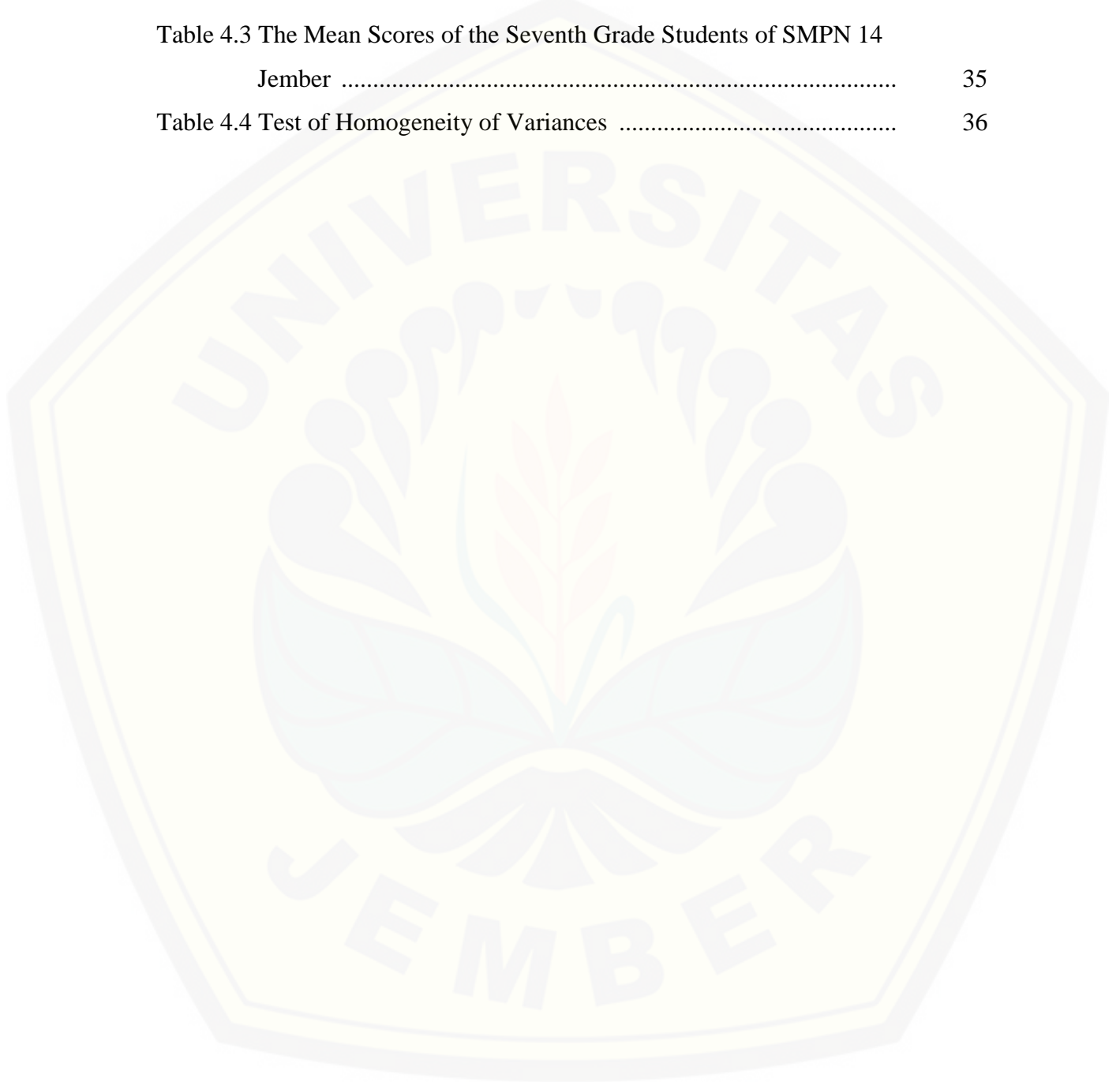
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SUMMARY

The Effect of Using Word Cards on the Seventh Grade Students' Vocabulary Achievement at SMPN 14 Jember; Anisatul Fadilah, 100210401105; 2015; 45 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Vocabulary, as one of the most important aspects in foreign language learning, is a tool we need when we want to communicate or to express our ideas. Wilkins (2005: 13) says that there is very little can be conveyed without grammar, but there is nothing can be conveyed without vocabulary. Therefore, in English language teaching and learning, vocabulary cannot be neglected. Studying new vocabulary is not easy for the students at junior high school. Most of them experience difficulties to memorize the vocabulary and the spellings which are quite different from those of their mother language. Therefore, the teacher should try to teach English vocabulary as interestingly as possible. One of the ways to make teaching and learning process more various and interesting is by using teaching media.

Arsyad (2006:5) says that media are components of learning sources or physical modes which contain instructional materials in learners' environment which can stimulate the students to study. There are many benefits of using media in teaching and learning process. As stated by Gairns and Redman (1998:103) that media can be used for presentation, practice, revision, and testing. Moreover, they are very useful to help the effectiveness of learning process and deliver the message of the lesson done by the teacher.

One of the alternative media in teaching vocabulary is Word Cards. Teaching vocabulary by using Word Cards is believed to be useful and good for students because Word Cards have some benefits as follows, (1) they help students retrieve the word meaning and the form from the memory, (2) they help students learn a large amount of receptive and productive vocabulary learning at an initial stage of word learning, (3) they help students use time efficiently on the unknown words, (4) they

allow students to use L1 translation, (5) they are very convenient for students to bring with them anytime anywhere (6) they are recognized as a fun and effective way to learn, reinforce, test and retain information, and (7) word cards can be used for self or group study (Nation, 2008:66).

This research was a quasi experimental research. The objective of this research was to know whether or not there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember. The area of this research was SMPN 14 Jember. This school was chosen purposively because the use of Word Cards had never been applied in teaching learning process this school by the teams. The population of this research was the seventh grade students of SMPN 14 Jember. The research respondents of this research were chosen by using cluster random sampling by lottery since the population was homogeneous based on the result of homogeneity test. The total number of the respondents was 72 students which consisted of 36 students of VII C as the experimental group which was taught vocabulary using Word Cards, while the control group consisted of 36 students of class VII B which was taught vocabulary without using Word Cards.

The data of this research were collected from students' scores of vocabulary test, interview, and documentation. The vocabulary achievement collected from the vocabulary post test score. Then, these scores were analyzed statistically by using t-test formula to find the significant difference between the experimental and the control groups. The result of t-test formula analysis showed that the value of t-test was higher than that of t-table ($3.866 > 2.000$). It means that there was a statistical difference between the experimental and the control groups. It indicated that there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

CHAPTER 1. INTRODUCTION

This chapter presents some ideas related to the research problem. They included the background of the research, the problem of the research, the objective of the research, and the significance of the research.

1.1 The Background of the Research

Language cannot be separated from human's life. By using a language, people can do many things such as sharing their feeling, giving information, getting knowledge and so on. It can happen because language is a means of communication that bridges one's mind to others'. Without language, it is hard to imagine how people can cooperate and get along with each other.

One of the important languages in the world is English. Because English has become an international language, which is used by most communities in the world, it is taught as a compulsory subject at Junior High School and Senior High School in Indonesia.

In learning English, there are four skills that must be achieved, they are *listening, speaking, reading, and writing*. In additions there are three language components of English, namely *grammar, vocabulary and pronunciation*. Therefore, vocabulary, as one of the three language components in English, has a very important role in English language learning because it appears in every language skill.

Vocabulary, as one of the most important aspects in foreign language learning, is a tool we need when we want to communicate or to express our ideas. Wilkins (2005: 13) says that there is very little can be conveyed without grammar, but there is nothing can be conveyed without vocabulary. Therefore, in English language teaching and learning, vocabulary cannot be neglected.

Studying new vocabulary is not easy for the students at junior high school. Most of them experience difficulties to memorize the vocabulary and the spellings which are quite different from those of their mother language. According to Thornbury (2005:23), learners need not only to learn a lot of words to achieve the

outcome but also to remember them. Gairns and Redman (1998:87) explain that there are two types of memories; they are short term memory and long term memory. The short term memory refers to the brain's capacity to hold a limited number of items and information for a period of time, for example, for few seconds. Meanwhile long term memory has an enormous capacity and its content is durable overtime. In this case, the new words that are taught will retain in long term memory rather than in short term one. Therefore, it is necessary for the teacher to create an opportunity in the classroom for students to practice and review what they have learnt as it will help the learners to ensure long term retention and recall.

The teacher should try to teach English vocabulary as interestingly as possible. One of the ways to make teaching and learning process more various and interesting is by using teaching media. Arsyad (2006:5) says that media are components of learning sources or physical modes which contain instructional materials in learners' environment which can stimulate the students to study. There are many benefits of using media in teaching and learning process. As stated by Gairns and Redman (1998:103) that media can be used for presentation, practice, revision, and testing. Moreover, they are very useful to help the effectiveness of learning process and deliver the message of the lesson done by the teacher.

Concerning the students' difficulties in mastering vocabulary, the researcher investigated the use of Word Card as alternative media in teaching vocabulary. Teaching vocabulary by using Word Card is believed to be useful and good for students because Word Cards have some benefits as follows, (1) they help students retrieve the word meaning and the form from the memory, (2) they help students learn a large amount of receptive and productive vocabulary learning at an initial stage of word learning, (3) they help students use time efficiently on the unknown words, (4) they allow students to use L1 translation, (5) they are very convenient for students to bring with them anytime anywhere (6) they are recognized as a fun and effective way to learn, reinforce, test and retain information, and (7) word cards can be used for self or group study (Nation, 2008:66).

Kuo and Ho (2012), who investigated the effect of Word Card strategy versus Word List strategy on Taiwanese EFL junior high school students' vocabulary retention, found that Word Card strategy was significantly more effective than the Word List strategy. It also indicated that Word Card strategy helped students retain more words in long-term memory than word list strategy. The results indicated that Word Card strategy gave significantly better effect on vocabulary retention than the World List strategy.

Another experimental research was conducted by Oktaviana (2012). She found that there was a significant effect of using Word Cards on the students' vocabulary achievement. The experimental class got better scores in the vocabulary post test than the control class.

From the previous research, it is clear that the use of Word Cards could give significant contribution in the teaching learning process of vocabulary. By interviewing the English teacher in relation to the teaching of vocabulary at the seventh grade students of SMPN 14 Jember, it was known that the English teacher integrated the teaching of vocabulary with the teaching of four language skills, namely listening, speaking, reading, and writing. She had never used Word Cards in teaching vocabulary. She used students' work sheet (LKS) to teach vocabulary.

Based on the descriptions above, a research entitled The Effect of Using Word Cards on the Seventh Grade Students' Vocabulary Achievement at SMPN 14 Jember was conducted.

1.2 The Problem of the Research

Based on the research background, the problem of this research was formulated as follows: Was there any significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember?

1.3 The Objective of the Research

The objective of the research is to know whether or not there is a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

1.4 The Significance of the Research

The result of this research is expected to give some benefits to the following people.

1. The English Teacher

It is suggested to the English teacher of SMPN 14 Jember to use Word Cards as alternative media used in teaching vocabulary because the vocabulary teaching learning process will be more interesting, enjoyable and effective for the students.

2. The Students

It is suggested that the students of SMPN 14 Jember involve in the teaching learning process of vocabulary by using Word Cards actively.

3. The Other Researches

The future researcher was suggested to conduct a further research dealing with a similar topic with different level of students. For example: the researchers can conduct an experimental research about the use of Word Cards on the students' vocabulary achievement at elementary level.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some literature review related to the topic of the research covering vocabulary, classification of vocabulary, vocabulary achievement, Word Cards, the advantages and the disadvantages of using Word Cards in vocabulary teaching, teaching vocabulary by using Word Cards and research hypothesis.

2.1 Definitions of Vocabulary

Vocabulary is an important component in English language learning, because it appears in every skill of language covering *listening, speaking, reading and writing*. Thornburry (2005:13) states that people can say very little with grammar, but people cannot say almost anything without words.

There are some definitions of vocabulary. Hatch and Brown (1995:1) state that vocabulary refers to a list or a set of words that individual speakers of language might use. Webster (1983:521) states that vocabulary is the collection of words a person knows and uses in speaking, writing, listening and reading.

Based on the ideas above, it can be concluded that vocabulary refers to words used for expressing thought and feeling.

2.1.1. The Classification of Vocabulary

According to Hatch and Brown (1995:218), vocabulary is divided into two groups, large vocabulary and small vocabulary. Large vocabulary is a group of parts of speech in which the words are often used in communication. It includes nouns, adjectives, verbs, and adverbs. Besides, Hatch and Brown (1995:48) state that the major parts of speech are nouns, adjective, verbs, and adverbs which are called as large vocabulary. In addition, small vocabulary is vocabulary that has been stored in a small quantity or in a small number which consists of prepositions, conjunctions, articles, and interjections.

In this research, vocabulary that was investigated only focuses on large vocabulary namely verbs, nouns, and adjectives. These were chosen based on the material that mostly taught for the seventh grade students of Junior High School

based on the 2013 Curriculum. The details about large vocabulary will be reviewed in the following parts.

a. Nouns

Harmer (2004:37) states that noun is a word (or groups of words) that is a name of a person, a place, a thing or an activity or a quality or idea. In line with this idea, Hatch and Brown (1995:219) state that noun refers to a person, a place or a thing. They also say that nouns can be divided into subclasses. They are as the following:

- a. Proper nouns : *Besty, Ohio, etc.*
- b. Common nouns : *woman, state, choir, etc.*
- c. Abstract Nouns : *hope, understanding, love, etc.*
- d. Concrete Nouns : *dish, table, chair, etc.*
- e. Count Nouns : *books, birds, piano, etc*
- f. Mass Nouns : *gravy, rice, sugar, etc.*
- g. Group Nouns : *government, board, fair, club, choir, etc.*

(Hatch and Brown, 1995:
219)

This research focused on common nouns and concrete nouns because they were mostly taught to the seventh grade students.

b. Verbs

Harmer (2004:37) defines a verb as a word or a group of words which is used in describing an action, experience or state. In line with this statement, Hatch and Brown (1995:222) say that verb is a kind of word showing actions. From the above definitions, it can be concluded that verb is a kind of word or group of words that is used for describing an action, experience, event, or state.

Thomson and Martinet (1986:105) classify verbs into two kinds, namely; auxiliary Verbs and ordinary verbs.

1. Auxiliary Verbs

An auxiliary verb is a kind of verb that helps to form a tense or an expression. For examples: *be, have, do, can, could, may, might, must, shall, should, will, would* and *used to*.

2. Ordinary Verbs

According to Harmer (2004:38), an ordinary verb is a verb that carries the main meaning. He also calls this kind of verbs as main verbs. Thomson and Martinet (1986: 105) divide ordinary verbs into two kinds, namely: regular verbs and irregular verbs.

a) Regular Verbs

Regular verbs are verbs that their simple past and past participle are formed by adding “d” or “ed” to the infinitive. They have fixed rule.

The example of regular verbs:

<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
<i>answer</i>	<i>answered</i>	<i>answered</i>
<i>close</i>	<i>closed</i>	<i>closed</i>
<i>decide</i>	<i>decided</i>	<i>decided</i>
<i>walk</i>	<i>walked</i>	<i>walked</i>
<i>work</i>	<i>worked</i>	<i>worked</i>

b) Irregular Verbs

Irregular Verbs are verbs that do not have fixed rule to create simple past and past participle.

The examples of irregular verbs are as the following:

<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
<i>bring</i>	<i>brought</i>	<i>brought</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>go</i>	<i>went</i>	<i>gone</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>

This research focused on ordinary verbs that cover regular verbs in V1 (infinitive) because V1 as one of the languages features of descriptive texts.

c. Adjectives

According to Hatch and brown (1995: 228), adjectives are used to highlight qualities or attributes. Thomson and Martinet (1986: 33) classify kinds of adjectives as follows.

1. Demonstrative adjective (for example: *this, that, these, those*, etc.)
2. Distributive adjectives (for example: *each, every, either, neither*, etc.)
3. Quantitative adjectives (for example: *some, any, little/few, much*, etc.)
4. Qualitative adjectives (for example: *clever, dry, golden*, etc.)
5. Possessive adjectives (for example: *my, your, his, her*, etc.)
6. Interrogative adjectives (for example: *what, which, whose*, etc.)

This research focused on qualitative adjective as the material because they are mostly taught to the seventh grade students.

d. Adverbs

Hatch and Brown (1995: 230) define adverbs as similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns. They also classify adverbs into four kinds. They are as the following.

1. Manner adverbs (*slowly, quickly*, etc.)
2. Time adverbs (*yesterday, tomorrow, now, last week, next month*, etc.)
3. Place adverbs (*in the garden, in the market, at the zoo*, etc.)
4. Frequency adverbs (*always, never*, etc.)

This research focused on manner adverbs and frequency adverbs since they are the focused of the teaching material at seventh grade.

2.1.2. The Student's Vocabulary Achievement

Vocabulary is one of the language components which is important to be learned. It covers words which will enable people to communicate with others. People should have enough vocabularies in order that they can express their ideas and can understand what other people say.

Achievement is related to the test that is administered to discover how successful students have been in achieving the objective of a course (Hughes, 2003:12). Vocabulary achievement in this research deal with the students' achievement of vocabulary after they joined the teaching learning process of vocabulary by using Word Cards. The vocabulary achievement was measured by using a vocabulary test covering nouns, verbs, adjectives, and adverbs (large vocabulary). The students' vocabulary achievement was shown by the scores of the vocabulary test after the students joined the teaching learning process of vocabulary by using Word Cards for the experimental group and joined the teaching learning process of vocabulary without using Word Cards for control group.

2.2 Word Cards

2.2.1. Definitions of Word Cards

Based on Hinkel (2005:591), Word Cards are cards where the teacher writes the English word on one side of the card and its definition or synonym or pronunciation on the other. Word Cards are pieces of paper with the English word on one side and a translation or picture on the other (Waring, 2001). According to Thornbury (2005:145) Word Cards are a set of cards printed with a word in each side of the cards, where the front side of the card printed with the second language and the back side of the card printed with the first language. In addition, Doff (2000:129) states that Word Cards are cards with simple pictures or words or numbers which can be held up by the teacher or given out to the students to use in a pair or a group work.

From the explanation above, it can be concluded that Word Card is a set of cards with a word on one side and a picture or its translation on the other side.

The followings are the examples of Word Cards.

2.2.2 Kinds of Word Cards

1. Word Cards with Pictures

Nouns

Front

ribbon

Back



hat



Verbs

Front

sing

Back



Front

dance

Back



Adjectives

Front

fat

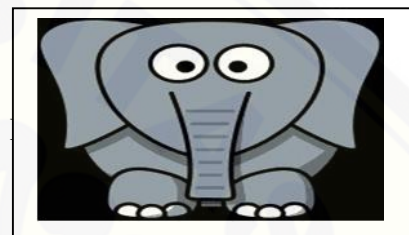
Back



Front

big

Back



Adverbs

Front

fast

Back



Front

happily

Back



Word cards with picture are a set of cards with an English word on one side and a picture on the other side. By using picture, it can help students to visualize the written form with the visual form of the word.

2. Word Cards without Pictures

Nouns

Front

table

Back

meja

Front

pen

Back

pulpen

Verbs

Front

dance

Back

dansa

Front

drink

Back

minum

Adjectives

Front

thin

Back

kurus

Front

cheap

Back

murah

Adverbs

Front

carefully

Back

dengan hati-
hati

Front

often

Back

sering

Word Cards without picture are a set of cards with an English word on one side and the translation on the other side. The translation can help the students to know the word meaning and to memorize the word easily.

In teaching vocabulary, the researcher only used Word Cards without pictures because they were considered to be understood by the students.

2.2.3 The Advantages and the Disadvantages of Using Word Cards in Vocabulary Teaching

According to Nation (2008:66), there are many advantages of using word cards. They are as follows.

- a) Word Cards help students retrieve the word meaning and the form from the memory,

- b) Word Cards help students learn a large amount of receptive and productive vocabulary learning at an initial stage of word learning,
- c) Word Cards help students use time efficiently on the unknown words,
- d) Word Cards allow students to use L1 translation,
- e) Word Cards are very convenient for students to bring with them anytime anywhere,
- f) Word Cards are recognized as a fun and effective way to learn, reinforce, test and retain information,
- g) Word cards can be used for self or group study.

In addition, according to Husnah (2011), the advantages of using word cards are as follows.

- a) Word Cards can give a sense of progress and a sense of achievement, particularly if numerical targets are set and met.
- b) Word Cards are readily portable and can be used in idle moments in or out of class either for learning new words or for revising old ones.
- c) Word Cards can be specifically made to particular learners and their needs and thus they are self-motivating.

Therefore, Word cards are really helpful for reinforcing students' memorization because by using Word Cards the teacher does not only give the students words but also gives their picture or their meaning. Since Word Cards are portable, students can review them wherever and whenever they need. In addition, word cards can be adjusted based on the students' level.

Besides having advantages, using word cards also had some disadvantages that happened in the class as the following.

- a) The class was noisy when the teacher used Word Cards as the teaching media.
- b) The students were still confused about what were the synonyms and/or antonyms of the words that were given by the teacher.
- c) It took time to make word cards which were suitable with the students' condition.

How to overcome the disadvantages of using Word Cards that happened in the class were as follow.

- a) The teacher walked around the class to check the students' activities.
- b) The teacher gave the students clues in the forms the antonyms and/or synonyms of the words.
- c) The teacher made a set of Word Cards at home with the help of the friends.

2.2.4 How to Get Word Cards?

According to Blanco and Villaneda (2008:7), we can get Word Cards by buying them from stationery, making them by ourselves, asking students to make them, and downloading free printable Word Cards from the internet.

From the information above, Word Cards can be purchased from the stationery, but they can also be produced by the students or the teacher. In line with the statement, Lynch (2008) mentions that Word Cards are also cheap to acquire or produce and in fact, they can be made by the learners themselves. Word Cards are better and more economical for the teachers to produce their own, because they will be produced exactly what they need for a particular lesson.

In making Word Cards, Doff (2000:129) suggests to use a piece of card; draw the picture with a thick black pen, or cut pictures from a magazine. Meanwhile, Thornburry (2005:146) says that the size of Word Cards is about the size of a business card.

In this research, the Word Cards were made by the researcher from pieces of paper and the size of the cards was 9 cm X 6 cm. Moreover, in teaching vocabulary by using Word Cards the students were divided into some groups and each group had 4 students and they got sets of Word Cards containing 20 Cards.

2.2.5 Teaching Vocabulary by Using Word Cards

Vocabulary is an important component in English language learning. According to Nation (2005), teaching vocabulary is one of the efficient ways of developing learners' vocabulary knowledge. From the statement above, we can say that the main purpose of teaching vocabulary is to help students get many

words. In every lesson teachers have to introduce new words, let the students and practice, make the meaning clear.

Therefore, teaching vocabulary is not effective when the teacher does not use media because it can make the students get bored while the teacher gives explanation about the materials. So, it needs an appropriate way to make students easy to master the vocabulary. Rohani and Ahmadi (1991:11) mention that teachers can build up students' motivation by using the application of variation of teaching techniques and the use of interesting teaching aids. Word Cards are useful to help students learn new words in teaching vocabulary by giving definition, synonym, and antonym of the words.

Teaching vocabulary can apply some techniques by using Word Cards, such as the combination of visual and verbal instruction, matching question and answer, etc.

In this research, Word Cards were used as media in teaching vocabulary which covered large vocabulary namely; nouns, verbs, adjectives, and adverbs. The procedures of using Word Cards in teaching vocabulary are explained in the following part.

2.2.6 The Vocabulary Teaching Learning Activities by Using Word Cards

According to Thornburry (2005:146), the basic procedures of using Word Cards in a vocabulary class are as follows.

- a) Look at the second language word first and then check the meaning.
- b) Look at the first language word first and try to recall the second language word.
- c) Continue activity 1 and 2 through the whole set.
- d) Repeat this sequence twice or three times.
- e) Shuffle the cards so that they are in a different order.

Further, Thornburry (2005:147) suggests some activities that can be done in the class to encourage the independent use of Word Cards. They are as follows.

- a) Peer teaching and testing
At the beginning of the lesson, pair student off, and ask them to compare their current word card sets. Encourage them to teach each other the words in their sets that they do not share, and to test each other.
- b) Association games
For example, each learner lays down one card at the same time, with the second language (L2) word face up. The first to make a coherent sentence incorporating both words gets a point. (The teacher may have to decide the coherence of some sentences). If no association can be made by either player, put the cards aside and deal two more. Continue in this way until all the cards are used.
- c) De-vowelled words
Each pair selects a word from their word cards and writes it down without its vowels. Their partners have to work out what the word is.
- d) Ghost writing
Each pair takes turns to write the word in the air or on their partner's back. Their partner has to work out what the word is.
- e) Categories
In pairs or small groups, learners organize their words into categories, e.g. according to weather the words have hot or cold, or masculine or feminine, or good or bad, or sweet or sour, associations.
- f) Back to board
This is another guessing game, but in this time the students who is "it" has to guess a word, which teacher has given by using word cards by asking the rest of the class questions. The students sit facing the class, back to board; the teacher writes recently studied word on the board, out of sight of the student. The student asks different students yes/no or either/or questions in order to guess the word. For example: *Mandy, is it a verb or a noun? Joe, is it an action?* And so on. To make the game easier, the words chosen can be limited in some way, for example: kinds of verbs.
- g) Pictionary
Based on the commercialized game of the same name, this involves students guessing word from drawings. They work in team, each member of team take turns to be 'artist'. If there are three teams, for example, the three 'artist' go to the front of the class where the teacher shows them a word on a card. At the cue, they quickly return to their group and try to get their group team to guess correctly the targeted words and three new 'artists' have turn with another word. At the end of game, groups can use the pictures as memory prompts in order to recall and write down the expressions that came up in the game, and then to put them into a sentence to show what they mean.
- h) Word Race
The class is divided into teams and each team is given a board marker pen. The board is divided into as many sections as there are teams. The teacher (or especially appointment student) says a word from Word Cards in the students' language, and the first team get the correct English translation on the board

earns a point. The game continues for as many words as it is felt necessary to review.

(Thornbury 2005:147)

This research adapted activity c and e namely, de-vowelled words and categories. Another activity that was adapted in this research was matching taken from Heaton (1991:58).

The procedures of those three activities are explained as follows:

a. De-vowelled words

1. Asking the students to make groups of 4 (four).
2. Distributing a set of word cards (containing 20 cards) to each group. The front side of the cards contains English words where the vowels of the words are missing while the back side of the cards contains the meanings.

Ex.:

Front

p _ n

back

pulpen

3. Asking the students to complete the missing vowels based on the meaning on the back side of the cards.

(Thornbury, 2005:147)

b. Categories

1. Requesting the students to make groups of 4 (four).
2. Distributing some tables containing some categories (nouns, verbs, adjectives, and adverbs)
3. Distributing a set of word cards (contains 20 cards) to the students having some words related to the categories on the tables.

- Asking the students to organize the cards based on the categories by sticking them on the tables.

Examples:

Noun

paper	

Verb

go	

Adjective

big	

Adverb

hard	

c. Matching

1. Requesting the students to make groups of 4 (four).
2. Distributing a table which consists of two columns (A and B)
3. Distributing a set of word cards of (containing 20 cards) which contains meaning words.
4. Asking the students to stick the cards in column B based on the pictures or meaning words in column A.

(Heaton, 1991:58)

No.	A	B
1	lazy	malas
2	papaya	pepaya
3	weight	berat
4	hospital	rumah sakit

2.3 Teaching Vocabulary in Junior High School

As stated by Igbaria (2010:1), vocabulary is needed for understanding meaning in receptive skill (listening and reading) and for expressing meaning on productive (speaking and writing) skills. Therefore, in junior High School,

vocabulary is usually taught integratedly with the four language skills, although some teachers sometimes teach vocabulary independently.

Based on the 2013 Curriculum, English subject for the seventh grade of Junior High School is given 4 hours in a week, in which every hour takes 40 minutes. The materials given cover descriptive texts, functional texts, and some expressions related to daily life contexts. Therefore, vocabulary materials taught to the students of grade seven are taken from those materials.

In this research, the researcher taught vocabulary to the students integratedly with reading skill, especially by using a descriptive text. The text type was chosen based on the 2013 Curriculum.

2.4 Descriptive Text

Descriptive text is a kind of text that describes particular persons, places or things with the purpose to give information to the readers.

The social function of descriptive text is to inform about the characteristics of a particular person, place, or thing.

The generic structures of descriptive text are as follows:

- Identification : identifying phenomenon to be described
- Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.

The language features of descriptive text are as follows: Using certain noun

- a. Using simple present tense
- b. Using adjective
- c. Using adverbs

(Sundarwati and Grace: 2007)

The Example of Descriptive Text is in the following.

Sule

IDENTIFICATION

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

DESCRIPTION →

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese. Sule is very unique. His hair is long with brown and yellow color. He has an oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke make everyone smile even belly laughing. Sule plays in several TV shows such as *Opera Van Java* (OVJ), *Awas Ada Sule*, *PAS Mantab*, and *Saung Sule*. He can also sing very well. He has a very famous song entitled Suis (Suami Sieun Istri). (<http://www.sekolahoke.com>) .

The language features used in the descriptive text above are as follows:

- d. Using certain noun, such as comedian, face, nose, eyes, jokes, color, Sule., etc.
- e. Using simple present tense
Example:
 - People call him Sule.
 - He also learns Javanese.
- f. Using adjectives
Example: *Unique, long, funny, ridiculous, famous, oval, flat.*
- g. Using adverb
Example: *Fluently.*

2.5 Research Hypothesis

Based on the research problems and the related literature above, the hypothesis in this research was formulated as follow: “There was a significant effect of using Word Cards on the seventh grade students’ vocabulary achievement at SMPN 14 Jember”.

Chapter 3. Research Methods

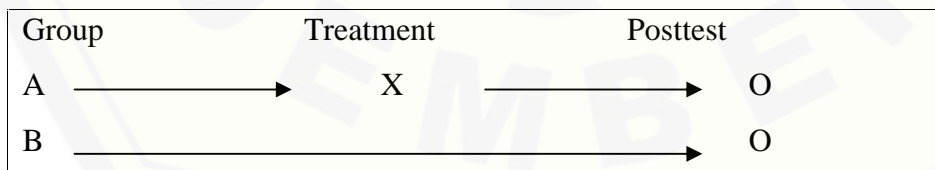
This chapter presents the research methods applied in this research. They were: research design, area determination method, respondent determination method, operational definitions of the terms, data collection method, and data analysis method.

3.1 The Research Design

An experimental research is the most conclusive of scientific method, because the researcher actually establishes different treatments and studies their effects, and the results of this research are likely to lead to the most clear-cut interpretations (Fraenkel and Wallen, 2009:9). Because the aim of this research was to know whether there was a significant effect of using Word Cards on the student's vocabulary achievement, an experimental research was appropriate to be used. The research design used was quasi experimental design with nonequivalent group posttest only design. It means that unlike a true experimental research, this research design could not completely control or manipulate all relevant variables because of the extraneous variables in giving the treatment.

This research used two classes that were taken at random by lottery from the four available classes of the seventh grade at SMPN 14 Jember based on the result of homogeneity test.

The design of this research was illustrated in the following diagram.



Explanation:

A: The experimental group

B: The control group

X: Treatment

O: Post-test

(McMillan, 1992:175)

The activities of the design were as follows.

1. Administering homogeneity test to all classes of the seventh grade in order to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using ANOVA (Analysis of Variance). From the result of the homogeneity test, it was found that the population was homogenous.
3. Taking two classes by using lottery and they were determined to be the experimental group and the control group.
4. Giving a treatment to the experimental class by teaching vocabulary by using Word Cards and the control class was taught vocabulary without using Word Cards.
5. Administering the try out vocabulary test to establish validity, reliability, the difficulty level of the test items, the time of the test whether it was sufficient or not, and the instruction of the test whether it was clear or not. The try out was given to a class which belonged neither to the experimental group nor the control group.
6. Administering the vocabulary post-test to the experimental group and the control group.

7. Analyzing the post-test results by using t-test formula of 5% significance level to know whether the mean difference between the two groups was significant or not.
8. Drawing a conclusion to answer the research problem.

3.2 Area determination Method

This research was conducted at SMPN 14 Jember. The area of the research was determined by purposive method. The school was chosen purposively as the research area based on two reasons. Firstly, the English teacher had never taught vocabulary by applying Word Cards for the seventh grade students. Secondly, the headmaster and the English teacher gave permission to the researcher to conduct the experimental research in SMPN 14 Jember.

3.3 Respondent Determination Method

It was important to consider and choose the respondents that enable the researcher to conduct the research. The respondent was the person giving some responses or answering the researcher's questions either orally or in the written forms (Arikunto, 2006:145). Respondents can be the samples of the population. The population of this research was the seventh grade students of SMPN 14 Jember consisting of four classes (A-D) with 36 students for each class. In this research, the researcher took two classes from the population as the samples. The samples were determined after administering the homogeneity test. The homogeneity test was administered to four classes of the seventh grade students of SMPN 14 Jember (as the population). After that, the results of the homogeneity test were analyzed by using Analysis of Variance (ANOVA). Since, the result of the homogeneity test showed that those four classes were homogenous, so the researcher took two classes randomly by using lottery. The treatment was class B as the experimental group and class C as the control group.

3.4 Operational Definitions of the Terms

It was very important to give operational definitions to the terms used in the title in order to avoid misunderstanding about ideas and concepts between the researcher and the readers. The terms that were necessary to be defined operationally were Word Cards and vocabulary achievement.

3.4.1. Word Cards

In this research, Word Card is a card printed with an English word on one side and the translation or the meaning, synonym, antonym on the other side. Word cards were used as media in teaching vocabulary. The size of Word Cards in this research was 9 X 6 cm and the Word Cards was made by the researcher.

3.4.2. Vocabulary Achievement

The students' vocabulary achievement in this research means the level or amount of knowledge about English vocabulary of the students after learning vocabulary by using Word Cards. It was indicated by the students' scores of a vocabulary achievement test covering the materials of large reserve vocabulary, namely, nouns, verbs, adjectives, and adverbs. The vocabulary achievement test was given after the treatment.

3.5 Data Collection Method

There were two kinds of data in this research, primary and secondary data. The primary data were collected by applying a vocabulary test, while the secondary data were taken by using interview and documentation. The following parts discuss the methods that were used to collect the data in this research.

3.5.1 Vocabulary Test

McMillan (1992:140) states that a test is an instrument that is presented to each subject having a standard set of questions that requires the completion of a cognitive task. Hughes (1989:9) says, there are four types of test namely proficiency test, achievement test, diagnostic test, and placement test. An achievement test was used in this research as the researcher wanted to know the students' vocabulary achievement. This was in line with what Hughes (1989:10) states that achievement test is designed to determine how successful individual, group of students, or courses themselves have been achieving the objectives. In this research, a vocabulary test was an instrument used to get the primary data about the student's vocabulary achievement.

There were two kinds of tests used in this research. They were homogeneity test and the vocabulary post test. The two kinds of tests were teacher made test. It means the researcher made the vocabulary test items by herself. All of the tests were constructed by considering the schools' curriculum and the indicators of vocabulary to be measured; they were noun, verb, adjective, and adverb. After constructing the tests, they were consulted to the English teacher and the consultants to know whether the test items were appropriate or not with the students' level. The following parts discuss those tests used in this research.

a. Homogeneity Test

Homogeneity test was given to evaluate the equality of the whole population. The population of this research was all the seventh grade students of SMPN 14 Jember in the 2014/2015 academic year. The homogeneity test was intended to find 2 classes as the research samples. It was given to the population before the treatment was given. The number of the test items was 20 items in the form of multiple choice. The allocated time for the homogeneity test was 30 minutes. After conducting the homogeneity test, the researcher analyzed the result by using Analysis of Variance

(ANOVA). The result of the homogeneity test showed that those four classes were homogenous. Therefore, the researcher took two classes randomly by using lottery.

b. Try out test

Before conducting the vocabulary post-test, the researcher conducted a try out test to know whether the test was appropriate for the respondents or not. Djiwandono (1996:18) says that the objectives of administering try out test are to know about the test validity, reliability, and the difficulty index of the test. Beside those three items, the try out test was also intended to know about the time allocation and whether the instruction of the test was clear or not. Based on the information from the try out test, the researcher could make some corrections for the test items and for the time allocation of the test.

According to Hughes (2003:26), a test is said to be valid if it measures accurately what it is intended to measure. The test represented the sample of the language skills or structures that will be measured. In this research, content validity is needed to establish in order to know whether the test items are appropriate or not for the seventh grade students of SMPN 14 Jember. To get the test validity, the test is constructed based on the instructional material.

A good test must be reliable. A reliable instrument is one that gives consistent results (Fraenkel and Wallen, 2009:111). For example, if a researcher administers a test to the same students with the same ability in different time, the result of the test will be consistent or the score is almost similar. It shows that the test is reliable. The more similar the scores would have been, the more reliable the test is said to be (Hughes, 2003:36). The researcher used the Spearman-Brown Formula (Split Half Even Odd Technique) to know whether or not the test is reliable. The procedures in determining the reliability of the test using Spearman-Brown formula are as follows:

1. giving scores to each item,
2. splitting the scores into two parts according to odd-even numbers,

3. giving the sign (X) for the odd numbers and (Y) for the even numbers,
4. analyzing the correlation between X and Y by using Product Moment formula:

$$r_{xy} = r_{hh} = r_{\frac{11}{12}} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

notes:

- r_{xy} : reliability coefficient
 $\sum XY$: the total number of odd and even items
 $\sum X$: the number of odd items
 $\sum Y$: the number of even items
 N : the number of the respondents (the experimental group and the control group)

(Sudijono, 1996:219)

5. estimating the reliability index of the whole test by using Spearman-Brown formula:

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

notes:

- r_{11} : reliability coefficient for the whole test items
 r_{xy} : reliability coefficient for the half of the test items

6. giving interpretation to r_{11} . According to Saukah *et.al* (1997:210), a teacher made-test for classroom purposes is considered adequate if it has a reliability coefficient of 0.50.

According to Arikunto (2006:140), a good test item should be neither too easy nor too difficult. If the test items are too easy, the students will not be stimulated in raising their efforts in answering the test items that will be given. However, if the test items are too difficult, it will make the students depressed in answering the test items. Therefore, the difficulty index of the test should be known so that the test can be

made in the sufficient level of difficulty. The results of the try out were analyzed by using the degree of the test items difficulties. The formula was as follows:

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

notes:

JJB : the number of the students who answered the test items correctly
JPT : the number of the students who participated in the test
P : the difficulty index

The criteria of difficulty index:

0.00-0.19 : difficult
0.20-0.80 : sufficient/fair
0.81-1.00 : easy

(Djiwandono, 1996:141)

The total number of the test items was 36 items. The time allocation that was given to the students was 30 minutes. Since the result of homogeneity test was homogenous, the researcher chose the class for the Try Out test randomly by using lottery. The try out was held in a class which belonged neither to the experimental group nor the control group. The result was class VII A which consisted of 36 students as the class for the try out test.

c. Post Test

The post test here was the vocabulary achievement test that was given to both the experimental group and control group after the treatments given by the researcher. It had a purpose to know whether or not the students had mastered the materials taught in the teaching learning process. The number of the test items in this research was 30 items in the form of multiple choices. The post-test was administered in 40 minutes.

3.5.2 Interview

McMillan (1992:132) says that interview is a form of data collection in which questions are asked orally. In this research, interview was conducted with the English teacher of SMPN 14 Jember to get the supporting data about the English curriculum used at the school, the English text book and the teaching technique used by the teacher. Guided interview was used to get information needed. Therefore a list of questions was used as the interview guide during the process of interview.

3.5.3 Documentation

According to Arikunto (2006:158) documentation method could be in the form of books, magazine, document, regulations, and daily notes. This method was used to support the primary data in this research. It was about the names of the respondents (the experimental group and the control group) of the seventh grade students' at SMPN 14 Jember.

3.6 Data Analysis Method

Data analysis method was a way to analyze the data of vocabulary test and the results were analyzed by using t-test formula. The result was used to know whether or not there is an effect of using Word Cards on vocabulary achievement of the seventh grade students at SMPN 14 Jember.

The result of data analysis was consulted to the t-table of 5% level (confidence interval 95%) and the degree of freedom or $Df = N_x + N_y - 2$ to know whether or not the results had a significant difference. If the result of t-test is the same or greater than that of t-table, the null hypothesis would be rejected and the alternative hypothesis would be accepted. It means that the result of the research shows there is a significant effect of using Word Cards on the students' vocabulary achievement.

The formula of t-test was as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

where:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \quad \text{and} \quad \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

notes:

- t : the value of t
- Mx : mean score of the experimental group
- My : mean score of the control group
- x : individual score deviation of the experimental group
- y : individual score deviation of the control group
- Nx : the number of respondents in the experimental group
- Ny : the number of respondents in the control group

(Arikunto, 2006:311)

CHAPTER 4
RESEARCH RESULTS AND DISCUSSION

This chapter presents the description of the treatment, the results of the supporting data, the result of homogeneity test, the analysis results of try out test, the result of primary data, the hypothesis verification, and the discussion. Further discussion about the results of this research will be presented below.

4.1 The Descriptions of the Treatment

In this research, there were two classes chosen randomly by using lottery as the research sample. They were the experimental group (VII C) and the control group (VII B). The students of those two classes were treated as the research respondents. As stated in Chapter III that the experimental group got the treatment that was teaching vocabulary by using Word Cards, while the control group got treatment that was teaching vocabulary without using Word Cards. The teaching learning process was conducted in two meetings for each group during this research. The schedule of administering the research treatment can be seen in the following table.

Table 4.1 The Schedule of the Research Activities

No.	Activities	Dates
1.	Interviewing the English teacher	December 17 th , 2014
2.	Taking the documentation	March 27 th , 2015
3.	Administering the homogeneity test	March 30 th , 2015
4.	Analyzing the results of homogeneity test	March 30 th 2015
5.	Teaching the experimental group	March 31 th 2014, April 2 nd , 2015
6.	Teaching the control group	April 1 st , 3 th , 2015
7.	Administering try out test	April 4 th , 2015
8.	Analyzing the results of the try out test	April 4 th , 2015

9.	Administering the vocabulary post-test	April 6 th , 2015
10.	Analyzing the results of the vocabulary post-test	April 6 th , 2015

4.2 The Results of Supporting Data

The supporting data of this research were obtained from the interview with the English teacher and documentation.

4.2.1 The Result of Interview

As a part of the preliminary study, the interview was conducted with the English teacher of the seventh grade students of SMPN 14 Jember on December 17th, 2014. The English teacher informed that she taught English twice in a week (2x2x40 minutes) for each class of the seventh grade students. The curriculum that is applied for the seventh grade students in SMPN 14 Jember is the 2013 Curriculum. The English teacher used worksheet (LKS), “Bima” to teach English to the students.

From the interview, it was also known that she taught vocabulary to the students by asking the students to find the difficult words from the text given and asked them to memorize the words. Further, she told that she had never used Word Cards as the media in teaching vocabulary.

4.2.2 The Result of Documentation

The documentation in this research was used to get the supporting data about the number and the names of the research respondents. The total number of the seventh grade students of SMPN 14 Jember was 144 which consisted of four classes. The distribution of the students can be seen in the following table.

Table 4.2 The Distribution of the Total Number of the Students

No.	Class	Male	Female	Total
1.	VII A	14	22	36
2.	VII B	12	24	36
3.	VII C	11	25	36
4.	VII D	17	19	36
	Total	54	90	144

Source: SMPN 14 Jember Document

The total number of the research respondents was 144 students. The number of the respondents of the experimental group and the control group was the same, it was 36 students.

4.3 The Results of Homogeneity Test

The homogeneity test was conducted on March 30th, 2015. The homogeneity test was done to know whether the four classes were homogeneous or not.

The population of the research was the seventh grade students of SMPN 14 Jember academic year consisting of four classes (VII A, VII B, VII C, and VII D). The results of homogeneity test were analyzed by using ANOVA formula as presented below:

Table 4.3 The Mean Scores of the Seventh Grade Students of SMPN 14 Jember

Nilai	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VII A	33	60.00	11.792	2.053	55.82	64.18	35	80
VII B	32	64.53	13.875	2.453	59.53	69.53	35	80
VII C	30	67.67	16.750	3.058	61.41	73.92	30	95

VII D	35	70.71	16.589	2.804	65.02	76.41	15	90
Total	130	65.77	15.256	1.338	63.12	68.42	15	95

From the table above it could be seen the mean scores of the four classes. The mean score of class VII A was 60.00, the mean score of class VII B was 64.53, the mean score of class VII C was 67.67, and the mean score of VII D was 70.71.

Table 4.4 Test of Homogeneity of Variances

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
1.542	3	126	.207

According to Table 4.4 above, the significant level of the ANOVA test was 0.207 which was greater than 0.05. It means that the seventh grade students of SMPN 14 Jember were homogenous. Therefore, the researcher chose the experimental and the control groups randomly by using lottery as the research sample. The two classes were VII C as the experimental group and VII B as the control group.

4.4 The Results of Try Out Test

The try out test was conducted on April 4th, 2015. The test was given to one class which was not included as the control and experimental groups. From the result of the Homogeneity test, it was found that the vocabulary ability of the seventh grade students of SMPN 14 Jember was homogeneous. Therefore, the researcher chose randomly one of the classes for the try out test by using lottery. The result was class VII A that consisted of 36 students.

The analysis of the Try Out test results was important to find the validity, difficulty index, reliability, and time allocation of the test. The results of the try out test are presented below.

4.4.1 The Analysis of the Test Validity

Regarding to the validity of the test, this research established content validity because the test items were constructed based on the instructional material and the indicators of vocabulary to be measured namely noun, verb, adjective and adverb. Based on this reason, the test could be said as having the requirement of content validity.

4.4.2 The Analysis of Difficulty Index

The try out test had 36 test items. The difficulty index for each test item was found by counting the number of the students who answered the questions correctly. According to Djiwandono (1996:141), the difficulty index (P) for each item is found by counting the number of the students who have answered the questions correctly (JJB) and divided by the number of students who have answered the questions (JPT) and multiplied by 100%. He also states that the difficulty index of the test item is categorized into the following: difficult (0.00 – 0.19), fair (0.20 -0.80), and easy (0.81 -1.00).

After doing the try out test, the researcher analyzed the difficulty index of the test items. From the result of the analysis, it was known that 3 items (number 1, number 10 and number 34) were categorized as easy items, 2 item (number 25 and number 33) were categorized as difficult items, and the rest of the test items were categorized as fair. Since there were 31 test items categorized as fair and the researcher needed 30 test items in the vocabulary post test, so the researcher did not need to revise the test items. The researcher could use the test items which were categorized as sufficient items. The researcher used number 1 up to 30 and replaced number 1 with 31, number 10 with 32 and number 25 with 35.

Dealing with the time allocation, it was found that the time allocation for the try out test was appropriate because the students were able to do all of the test items within the available time that was 30 minutes. In addition, the instruction was understandable based on the fact that the students did the test by following the instruction without asking more explanation about the instruction from the researcher.

4.4.3 The Analysis of Reliability Coefficient

In determining the value of reliability coefficient, the researcher used Sperman-Brown Formula (Split half Even Odd Technique). From the result of the try out test, the reliability coefficient was calculated as follows:

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

$$r_{xy} = \frac{179244 - (394)(402)}{\sqrt{\{(179496) - (394)^2\} \{(180576) - (402)^2\}}}$$

$$r_{xy} = \frac{179244 - 158388}{\sqrt{\{(179496) - (155236)\} \{(180576) - (161604)\}}}$$

$$r_{xy} = \frac{20856}{\sqrt{\{24260\} \{18972\}}}$$

$$r_{xy} = \frac{20856}{\sqrt{460260720}}$$

$$r_{xy} = \frac{20856}{21453.68} = 0.97$$

notes:

- r_{xy} : reliability coefficient of a half of test items
- XY : the number of odd and even items
- X : the number of odd items

- Y : the number of even items
 N : the number of the respondents

From the calculation, it was found that the reliability coefficient of a half of test items was 0.97. In order to find the reliability coefficient of the whole test, the following calculation was done.

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

$$r_{11} = \frac{2(0.97)}{1 + 0.97}$$

$$r_{11} = \frac{1.94}{1.97} = 0.98$$

notes:

- r_{11} : reliability coefficient for the whole test items
 r_{xy} : reliability coefficient for the half of the test items

According to Saukah *et.al* (1997:210), a teacher made-test is considered adequate if it has the reliability coefficient of 0.50. Therefore, it could be said that the test used in this research reliable because the reliability coefficient of the test was 0.98 which was higher than 0.50.

4.5 The Result of Primary Data

The primary data were gained by administering a vocabulary achievement test as a post test.

The vocabulary post test was done to both groups of the experimental group and the control group. The vocabulary test was administered on April 6th, 2015 after the groups were taught twice by using different treatments. The scores of the vocabulary post test were used to investigate the significant difference between the experimental group and the control group. The vocabulary post test consisted of 30 test items in the form of multiple choice.

The results of the vocabulary post test were analyzed statistically by using t-test formula to know whether the mean difference between the experimental and the control groups was significant or not. The calculation was done as the following.

1. The mean score of the experimental group

$$M_x = \frac{\Sigma x}{N_x} = \frac{3006.3}{34} = 88.4$$

2. The mean score of the control group

$$M_y = \frac{\Sigma y}{N_y} = \frac{2725.8}{33} = 82.6$$

3. The individual score deviation square of M_x

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 266750.6 - \frac{(3006.3)^2}{34} \\ &= 266750.6 - \frac{9037839.69}{34} \\ &= 266750.6 - 265818.8 \\ &= 931.8 \end{aligned}$$

4. The individual score deviation square of M_y

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 226871.37 - \frac{(2725.8)^2}{33} \\ &= 226871.37 - \frac{7429985.64}{33} \\ &= 226871.37 - 225151.08 \\ &= 1720.29 \end{aligned}$$

5. The calculation of t-test of students' vocabulary achievement

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{88.4 - 82.6}{\sqrt{\left[\frac{931.8 + 1720.29}{34 + 33 - 2}\right] \left[\frac{1}{34} + \frac{1}{33}\right]}}$$

$$t = \frac{5.8}{\sqrt{\left[\frac{2652.09}{65}\right] [0.029 + 0.030]}}$$

$$t = \frac{5.8}{\sqrt{[40.8][0.056]}}$$

$$t = \frac{5.8}{\sqrt{2.28}}$$

$$t = \frac{5.8}{1.5} = 3.866$$

notes:

- t : the value of t
- Mx : the mean score of the experimental group
- My : the mean score of the control group
- x : individual score deviation of the experimental group
- y : individual score deviation of the control group
- Nx : the number of respondents in the experimental group
- Ny : the number of respondents in the control group

(Arikunto, 2006:311)

6. The calculation of the degree of freedom

$$\begin{aligned} Df &= (N_x + N_y - 2) \\ &= (34 + 33 - 2) \\ &= 65 \end{aligned}$$

From the calculation above, it was found that the value of t was 3.866. Then, it was consulted to the t-table with significant level of 5% in two tails. The value of t-table of 5% with $Df=65$ in two tails was 2.000. Therefore the value of t-computation was higher than the value of the t-table ($3.866 > 2.000$).

4.6 The Hypothesis Verification

Based on the result of t-test analysis on the scores of the vocabulary post test, it was known that value of t-computation was higher than the value of t-table ($3.866 > 2.000$). Therefore the null hypothesis (H_0) which said: "There is no significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember" was rejected. On the contrary, the alternative hypothesis (H_a) which said: "There is a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember" was accepted. From the analysis result, it could be stated that there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

4.7 Discussion

From the analysis it showed that the experimental group which was taught vocabulary by using Word Cards got better vocabulary scores than the control group which was taught vocabulary without using Word Cards. It could be seen from the mean score of the vocabulary post test which showed that the experimental group got higher mean score than the control group ($88.4 > 82.06$). Moreover, the result of the data analysis also showed that the value of the t-test was 3.866 and it was higher than the one of the t-table (2.000). It means that there was a significant effect of using

Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

The finding was relevant to the idea suggested by Blanco and Villaneda (2008:4) that using Word Cards in a teaching learning process can create a fun and effective way to learn. Therefore, the use of Word Cards in teaching vocabulary to the students was a good way to make the vocabulary teaching learning process more interesting, enjoyable and effective. Furthermore, the significant effect of using Word Cards in teaching vocabulary in this research supported the previous research results dealing with the significant effect of the use of Word Cards on teaching vocabulary. For example the research result found by Oktaviana (2012) that the use of Word Cards can affect the seventh grade students' vocabulary achievement effectively.

In line with the previous research finding, it was necessary to explain the similarities and the differences between this research and the previous one. Firstly, the similarity between the previous research and this research was in the independent variable that was teaching vocabulary by using Word Cards. Secondly, the difference with the previous research was the teaching material used. This research used descriptive text with the theme of people, while the previous research used the functional text (shopping list) and procedure text. The next difference was the curriculum. This research used 2013 Curriculum, while the previous research used KTSP.

From the discussion above, it could be concluded that the use of Word Cards was an effective media for teaching vocabulary. It was proved by the result of this research that indicated the use of Word Cards in teaching vocabulary had a significant effect on the seventh grade students' vocabulary achievement. It means the experimental class which was taught vocabulary by using Word Cards got better score in the vocabulary post test than the control class which was taught vocabulary without using Word Cards.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions for the English teacher, the students, and the future researchers.

5.1 Conclusion

Based on the results of the data analysis, hypothesis verification, and discussion in chapter IV, it could be concluded that there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

5.2 Suggestions

Since the results of this research showed that there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember, the researcher proposed some suggestions to the following people:

5.2.1 The English Teacher

It is suggested to the English teacher of SMPN 14 Jember to use Word Cards as alternative media used in teaching vocabulary because the vocabulary teaching learning process will be more interesting, enjoyable and effective for the students.

5.2.2 The Students

It is suggested that the students of SMPN 14 Jember involve in the teaching learning process of vocabulary by using Word Cards actively.

5.2.3 The Future Researchers

The future researcher was suggested to conduct a further research dealing with a similar topic with different level of students. For example: the researchers can

conduct an experimental research about the use of Word Cards on the students' vocabulary achievement at elementary level.



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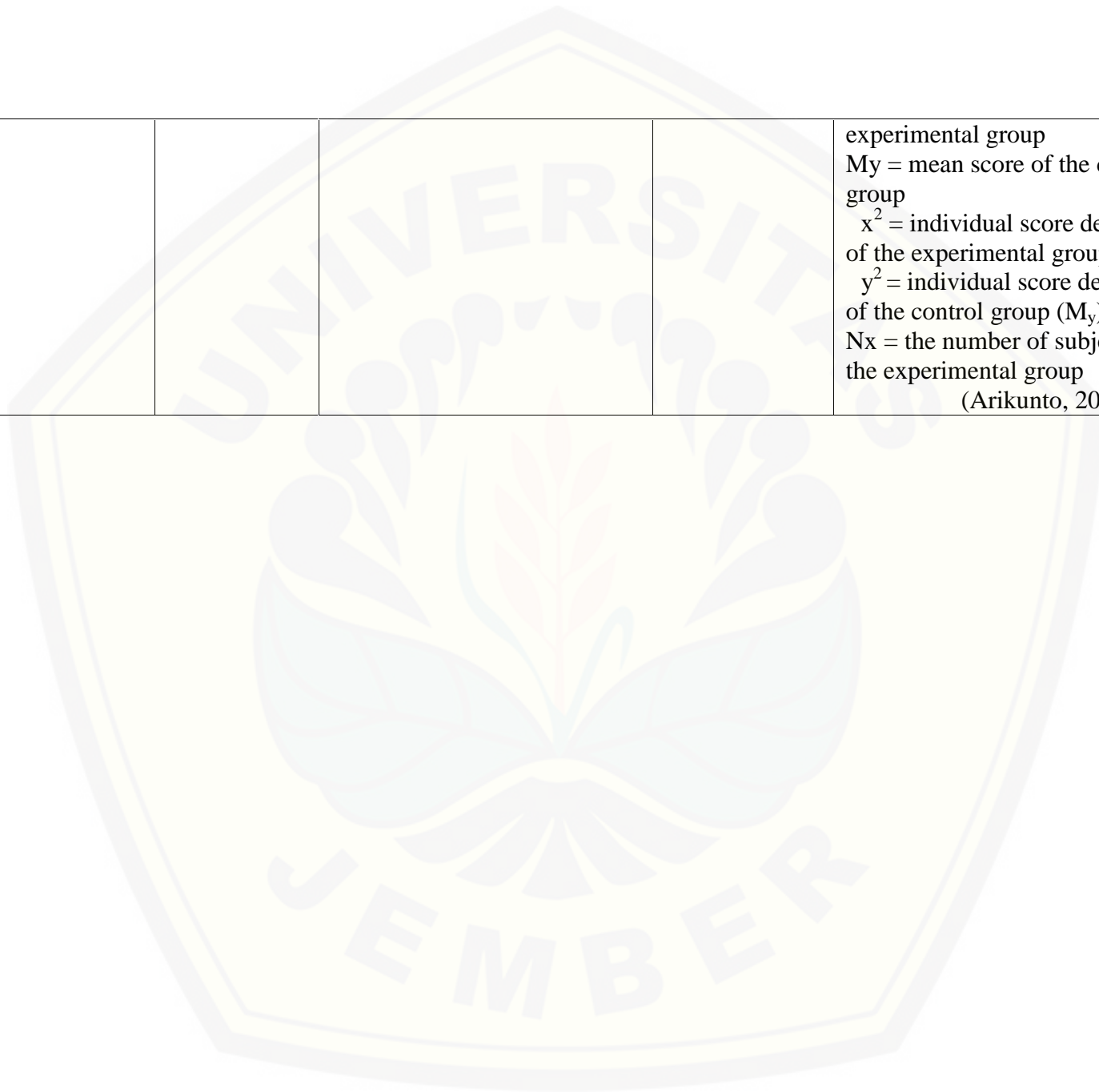
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APPENDIX A

RESEARCH MATRIX

Title	Research Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>The Effect of Using Word Cards on the Seventh Grade Students' Vocabulary Achievement at SMPN 14 Jember.</p>	<p>Is there any significant effect of using Word Cards on the seventh grade students' vocabulary achievement?</p>	<p>Independent Variable: Teaching vocabulary by using Word Cards</p> <p>Dependent Variable: The students' vocabulary achievement</p>	<p>The vocabulary teaching learning activities by using word cards:</p> <ul style="list-style-type: none"> • Matching • Categories • De-vowelled <p>The students' scores of the vocabulary test with the materials of:</p> <ol style="list-style-type: none"> a. nouns b. verbs s c. adjective d. adverbs 	<p>1. Respondents: the seventh grade students of SMPN 14 Jember.</p> <p>2. Informant: The English teacher of SMPN 14 Jember</p> <p>3. Documents: the names of the respondents</p>	<p>1. Research Design: Quasi Experimental with nonequivalent groups posttest only design</p> <p>2. Research Area: Purposive Method</p> <p>3. Research Respondents: Cluster Random Sampling</p> <p>4. Data Collection Methods:</p> <ul style="list-style-type: none"> • Vocabulary Test • Interview • Documentation <p>5. Data Analysis Method:</p> $t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$ <p>Note: Mx = mean score of the</p>	<p>There is a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.</p>

					<p>experimental group My = mean score of the control group group x^2 = individual score deviation of the experimental group (M_x) y^2 = individual score deviation of the control group (M_y) Nx = the number of subject in the experimental group (Arikunto, 2006:311)</p>	
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APPENDIX B**The Result of Interview in the Preliminary Study**

No.	Interview question	Interviewee's Answer
1.	What curriculum is applied in this school?	2013 Curriculum
2.	How many times do you teach English in a week?	Twice a week/ 4 hours
3.	Do the seventh grade students have difficulties in learning English?	Yes they do, they have difficulties in learning vocabulary. They are difficulties in memorizing and understanding the vocabulary.
4.	Do you teach the vocabulary separately or integrated with the language skills?	I teach vocabulary integrated with all the language skills on each meeting.
5.	How do you teach vocabulary?	I only explain the lesson before asking the students do the exercises from the LKS (Students' worksheet).
6.	How did you solve the students' difficulties in learning vocabulary?	I asked the students to find the meaning of difficult word from dictionary. If the students could not find it, I would show the meaning of difficult word directly.
6.	What kinds of textbooks do you usually use in teaching vocabulary?	I use text book by Bima
7.	Have you ever applied Word Cards when teaching vocabulary?	No, I have not.
8.	Why not?	I have never used media because preparing them is time consuming.

Documentation Guide

No.	Data Taken	Data Resources
1.	The name of respondents.	The English teacher.

APPENDIX C**Homogeneity Test**

Subject : English

Language Component : Vocabulary

Grade : Grade Seven of Junior High School

Time : 30 Minutes

Choose a, b, c or d as your correct answer by giving cross (X)!

1. A person who flies a plane is a
 - a. doctor
 - b. soldier
 - c. sailor
 - d. pilot
2. Farmers ... on the farm everyday.
 - a. walk
 - b. run
 - c. work
 - d. play



3. It is a ... painting.
 - a. beautiful
 - b. unique
 - c. strange
 - d. unusual
4. The boy runs very fast. The synonym of "fast" is ...
 - a. heavily
 - b. quickly
 - c. slowly
 - d. suddenly
5. Apples, oranges, and grapes are
 - a. people
 - b. animals
 - c. fruits
 - d. vegetables

6. A person ... sounds with ears.

- a. sees
- b. hears
- c. speaks
- d. smells

7. The soup tastes ...

- a. beautiful
- b. kind
- c. good
- d. delicious

8. The baby cries ...

- a. carefully
- b. fluently
- c. loudly
- d. happily

9. The woman buys a new skirt. Which of the following pictures is the skirt?



10. The headmaster (mempunyai) three cars in the garage.

What is the English for the word in the brackets?

- a. brings
- b. has
- c. gets
- d. holds

11. Grandmother is ... because the vase is broken.

- a. angry
- b. happy
- c. glad
- d. cheerful

12. The man goes to see a dentist ... (hari ini).

What is the English for the word in the brackets?

- a. two days ago
- c. today

- b. yesterday d. tomorrow



13. Father drinks a cup of every morning.

- a. juice c. milk
b. coffee d. water



14. The children are a book.

- a. bringing c. taking
b. reading d. writing

15. An elephant is a ... animal.

- a. big c. thin
b. small d. thick

16. My mother usually cooks rice ...

- a. in the bathroom c. in the kitchen
b. in the bedroom d. in the living room

17. A ... is a person who works in a restaurant.

- a. postman c. teacher
b. nurse d. chef

18. The students ... uniform from Monday to Saturday.

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

19. The girl is a ... student. She never studies at home.

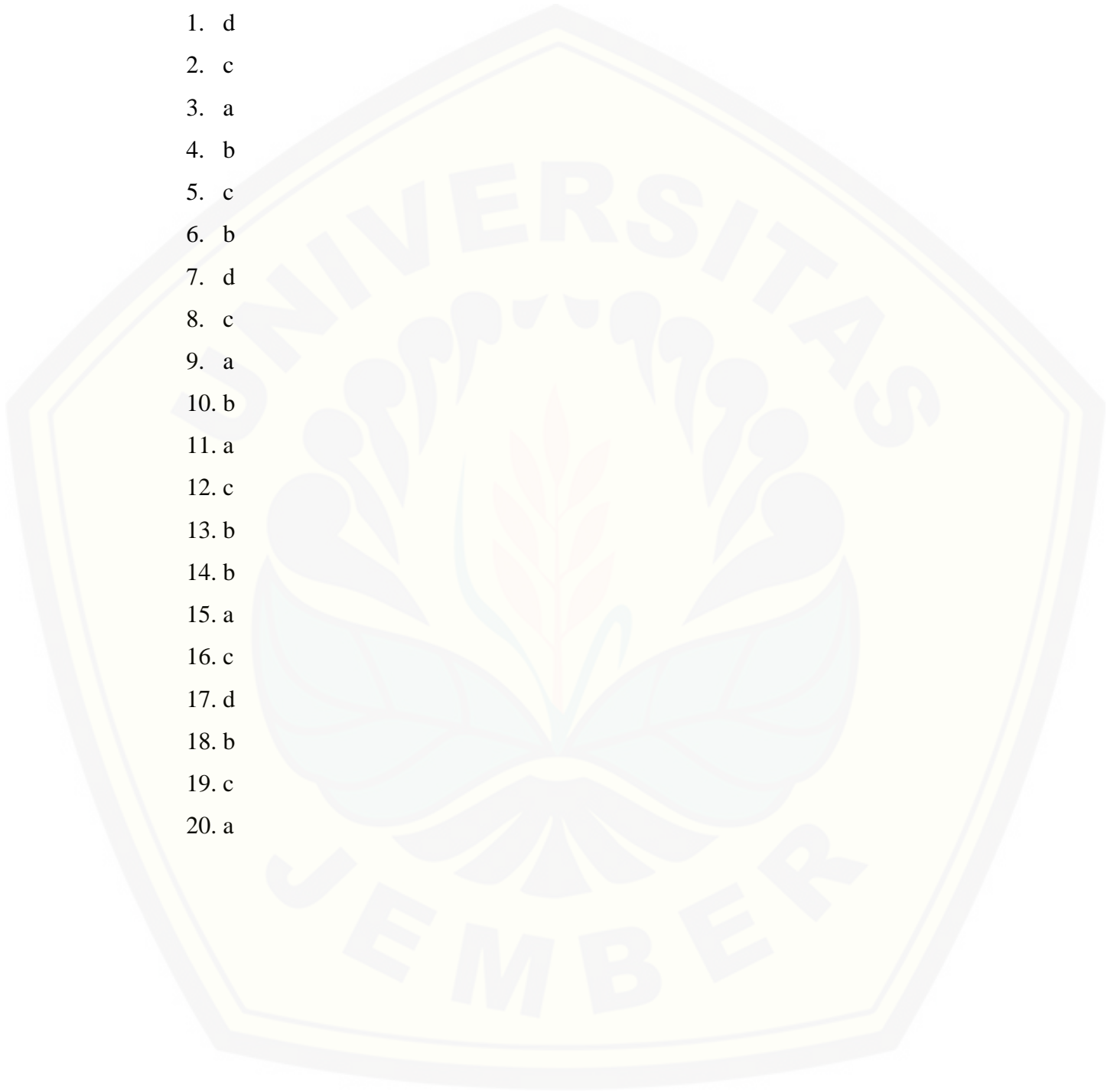
- a. diligent c. lazy
b. smart d. brilliant

20. A barber works

- a. in the barbershop c. in the bank
b. in the restaurant d. in the police office

ANSWER KEY

1. d
2. c
3. a
4. b
5. c
6. b
7. d
8. c
9. a
10. b
11. a
12. c
13. b
14. b
15. a
16. c
17. d
18. b
19. c
20. a



APPENDIX D

The Homogeneity Scores				
No.	VII A	VII B	VII C	VII D
1	80			70
2	65	35	90	60
3	35	60	55	85
4	70		65	60
5	70	45	65	60
6	75	80	65	60
7	60	65	80	60
8	75	75	60	80
9		80	85	80
10	45	80	40	80
11	60	70	95	
12	65	55	85	80
13	55	50		75
14	65			75
15	70	70	90	65
16	55	35		75
17	55	80	50	45
18		70	60	80
19	80	65	65	60
20	50	80	50	85
21	60	65	60	75
22	35	75	50	85
23		40	30	85
24	40	65	60	75
25	50	60	90	60
26	50	60	70	85
27	50	70	90	90
28	55	50	65	60
29	55		65	30
30	55	80	55	90
31	70	50		80
32	75	80	60	85
33	65	55	60	60
34	65	75		85
35	65	65	90	80
36	60	80	85	15
Sum	1980	2065	2030	2475
Mean	60	64.53125	67.66667	70.71429

APPENDIX E**(Lesson plan)****(Meeting 1)**

School	: SMPN 14 Jember
Subject	: English
Class/Semester	: VII/2
Language Component	: Vocabulary (integrated with Reading skill)
Genre of Text	: Descriptive Text
Theme	: People
Time	: 2 X 40 Minutes

I. Kompetensi Inti

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

II. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang **deskripsi orang**, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2. Sosial

Melakukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Pengetahuan

- Menemukan persamaan kata (synonym) dalam multiple choice.
- Menemukan lawan kata (antonym) dalam multiple choice.
- Melengkapi kalimat dengan kata (noun, verb, adjective, atau adverb) yang tepat dalam multiple choice.

IV. Tujuan

Setelah mengikuti proses pembelajaran selesai;

1. Spiritual

Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Siswa berperilaku bertanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional secara konsisten.

3. Pengetahuan

- Siswa dapat menemukan persamaan kata (synonym) dalam multiple choice.
- Siswa dapat menemukan lawan kata (antonym) dalam multiple choice.
- Siswa dapat melengkapi kalimat dengan kata (noun, verb, adjective, atau adverb) yang tepat dalam multiple choice.

V. Materi Pembelajaran (materi pembelajaran terlampir)

1. *Descriptive text*
2. Soal-soal latihan (terlampir)

VI. Sumber/Media Pembelajaran

a. Sumber

1. www.google.com
2. Textbook
3. www.sekolahoke.com
4. Headline English 1 for SMP-MTs

b. Media

- For Experimental group:
 1. Word Cards
 2. Power Point
 3. The Student's Worksheets
- For Control group:
 1. Power Point
 2. The Students' Worksheets

VII. Metode PembelajaranPendekatan : *Scientific approach*

Metode : diskusi

Technique : tanya jawab

VIII. Langkah Pembelajaran

Fase	Experimental Group	Control Group	Waktu
Pendahuluan	Kegiatan Pembelajaran <ol style="list-style-type: none"> 1. Peserta didik merespon salam yang diucapkan oleh guru 2. Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran 3. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan. 4. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik 	Kegiatan Pembelajaran <ol style="list-style-type: none"> 1. Peserta didik merespon salam yang diucapkan oleh guru 2. Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran 3. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan 4. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik 	5 menit
Kegiatan Inti	Mengamati Siswa membaca deskriptif teks sambil	Mengamati Siswa membaca deskriptif teks sambil	

	<p>memperhatikan kata-kata yang digaris bawah</p> <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru siswa menanyakan tentang arti kata yang diberikan oleh guru dalam table dan mencocokkan arti kata tersebut dengan Word Cards pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanyakan tentang persamaan kata yang diberikan oleh guru dalam tabel dan mencocokkan persamaan kata tersebut dengan Word Cards pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanayakan lawan kata yang diberikan oleh guru dalam bentuk Word Cards dan mencocokkan kata tersebut pada kolom yang tersedia. <p>Mengumpulkan Informasi</p> <p>Secara berkelompok, siswa mengelompokkan kata dari Word Cards yang diberikan oleh guru ke dalam kategori (noun, verb, adjective, atau adverb) dan menempelkan kata-kata tersebut dalam table yang tersedia.</p> <p>Mengasosiasi</p> <p>Siswa melengkapi kata dengan huruf hidup yang hilang dari Word Cards yang diberikan oleh guru.</p> <p>Mengkomunikasikan</p> <p>Siswa menyampaikan hasil dari latihan-latihan yang diberikan oleh guru.</p>	<p>memperhatikan kata-kata yang digaris bawah</p> <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru siswa menanyakan tentang arti kata yang diberikan oleh guru dan meletakkan kata tersebut pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanyakan persamaan kata dari yang diberikan oleh guru dan meletakkan kata tersebut pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanayakan lawan kata yang diberikan oleh guru dan meletakkan kata tersebut pada kolom yang tersedia. <p>Mengumpulkan Informasi</p> <p>Secara kolaboratif, siswa mengelompokkan beberapa kata yang diberikan oleh guru ke dalam kategori (nouns, verbs, adjective, atau adverbs)</p> <p>Mengasosiasi</p> <p>Siswa melengkapi kalimat dengan kata yang tersedia dalam kotak</p> <p>Mengkomunikasikan</p> <p>Siswa menyampaikan hasil dari latihan-latihan yang diberikan oleh guru.</p>	<p>65 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan pembelajaran 2. Guru memberikan pekerjaan rumah kepada peserta didik 	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan pembelajaran 2. Guru memberikan pekerjaan rumah kepada peserta didik 	<p>10 menit</p>

	3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	
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IX. Penilaian

I. RUBRIK PENILAIAN

a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan Skor
1.	Rasa hormat	<p>Mendengarkan penjelasan guru secara seksama.</p> <p>Mendengarkan penjelasan guru dengan tidak seksama</p> <p>Mendengarkan penjelasan guru dengan bergurau.</p> <p>Menunjukkan sikap tidak acuh terhadap penjelasan guru.</p> <p>Sama sekali tidak mendengarkan penjelasan guru.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	Berani	<p>Berani mengemukakan pendapat dan menyampaikan pertanyaan.</p> <p>Berani, tapi masih malu-malu dalam mengemukakan pendapat dan menyampaikan pertanyaan.</p> <p>Malu-malu dalam mengemukakan pendapat dan menyampaikan pertanyaan.</p> <p>Sangat malu untuk mengemukakan pendapat</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

		<p>dan menyampaikan pertanyaan.</p> <p>Tidak mau sama sekali untuk mengemukakan pendapat dan menyampaikan pertanyaan.</p>	
3.	Berkomunikasi baik	<p>Mampu untuk berkomunikasi dengan baik dengan menggunakan bahasa yang mudah dipahami.</p> <p>Mampu untuk berkomunikasi, tetapi bahasa yang digunakan agak susah dipahami.</p> <p>Mampu untuk berkomunikasi, tetapi bahasa yang digunakan susah dipahami.</p> <p>Mampu untuk berkomunikasi, tetapi bahasa yang digunakan sangat susah dipahami.</p> <p>Tidak mampu untuk berkomunikasi dengan baik, dan bahasa yang digunakan sangat susah dipahami.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

b. Aspek pengetahuan

1. Penilaian pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen	Instrumen
<ul style="list-style-type: none"> Menemukan persamaan kata (synonym) 	Unjuk kerja	Tulis	For experimental group: <ul style="list-style-type: none"> Making group of 4(four) 	For Control Group: <ul style="list-style-type: none"> Making group of

<p>dalam multiple choice.</p> <ul style="list-style-type: none"> • Menemukan lawan kata (antonym) dalam multiple choice. • Melengkapi kalimat dengan kata (noun, verb, adjective, atau adverb) yang tepat dalam multiple choice. 			<p>and matching the words in table A with the meaning in Word Cards given by sticking them on the table B!</p> <ul style="list-style-type: none"> • Working in pairs and finding the synonym of the words in the table by sticking the Word Cards appropriately. • Working in pairs and finding the antonym of the words in the table by sticking the Word Cards appropriately. • Making group of 4(four) and classifying the words from the text by using Word Cards into appropriate category (noun, verb, adjective, or adverb) by sticking the cards on the provided table. • Making group of 4(four) and completing the missing vowels from the word Cards given by the teacher! 	<p>4(four) and giving the meaning of the words that given by the teacher.</p> <ul style="list-style-type: none"> • Making group of 4(four) and finding the synonym from the words given by the teacher. • Making group of 4(four) and finding the antonym from the words given by the teacher. • Making group of 4(four) and classifying the words from the text into appropriate category (noun, verb, adjective, or adverb) on provided column. • Making group of 4(four) and fill in the blank spaces with the appropriate words in the box!
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Rubrik Penilaian:

a. Kosa kata (*vocabulary*)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Pemahaman (*understanding*)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

Format Penilaian Individu

Nama Kegiatan : _____

Tanggal Pelaksanaan : _____

Nama : _____

NIS : _____

No.	Aspek yang Dinilai	Nilai
Sikap (<i>Attitude</i>)		
1.	Rasa hormat	
2.	Berani	
3.	Berkomunikasi baik	

No.	Aspek yang Dinilai	Nilai
Pengetahuan (<i>Knowledge</i>)		
1.	Kosakata	
2.	Pemahaman	

X. Rumus Perhitungan Skor

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 5$$

The English Teacher,

The Students' Teacher,

Desi Caturini, S.Pd

NIP. 3589195312800000

Anisatul Fadilah

NIM. 100210401105

Material Meeting 1 for the Experimental Group

Learning Material

I. Set Induction

1. Have you ever watched “Awas Ada Sule” movie?
2. Do you know the main actor?
3. Do you know who sing a song entitled “Sulis”?
4. Who is he?

II. Main Activity

- a. A descriptive text is a text that describes of someone, something, or a certain place.
- b. The social function of descriptive text is to inform about the characteristics of a particular person, place, or thing.
- c. The generic structures of descriptive text are: identification (identifies phenomenon to be described) and description (describes parts, qualities, and characteristics).
- d. The language features of descriptive are:
 - Using certain nouns
 - Using simple present tense
 - Using adjectives
 - Using adverbs

The Example of a Descriptive Text

Sule

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese. Sule is very unique. His hair is long with brown and yellow color. He has an oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiles even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri).

(<http://www.sekolahoke.com>)

1. VERB

A verb is a word used to indicate a type of action.

Example: walk, sing, study, etc.

2. NOUN

A noun is a word that is used to name a person, place or thing.

Example: lips, book, hand, etc.

3. ADJECTIVE

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words.

Example: thin, handsome, beautiful, etc

4. ADVERB

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences.

Example: slowly, quickly, always, never, etc.

Read the text carefully and pay much attention on the underlined word!

Sule

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese. Sule is very unique. His hair is long with brown and yellow color. He has an oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiles even belly laughing. Sule plays in several TV shows such as *Opera Van Java (OVJ)*, *Awas Ada Sule*, *PAS Mantab*, and *Saung Sule*. He also can sing very well. He has very famous song entitled Sosis (Suami Sieun Istri). (<http://www.sekolahoke.com>).

The Students' Worksheet

I. Make group of 4(four) and Match the words in Table A with the meaning in Word Cards given by sticking them in the Table B! Number 1 is done for the example!

No.	A	B
1.	people	orang-orang
2.	famous	
3.	speak	
4.	fluently	
5.	learn	

6.	unique	
7.	long	
8.	color	
9.	oval	
10.	face	
11.	flat	
12.	nose	
13.	eye	
14.	ridiculous	
15.	funny	
16.	make	
17.	smile	
18.	laugh	
19.	play	

20.	sing	
-----	------	--

II. a. Work in pairs and find the synonym of the words in the table by sticking the Word Cards appropriately. Number 1 is done for you!

No.	words	synonym
1	speak	talk
2	learn	
3	make	
4	ridiculous	
5	famous	

b. Work in pairs and find the antonym of the words in the table by sticking the Word Cards appropriately. Number 1 is done for you!

No.	words	antonym
1	smile	frown
2	unique	
3	long	
4	thin	

5	funny	
---	-------	--

III. Make group of 4(four) and classify the words from the text by using Word Cards into appropriate category (noun, verb, adjective, or adverb) by sticking the cards on the provided table. Do as the examples!

The provided table for sticking Word Cards

<p>Noun</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">face</div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: center; margin-bottom: 20px;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div>	<p>Verb</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">sing</div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: center; margin-bottom: 20px;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div>
<p>Adjective</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">long</div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: center; margin-bottom: 20px;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div>	<p>Adverb</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">fluently</div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: center; margin-bottom: 20px;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> <div style="border: 1px solid black; width: 150px; height: 60px;"></div> </div>

The Word Cards that given to the students

speak	play	sing	funny
oval	learn	ridiculous	face
smile	make	laugh	eye
color	nose	flat	famous
people	long	unique	fluently

**IV. Make group of 4(four) and complete the missing vowels from the word
Cards given by the teacher! Number 1 is done for you!**

Front

Back

1. born

lahir

2. ch_ldr_n

anak

3. sk_n

kulit

4. sh_rt

pendek

5. h__r

rambut

6. t_ll

tinggi

7. b_dy

tubuh

8. l__k

terlihat

9. sm_l_

tersenyum

10. p_opl_

orang

11. p_l_t_c__n

politikus

12. fr__ndly

bersahabat

13. _ft_n

sering

14. th_n

kurus

15. br_wn

coklat

16. l_ng

panjang

17. s_ng

menyanyi

18. pl_y

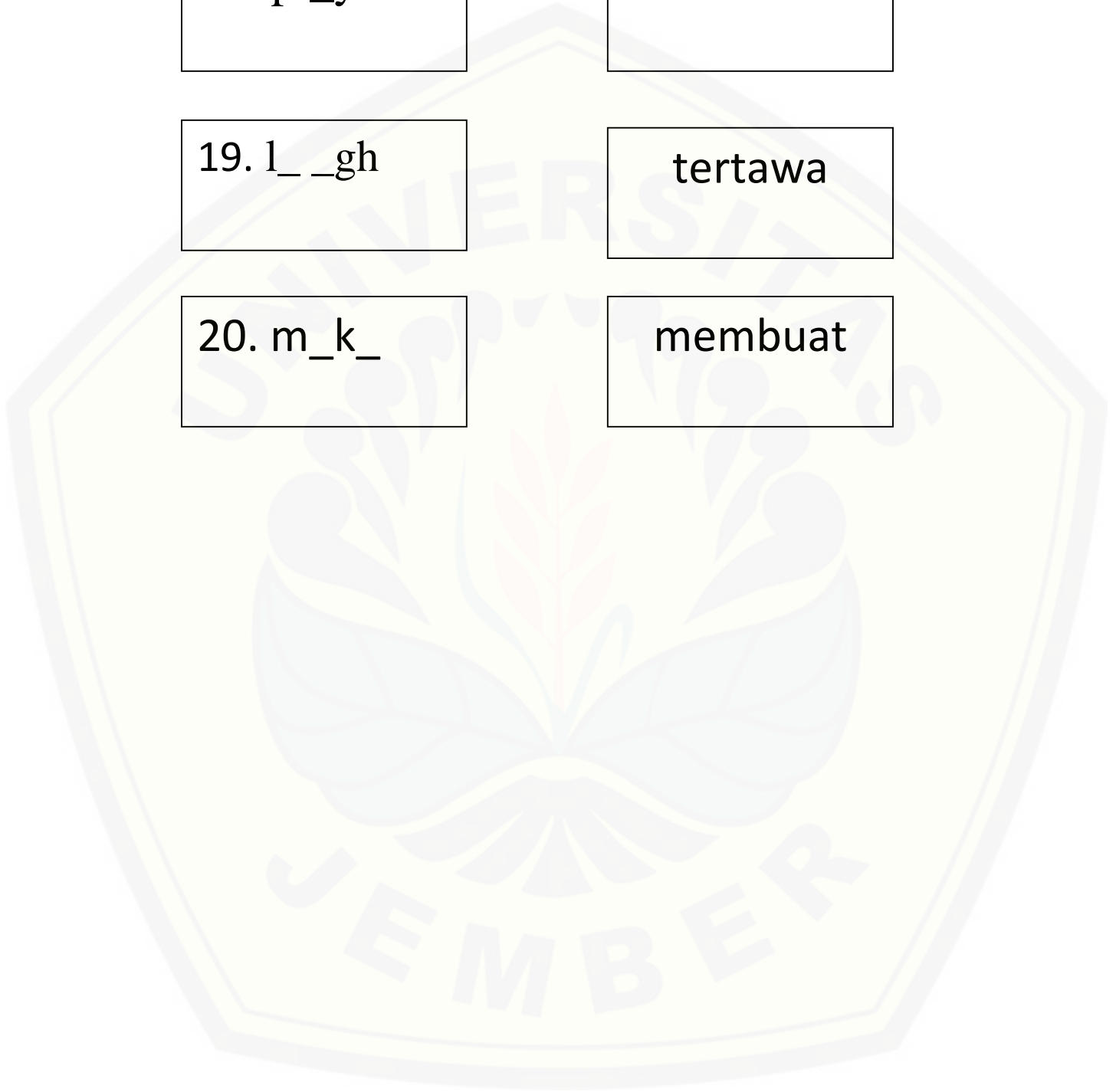
bermain

19. l_ _gh

tertawa

20. m_k_

membuat



ANSWER KEY**I.**

No.	A	B
1.	people	orang-orang
2.	famous	terkenal
3.	speak	berbicara
4.	fluently	dengan lancar
5.	learn	belajar
6.	unique	unik
7.	long	panjang
8.	color	warna
9.	oval	lonjong
10.	face	wajah
11.	flat	datar
12.	nose	hidung
13.	eye	mata
14.	ridiculous	aneh
15.	funny	lucu
16.	make	membuat
17.	smile	tersenyum
18.	laugh	tertawa
19.	play	bermain
20.	sing	bernyanyi

II. a.

No.	words	synonym
1	speak	talk
2	learn	study
3	make	create
4	ridiculous	silly
5	famous	popular

b.

No.	words	antonym
1	smile	frown
2	unique	common
3	long	short
4	thin	fat
5	funny	serious

III. Verbs : speak, learn, make, smile, laugh, play, sing.

Noun : face, nose, eye, people, color.

Adjective : unique, long, funny, ridiculous, famous, oval, flat.

Adverb : fluently.

IV.

1. born
2. children
3. skin
4. short
5. hair
6. tall
7. body
8. look
9. smile
10. people
11. politician
12. friendly
13. often
14. thin
15. brown
16. long
17. sing
18. play
19. laugh
20. make

The List of Vocabulary that will Teach in the First Meeting

No.	Nouns	Verbs	Adjectives	Adverbs
1	face	speak	unique	fluently
2	nose	learn	long	often
3	eye	make	funny	
4	people	smile	ridiculous	
5	color	laugh	famous	
6	children	play	oval	
7	skin	sing	flat	
8	body	born	short	
9	politician	look	tall	
10	hair		thin	
			brown	
			friendly	

Material Meeting 1 for the Control Group

Learning Material

I. Set Induction

1. Have you ever watched “Awas Ada Sule” movie?
2. Do you know the main actor?
3. Do you know who sing a song entitled “Sulis”?
4. Who is he?

II. Main Activity

- a. A descriptive text is a text that describes of someone, something, or a certain place.
- b. The social function of descriptive text is to inform about the characteristics of a particular person, place, or thing.
- c. The generic structures of descriptive text are: identification (identifies phenomenon to be described) and description (describes parts, qualities, and characteristics).
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 - Using certain nouns
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 - Using adverbs

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(<http://www.sekolahoke.com>)

1. VERB

A verb is a word used to indicate a type of action.

Example: walk, sing, study, etc.

2. NOUN

A noun is a word that is used to name a person, place or thing.

Example: lips, book, hand, etc.

3. ADJECTIVE

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words.

Example: thin, handsome, beautiful, etc.

4. ADVERB

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences.

Example: slowly, quickly, always, never, etc.

Read the text carefully and pay much attention on the underlined word!

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His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

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Students' Worksheet

I. Make group of 4(four) and give the meaning of the words that given by the teacher. Number 1 is done for you!

No.	A	B
1.	people	orang
2.	famous	
3.	speak	
4.	fluently	
5.	learn	
6.	unique	
7.	long	
8.	color	
9.	oval	
10.	face	
11.	flat	
12.	nose	
13.	eye	
14.	ridiculous	
15.	funny	
16.	make	

17.	smile	
18.	laugh	
19.	play	
20.	sing	

II. a. Make group of 4(four) and find the synonym from the words given by the teacher. Number 1 is done for you!

No.	words	synonym
1	speak	talk
2	learn	
3	make	
4	ridiculous	
5	famous	

b. Make group of 4(four) and find the antonym from the words given by the teacher. Number 1 is done for you!

No.	words	antonym
1	smile	frown
2	unique	
3	long	
4	thin	
5	funny	

III. Make group of 4(four) and classify the words from the text into appropriate category (noun, verb, adjective, or adverb) on provided column. Number 1 is done for you!

No.	Nouns	Verbs	Adjective	Adverb
1	face	sing	long	fluently
2				
3				
4				
5				
6				
7				
8				
9				
10				

11				
12				

IV. Make group of 4(four) and fill in the blank spaces with the appropriate words in the box!

Jokowi

Joko Widodo or Jokowi was (1) in Surakarta, 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi is(2) He has(3) skin, short hair, and tall body. He looks(4) because he(5) smiles to everybody near him.

Jokowi is an Indonesian politician. (<http://www.sekolahoke.com>)

- a. born
- b. thin
- c. friendly
- d. brown
- e. often

Answer Key**I.**

No.	A	B
1.	people	orang
2.	famous	terkenal
3.	speak	berbicara
4.	fluently	dengan lancar
5.	learn	belajar
6.	unique	unik
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10.	face	wajah
11.	flat	datar
12.	nose	hidung
13.	eye	mata
14.	ridiculous	aneh
15.	funny	lucu
16.	make	menbuat
17.	smile	tersenyum
18.	laugh	tertawa
19.	play	bermain
20.	sing	bernyanyi

II. a.

No.	words	synonym
1	speak	talk
2	learn	study
3	make	create
4	ridiculous	silly
5	famous	popular

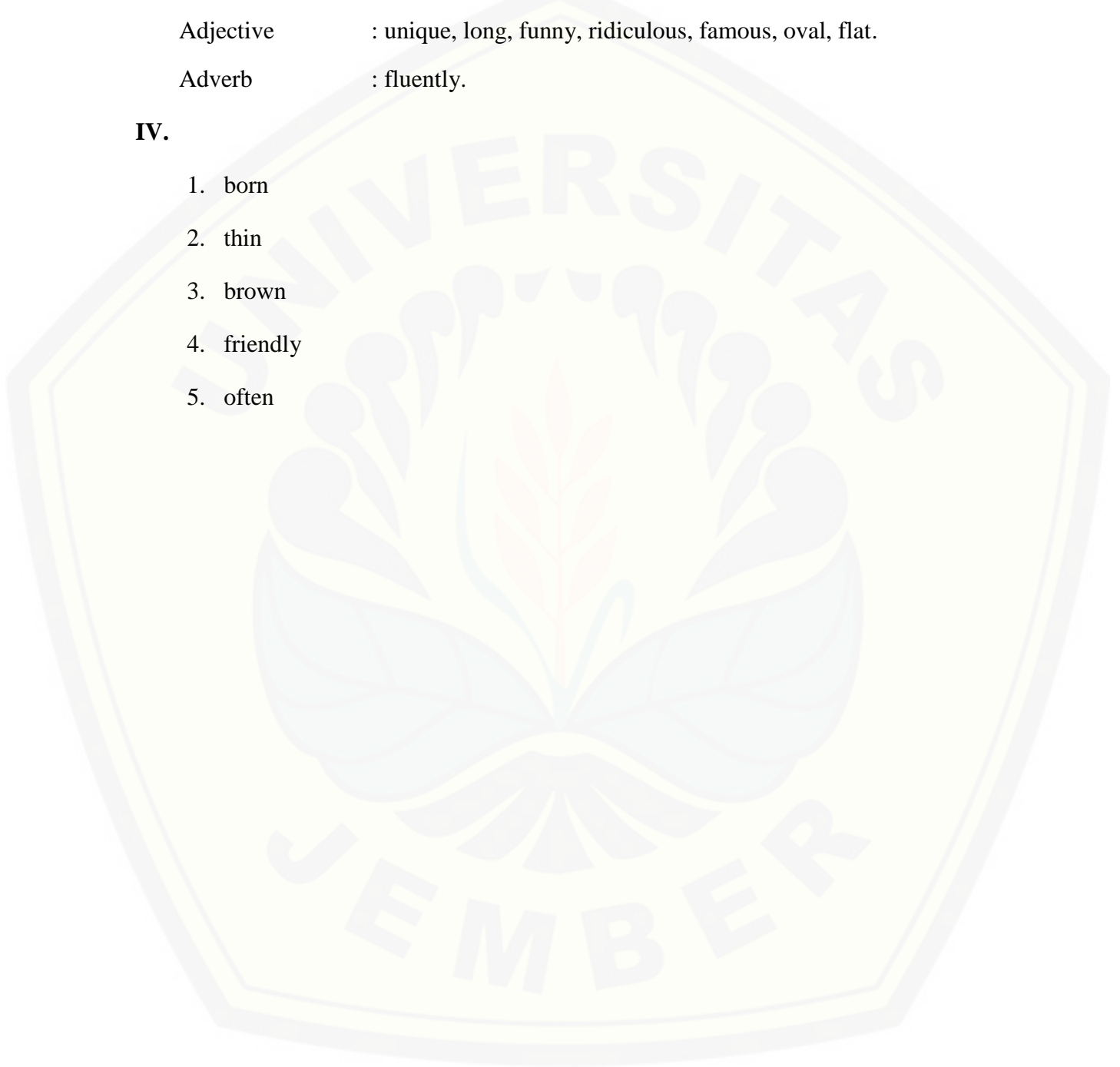
b.

No.	words	antonym
1	smile	frown
2	unique	common
3	long	short
4	thin	fat
5	funny	serious

- III.** Verbs : speak, learn, make, smile, laugh, play, sing.
Noun : face, nose, eye, people, color.
Adjective : unique, long, funny, ridiculous, famous, oval, flat.
Adverb : fluently.

IV.

1. born
2. thin
3. brown
4. friendly
5. often



APPENDIX F**(Lesson plan)****(Meeting 2)**

School	: SMPN 14 Jember
Subject	: English
Class/Semester	: VII/2nd
Language Component	: Vocabulary (integrated with Reading skill)
Genre of Text	: Descriptive Text
Theme	: People
Time	: 2 X 40 Minutes

I. Kompetensi Inti

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

II. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi **orang**, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2. Sosial

Melakukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Pengetahuan

- Menemukan persamaan kata (synonym) dalam multiple choice.
- Menemukan lawan kata (antonym) dalam multiple choice.
- Melengkapi kalimat dengan kata (noun, verb, adjective, atau adverb) yang tepat dalam multiple choice.

IV. Tujuan

Setelah mengikuti proses pembelajaran selesai;

1. Spiritual

Siswa mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Siswa berperilaku bertanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional secara konsisten.

3. Pengetahuan

- Siswa dapat menemukan persamaan kata (synonym) dalam multiple choice.
- Siswa dapat menemukan lawan kata (antonym) dalam multiple choice.
- Siswa dapat melengkapi kalimat dengan kata (noun, verb, adjective, atau adverb) yang tepat dalam multiple choice.

V. Materi Pembelajaran (materi pembelajaran terlampir)

1. *Descriptive text*
2. Soal-soal latihan (terlampir)

VI. Sumber/Media Pembelajaran

- a. Sumber
 1. www.google.com
 2. Textbook
 3. www.sekolahoke.com
 4. Headline English 1 for SMP-MTs

b. Media

- For Experimental group:
 1. Word Cards
 2. Power Point
 3. The Student's Worksheets
- For Control group:
 1. Power Point
 2. The Students' Worksheets

VII. Metode PembelajaranPendekatan : *Scientific approach*

Metode : diskusi

Technique : tanya jawab

VIII. Langkah Pembelajaran

Fase	Experimental Group	Control Group	Waktu
Pendahuluan	Kegiatan Pembelajaran <ol style="list-style-type: none"> 1. Peserta didik merespon salam yang diucapkan oleh guru 2. Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran 3. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan. 4. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik 	Kegiatan Pembelajaran <ol style="list-style-type: none"> 1. Peserta didik merespon salam yang diucapkan oleh guru 2. Peserta didik berdoa secara bersama-sama sesuai dengan keyakinan masing-masing sebelum memulai pembelajaran 3. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan 4. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik 	5 menit
Kegiatan Inti	Mengamati Siswa membaca deskriptif teks sambil	Mengamati Siswa membaca deskriptif teks sambil	

	<p>memperhatikan kata-kata yang digaris bawah</p> <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru siswa menanyakan tentang arti kata yang diberikan oleh guru dalam table dan mencocokkan arti kata tersebut dengan Word Cards pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanyakan tentang persamaan kata yang diberikan oleh guru dalam tabel dan mencocokkan persamaan kata tersebut dengan Word Cards pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanayakan lawan kata yang diberikan oleh guru dalam bentuk Word Cards dan mencocokkan kata tersebut pada kolom yang tersedia. <p>Mengumpulkan Informasi</p> <p>Secara berkelompok, siswa mengelompokkan kata dari Word Cards yang diberikan oleh guru ke dalam kategori (noun, verb, adjective, atau adverb) dan menempelkan kata-kata tersebut dalam table yang tersedia.</p> <p>Mengasosiasi</p> <p>Siswa melengkapi kata dengan huruf hidup yang hilang dari Word Cards yang diberikan oleh guru.</p> <p>Mengkomunikasikan</p> <p>Siswa menyampaikan hasil dari latihan-latihan yang diberikan oleh guru.</p>	<p>memperhatikan kata-kata yang digaris bawah</p> <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru siswa menanyakan tentang arti kata yang diberikan oleh guru dan meletakkan kata tersebut pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanyakan persamaan kata dari yang diberikan oleh guru dan meletakkan kata tersebut pada kolom yang tersedia. • Dengan bimbingan dan arahan guru siswa menanayakan lawan kata yang diberikan oleh guru dan meletakkan kata tersebut pada kolom yang tersedia. <p>Mengumpulkan Informasi</p> <p>Secara kolaboratif, siswa mengelompokkan beberapa kata yang diberikan oleh guru ke dalam kategori (nouns, verbs, adjective, atau adverbs)</p> <p>Mengasosiasi</p> <p>Siswa melengkapi kalimat dengan kata yang tersedia dalam kotak</p> <p>Mengkomunikasikan</p> <p>Siswa menyampaikan hasil dari latihan-latihan yang diberikan oleh guru.</p>	<p>65 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan pembelajaran 2. Guru memberikan pekerjaan rumah kepada peserta didik 	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan pembelajaran 2. Guru memberikan pekerjaan rumah kepada peserta didik 	<p>10 menit</p>

	3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	
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IX. Penilaian

I. RUBRIK PENILAIAN

a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan Skor
1.	Rasa hormat	Mendengarkan penjelasan guru secara seksama.	5
		Mendengarkan penjelasan guru dengan tidak seksama	4
		Mendengarkan penjelasan guru dengan bergurau.	3
		Menunjukkan sikap tidak acuh terhadap penjelasan guru.	2
		Sama sekali tidak mendengarkan penjelasan guru.	1
2.	Berani	Berani mengemukakan pendapat dan menyampaikan pertanyaan.	5
		Berani, tapi masih malu-malu dalam mengemukakan pendapat dan menyampaikan pertanyaan.	4
		Malu-malu dalam mengemukakan pendapat dan menyampaikan pertanyaan.	3
		Malu-malu dalam mengemukakan pendapat dan menyampaikan pertanyaan.	2
		Sangat malu untuk	1

		mengemukakan pendapat dan menyampaikan pertanyaan. Tidak mau sama sekali untuk mengemukakan pendapat dan menyampaikan pertanyaan.	
3.	Berkomunikasi baik	Mampu untuk berkomunikasi dengan baik dengan menggunakan bahasa yang mudah dipahami. Mampu untuk berkomunikasi, tetapi bahasa yang digunakan agak susah dipahami. Mampu untuk berkomunikasi, tetapi bahasa yang digunakan susah dipahami. Mampu untuk berkomunikasi, tetapi bahasa yang digunakan sangat susah dipahami. Tidak mampu untuk berkomunikasi dengan baik, dan bahasa yang digunakan sangat susah dipahami.	5 4 3 2 1

b. Aspek pengetahuan

1. Penilaian pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen	Instrumen
<ul style="list-style-type: none"> Menemukan persamaan kata (synonym) dalam multiple choice. Menemukan lawan kata 	Unjuk kerja	Tulis	For experimental group: <ul style="list-style-type: none"> Making group of 4(four) and matching the words in table A with the meaning in Word Cards given by 	For Control Group: <ul style="list-style-type: none"> Making group of 4(four) and giving the meaning of the words that given by the

<p>(antonym) dalam multiple choice.</p> <ul style="list-style-type: none"> Melengkapi kalimat dengan kata (noun, verb, adjective, atau adverb) yang tepat dalam multiple choice. 			<p>sticking them on the table B!</p> <ul style="list-style-type: none"> Working in pairs and finding the synonym of the words in the table by sticking the Word Cards appropriately. Working in pairs and finding the antonym of the words in the table by sticking the Word Cards appropriately. Making group of 4(four) and classifying the words from the text by using Word Cards into appropriate category (noun, verb, adjective, or adverb) by sticking the cards on the provided table. Making group of 4(four) and completing the missing vowels from the word Cards given by the teacher! 	<p>teacher.</p> <ul style="list-style-type: none"> Making group of 4(four) and finding the synonym from the words given by the teacher. Making group of 4(four) and finding the antonym from the words given by the teacher. Making group of 4(four) and classifying the words from the text into appropriate category (noun, verb, adjective, or adverb) on provided column. Making group of 4(four) and fill in the blank spaces with the appropriate words in the box!
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Rubrik Penilaian:

a. Kosa kata (*vocabulary*)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Pemahaman (*understanding*)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

Format Penilaian Individu

Nama Kegiatan : _____

Tanggal Pelaksanaan : _____

Nama : _____

NIS : _____

No.	Aspek yang Dinilai	Nilai
Sikap (<i>Attitude</i>)		
1.	Rasa hormat	
2.	Berani	
3.	Berkomunikasi baik	

No.	Aspek yang Dinilai	Nilai
Pengetahuan (<i>Knowledge</i>)		
1.	Kosakata	
2.	Pemahaman	

X. Rumus Perhitungan Skor

$$\text{Nilai Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 5$$

The English Teacher,

The Students' Teacher,

Desi Caturini, S.Pd

NIP. 3589195312800000

Anisatul Fadilah

NIM. 100210401105

Material Meeting 2 for the Experimental Group

Learning Material

I. Set Induction

1. Have you ever watched “X-factor” on RCTI?
2. Do you know the winner on that contest?
3. Do you know who sing a song entitled “Aku Memilih Setia”?
4. Who is she?

II. Main Activity

- a. A descriptive text is a text that describes someone, something, or a certain place.
- b. The social function of descriptive text is to inform about the characteristics of a particular person, place, or thing.
- c. The generic structures of descriptive text are: identification (identifies phenomenon to be described) and description (describes parts, qualities, and characteristics).
- d. The language features of descriptive are:
 - Using certain nouns
 - Using simple present tense
 - Using adjectives
 - Using adverbs

The Example of Descriptive Text

Fatin Shidqia Lubis

Fatin Shidqia Lubis is a young talented singer. She starts to a new idol when she performs a cool song "Grenade" of Bruno Mars.

This little lady was born in Jakarta on 30 July 1996. She is short but good looking. She always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliment. The voice also brings her to be the winner of the contest. (<http://www.sekolahoke.com>)

1. VERB

A verb is a word used to indicate a type of action.

Example: walk, sing, study, etc.

2. NOUN

A noun is a word that is used to name a person, place or thing.

Example: lips, book, hand, etc.

3. ADJECTIVE

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words.

Example: thin, handsome, beautiful, etc.

4. ADVERB

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences.

Example: slowly, quickly, always, never, tomorrow, yesterday, here, there.

Read the text carefully and pay much attention on the underlined words!

Fatin Shidqia Lubis

Fatin Shidqia Lubis is a young talented singer. She starts to a new idol when she performs a cool song "Grenade" of Bruno Mars.

This little lady was born in Jakarta on 30 July 1996. She is short but good looking. She always wears her veil on every performance. Fatin has a unique husky voice. Because of the voice, the juries of X-Factor often give her compliment. The voice also brings her to be the winner of the contest. (<http://www.sekolahoke.com>)

(Student's Worksheet)

I. Make group of 4(four) and Match the words in table A with the meaning in Word Cards given by sticking them on the table B! Number 1 is done for the example!

No.	A	B
1.	young	muda
2.	singer	
3.	start	
4.	perform	

5.	cool	
6.	song	
7.	little	
8.	lady	
9.	born	
10.	short	
11.	always	
12.	wear	
13.	veil	
14.	every	
15.	unique	
16.	husky	
17.	voice	
18.	often	

19.	give	
20.	bring	

II. a. Work in pairs and find the synonym of the words in the table by sticking the Word Cards appropriately. Number 1 is done for you!

No.	words	synonym
1	lady	woman
2	bring	
3	start	
4	little	
5	song	

b. Work in pairs and find the antonym of the words in the table by sticking the Word Cards appropriately. Number 1 is done for you!

No.	words	antonym
1	young	old
2	short	

3	always	
4	start	
5	often	

III. Make group of 4(four) and classify the words from the text by using Word Cards into appropriate category (noun, verb, adjective, or adverb) by sticking the cards on the provided table. Do as the examples!

The provided table (student's worksheet)

<p>Noun</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">song</div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; margin-bottom: 20px;"></div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div>	<p>Verb</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">start</div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; margin-bottom: 20px;"></div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div>
<p>Adjective</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">young</div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; margin-bottom: 20px;"></div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div>	<p>Adverb</p> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">always</div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto; margin-bottom: 20px;"></div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px;"></div> </div>

The Word Cards that given to the students!

song	lady	veil	perform
voice	start	wear	born
give	bring	young	singer
little	short	cool	unique
husky	always	every	often

IV. Make group of 4(four) and complete the missing vowels from the word Cards given by the teacher! Number 1 is done for you!

Front

1. _ctr_ss

2. str_ _ght

Back

pemain

lurus

3. h__r

rambut

4. n_s_

hidung

5. br_wn

coklat

6. _y_

mata

7. wh_t_

putih

8. sk_n

kulit

9. t_ll

tinggi

10. c_n_m_

sinema

11. m_v__

film

12. g_v_

memberi

13. b_rn

lahir

14. w__r

memakai

15. st_rt

memulai

16. v__c_

suara

17. p_rf_rm

menyelenggarakan

18. v__l

kerudung

19. l_dy

perempuan

20. s_ng

lagu

ANSWER KEY**I.**

No.	A	B
1.	young	muda
2.	singer	penyanyi
3.	start	memulai
4.	perform	menyelenggarakan
5.	cool	sejuk
6.	song	lagu
7.	little	kecil
8.	lady	wanita
9.	born	lahir
10.	short	pendek
11.	always	selalu
12.	wear	memakai
13.	veil	kerudung
14.	every	setiap
15.	unique	unik
16.	husky	serak
17.	voice	suara
18.	often	selalu
19.	give	memberi
20.	bring	membawa

II.a.

No.	words	synonym
1	lady	woman
2	bring	carry
3	start	begin
4	little	small
5	song	melody

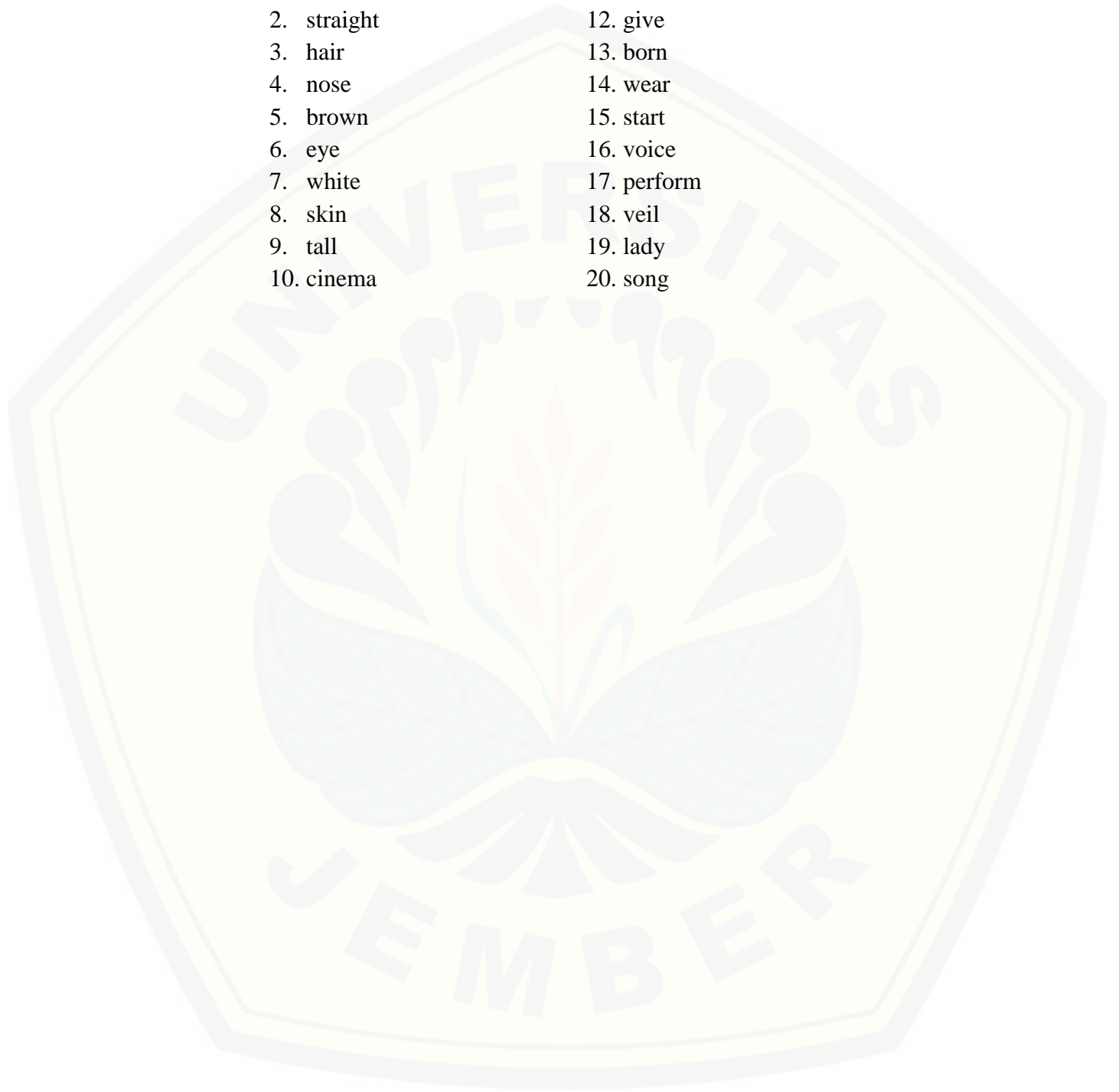
b.

No.	words	synonym
1	young	old
2	short	long
3	start	end
4	always	never
5	often	seldom

- III. Nouns : singer, song, lady, veil, voice.
 Verbs : start, perform, born, wear, give, bring.
 Adjectives : young, cool, little, short, unique, husky.
 Adverb : always, every, often.

IV.

- | | |
|-------------|-------------|
| 1. actress | 11. movie |
| 2. straight | 12. give |
| 3. hair | 13. born |
| 4. nose | 14. wear |
| 5. brown | 15. start |
| 6. eye | 16. voice |
| 7. white | 17. perform |
| 8. skin | 18. veil |
| 9. tall | 19. lady |
| 10. cinema | 20. song |



Material Meeting 2 for the Control Group**Learning Material****I. Set Induction**

1. Have you ever watched “X-factor” on RCTI?
2. Do you know the winner on that contest?
3. Do you know who sing a song entitled “Aku Memilih Setia”?
4. Who is she?

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 - o Using certain noun
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 - o Using adjective
 - o Using adverb

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A noun is a word that is used to name a person, place or thing.

Example: lips, book, hand, etc.

3. ADJECTIVE

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words.

Example: thin, handsome, beautiful, etc.

4. ADVERB

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences.

Example: slowly, quickly, always, never, tomorrow, yesterday, here, there.

Read the text carefully and pay much attention on the underlined words!

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Students' Worksheet

I. Make group of 4(four) and give the meaning of the words that given by the teacher. Number 1 is done for you!

No.	A	B
1.	young	muda
2.	singer	
3.	start	
4.	perform	
5.	cool	
6.	song	
7.	little	
8.	lady	
9.	born	
10.	short	
11.	always	
12.	wear	
13.	veil	
14.	every	
15.	unique	
16.	husky	

17.	voice	
18.	often	
19.	give	
20.	bring	

II. a. Work in pairs and find the synonym from the words given by the teacher. Number 1 is done for you!

No.	words	synonym
1	lady	woman
2	bring	
3	start	
4	little	
5	song	

b. Work in pairs and find the antonym from the words given by the teacher. Number 1 is done for you!

No.	words	antonym
1	young	old
2	short	
3	start	
4	always	
5	often	

III. Make group of 4(four) and classify the words from the text into appropriate category (noun, verb, adjective, or adverb) on provided column. Number 1 is done for you!

No.	Nouns	Verbs	Adjective	Adverb
1	song	start	young	always
2				
3				
4				
5				
6				
7				
8				
9				
10				

11				
12				

IV. Make group of 4(four) and fill in the blank spaces with the appropriate words in the box!

Nikita Willy

Her full name is Nikita Purnama Willy. She was (1) on 29 June 1994 in Jakarta. She is very talented (2) in Indonesia.

Nikita Willy has(3) hair, pointed nose, brown eyes, and white skin. She is not tall enough, 152 cm only. Nikita has one(4). Her name is Winona. Nikita has so many hobbies. She likes travelling and shopping in her spare time. Nikita Willy has acted in many electronic(5) e.g. Doa Membawa Berkah, Bidadari. She also acted in some movies e.g. MBA (Married By Accident), and Bestfriend. There are many achievements that Nikita has got. One of them is Panasonic Gobel Award.

<http://www.sekolahoke.com>

- a. born
- b. cinema
- c. straight
- d. actress
- e. sister

Answer Key**I.**

No.	A	B
1.	young	muda
2.	singer	penyanyi
3.	start	memulai
4.	perform	menyelenggarakan
5.	cool	sejuk
6.	song	lagu
7.	little	kecil
8.	lady	wanita
9.	born	lahir
10.	short	pendek
11.	always	selalu
12.	wear	memakai
13.	veil	kerudung
14.	every	setiap
15.	unique	unik
16.	husky	serak
17.	voice	suara
18.	often	selalu
19.	give	memberi
20.	bring	membawa

II.

Nouns : singer, song, lady, veil, voice.

Verbs : start, perform, born, wear, give, bring.

Adjectives : young, cool, little, short, unique, husky.

Adverb : always, every, often.

III. a.

No.	words	synonym
1	lady	woman
2	bring	carry
3	start	begin
4	little	small
5	song	melody

b.

No.	words	synonym
1	young	old
2	short	long
3	start	end
4	always	never
5	often	seldom

IV.

1. born
2. actress
3. straight
4. sister
5. cinema

APPENDIX G**Try Out Test**

Subject: English

School: SMPN 14 Jember

Level/Semester : VII/2

Language Comp: Vocabulary

Time: 30 minutes

Choose the best answer by crossing(x) a, b, c, or d!

1. My mother usually ... rice in the kitchen.
 - a. reads c. writes
 - b. cooks d. plays
2. That boy always gets the first rank in his class. He is a student.
 - a. lazy c. handsome
 - b. friendly d. clever
3. I ... with my eyes.
 - a. see c. speak
 - b. hear d. smell
4. That woman has a pointed nose. What is the antonym for “pointed”?
 - a. sharp c. flat
 - b. long d. short
5. My mother has big brown eyes. The antonym for “big” is
 - a. small c. long
 - b. short d. large
6. Elizabeth chooses the thing because she is afraid of something missing.
 - a. difficulty c. happily
 - b. carefully d. quickly
7. A person who teaches the students in school is called a ...
 - a. librarian c. cashier

- b. florist d. teacher
8. A giraffe has a neck
- a. long c. big
b. short d. small
9. The girl smiles because she gets many presents on her birthday.
- a. happily c. angrily
b. sadly d. loudly
10. The baby is crying. He wants to a bottle of milk.
- a. eat c. speak
b. drink d. sleep
11. My father likes doing sports. What is the synonym of “likes”?
- a. find c. loves
b. wants d. has
12. The boy wants to eat because he feels ...
- a. sad c. thirsty
b. hungry d. happy
13. The girl is wearing a beautiful gown. What does the synonym of the underlined word?
- a. trousers c. skirt
b. shirt d. dress
14. The thin woman cannot carry the box because it is very
- a. heavy c. fat
b. small thin
15. Many girls like Justin Bieber because he is a/an
- a. singer c. actress
b. actor d. idol
16. He speaks (dengan lancar)
- a. angrily c. bravely
b. easily d. fluently

17. The boy is very Many girls love him.
a. beautiful c. handsome
b. bad d. naughty
18. The students must the correct answer in this test.
a. choose c. hit
b. catch d. throw
19. Shireen Sungkar works as a/an..... Two films that she has played are Cinta Fitri and Honeymoon.
a. actress c. singer
b. actor d. presenter
20. The cars in the race run very
a. slow c. hard
b. fast d. careful
21. Agnes Monica is a good singer, she sings
a. beautifully c. slowly
b. quickly d. easily
22. The Elephant is a animal
a. big c. short
b. small d. thin
23. The teacher explains the lesson....., so that the students understand it well.
a. slowly c. quickly
b. clearly d. beautifully
24. I do the test (dengan mudah)
a. easily c. angrily
b. bravely d. beautifully
25. The antonym of the word “throw” is
a. put c. catch
b. take d. ask

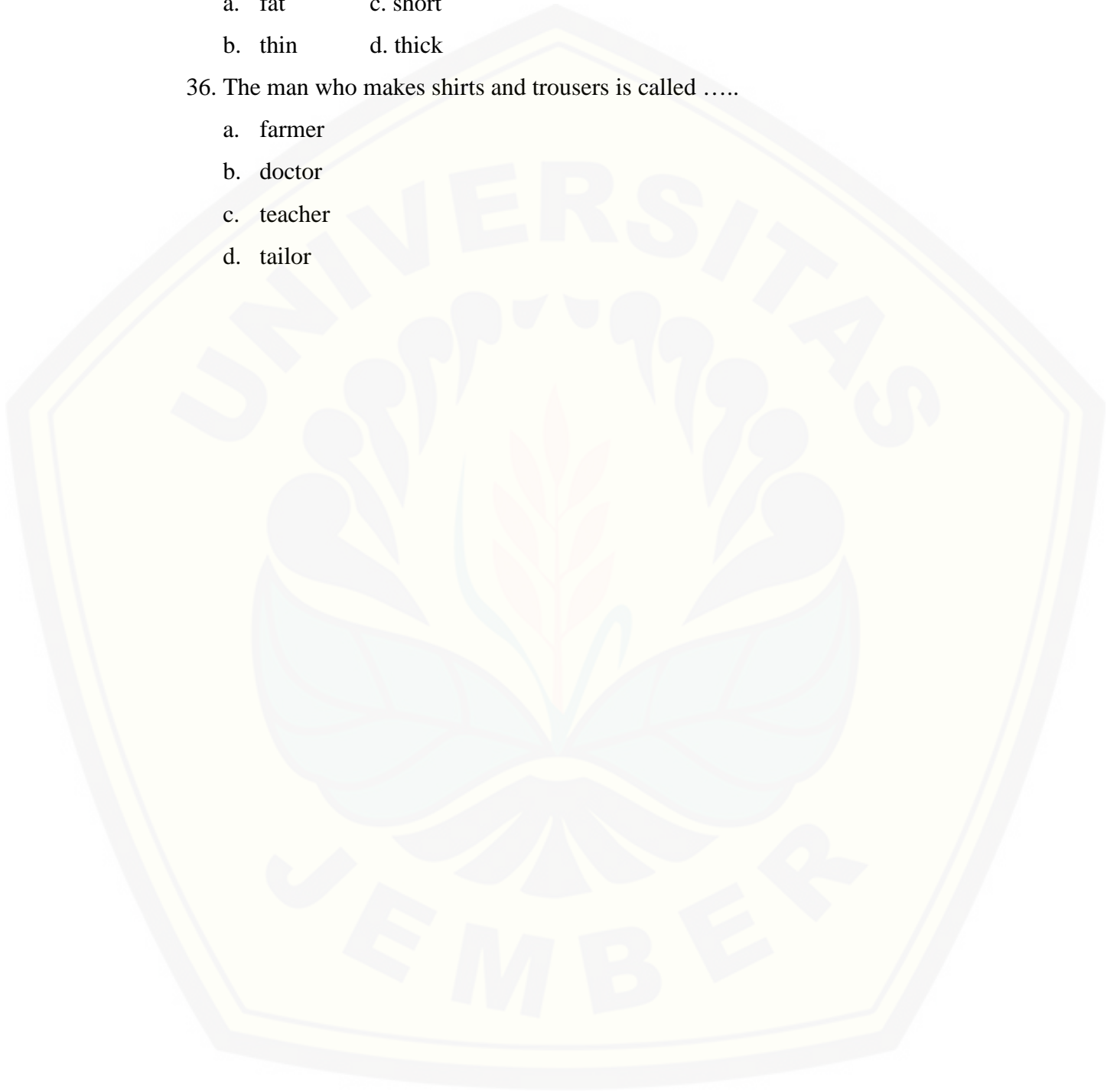
26. Shinta a cute doll to Rina as her birthday present.
- a. gives c. takes
b. puts d. throw
27. Siska moves to the next room. The antonym of the underlined word is.....
- a. runs c. stops
b. walks d. plays
28. Sule is a comedian. He always makes a on his performance.
- a. trouble c. problem
b. joke d. terrible
29. My brother is sick. What is the antonym of sick?
- a. patient c. hate
b. miss d. healthy
30. Students pray together every time before starting the lesson.
- a. rarely c. never
b. seldom d. always
31. My father rides his motorcycle slowly. The antonym of slowly is.....
- a. badly c. quickly
b. beautifully d. clearly
32. The floor is wet, so we have to walk
- a. quickly c. carefully
b. clearly d. beautifully
33. Fatin is a singer that always wears a on every performance.
- a. veil c. necklace
b. dress d. microphone
34. Rida and Rina their books on the table.
- a. put c. follow
b. send d. catch

35. Dian is very, so her mother told that she should be on diet.

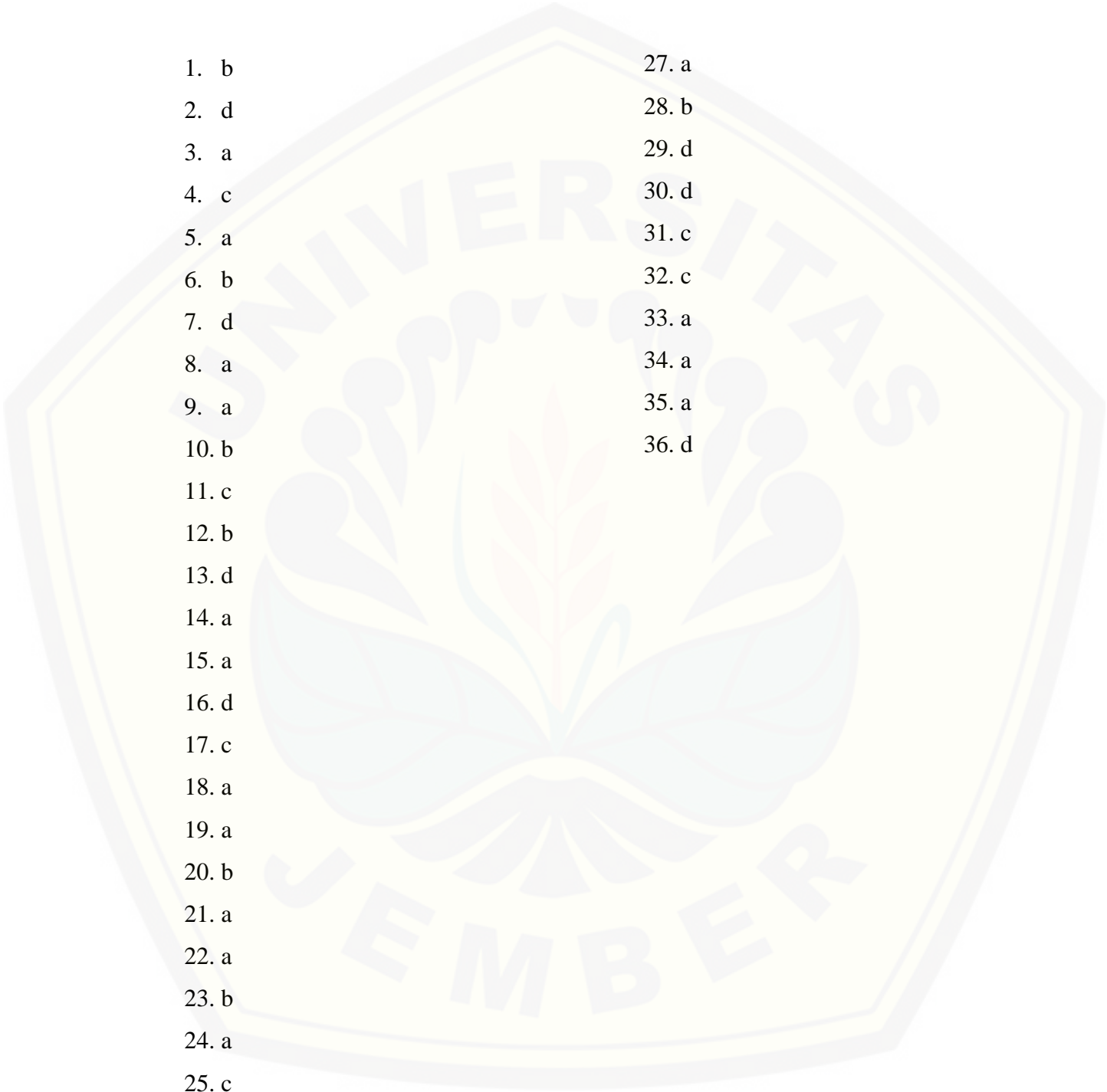
- a. fat c. short
- b. thin d. thick

36. The man who makes shirts and trousers is called

- a. farmer
- b. doctor
- c. teacher
- d. tailor



ANSWER KEY

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

Classification of the test items

Vocabulary	No.
Nouns	7, 13, 15, 19, 33, 36 = 6
Verbs	1, 3, 10, 11, 18, 25, 26, 27, 34 = 9
Adjectives	2, 4, 5, 8, 12, 14, 17, 20, 22, 28, 29, 35 = 12
Adverbs	6, 9, 16, 21, 23, 24, 30, 31, 32 = 9



APPENDIX H

The Result of the Try out Analysis for Odd Number

no	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35
1	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	0	0
2	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
3	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1
4	1	0	0	0	0	0	1	1	1	1	1	1	0	1	0	1	0	1
5	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
6	1	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	0
7	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0
8	1	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	1
9	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	0	0
10	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1
11	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1
12	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1
13	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1
14	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	0	0
15	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1
16	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
17	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
18	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0
19	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	0	1
20	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1
21	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	0	0
22	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1
23	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1
24	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	1
25	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
26	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1
27	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0
28	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	0	1
29	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0
30	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1
31	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1
32	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
33	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1
34	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
35	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1
36	1	0	0	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1
Total	35	25	26	24	26	26	21	19	21	18	22	28	5	25	25	22	4	22



APPENDIX I

The Result of the Try out Analysis for Even Number

no	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36
1	0	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0
2	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0
3	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
4	0	0	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0
5	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0
6	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0
7	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0
8	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1
9	0	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0
10	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1
11	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
12	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1
13	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1
14	0	0	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1
15	0	0	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1
16	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0
17	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0
18	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1
19	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1
20	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
21	0	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0
22	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
23	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1
24	0	0	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1
25	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0
26	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	1	1
27	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
28	0	0	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0
29	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0
30	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1
31	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1
32	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
33	1	0	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1
34	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
35	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	1	1
36	0	0	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0
Total	12	13	29	24	35	26	22	14	22	12	27	26	25	18	24	16	35	22



APPENDIX J

The Result of Difficulty Index

Number of test item	JPT	JJB	P	Criteria
1	36	35	0.9722222	Easy
2	36	12	0.3333333	Fair
3	36	25	0.6944444	Fair
4	36	13	0.3611111	Fair
5	36	26	0.7222222	Fair
6	36	29	0.80	Fair
7	36	24	0.6388889	Fair
8	36	24	0.6666667	Fair
9	36	26	0.7222222	Fair
10	36	35	0.9722222	Easy
11	36	26	0.7222222	Fair
12	36	26	0.7222222	Fair
13	36	21	0.5833333	Fair
14	36	22	0.6111111	Fair
15	36	19	0.5277777	Fair
16	36	14	0.3888889	Fair
17	36	21	0.5833333	Fair
18	36	22	0.6111111	Fair
19	36	18	0.5	Fair
20	36	12	0.3333333	Fair
21	36	22	0.6111111	Fair
22	36	27	0.75	Fair
23	36	28	0.7777778	Fair
24	36	26	0.7222222	Fair

25	36	5	0.1388889	Difficult
26	36	25	0.6944444	Fair
27	36	25	0.6944444	Fair
28	36	18	0.5	Fair
29	36	25	0.6944444	Fair
30	36	24	0.6666667	Fair
31	36	22	0.6111111	Fair
32	36	16	0.4444444	Fair
33	36	4	0.1111111	Difficult
34	36	35	0.9722222	Easy
35	36	22	0.6111111	Fair
36	36	22	0.6111111	Fair

The formula is as follows:

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

notes:

JJB : total number of the students who answer the test items correctly

JPT : total number of the students who participate in the test

P : the difficulty index

The criteria of difficulty index:

0.00-0.19 : difficult

0.20-0.80 : sufficient/fair

0.81-1.00 : easy

(Djiwandono, 1996:141)

APPENDIX K

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

Number of Subject	Scores		X^2	Y^2	XY
	Odd numbers (X)	Even Numbers (Y)			
1	10	10	100	100	100
2	3	5	9	25	15
3	14	15	196	225	210
4	10	10	100	100	100
5	4	5	16	25	20
6	6	5	36	25	30
7	4	4	16	16	16
8	12	12	144	144	144
9	10	10	100	100	100
10	16	15	256	225	240
11	16	16	256	256	256
12	15	15	225	225	225
13	14	13	196	169	182
14	11	12	121	144	132
15	11	12	121	144	132
16	3	5	9	25	15
17	3	5	9	25	15
18	12	13	144	169	156
19	12	12	144	144	144
20	16	16	256	256	256
21	10	10	100	100	100
22	15	15	225	225	225

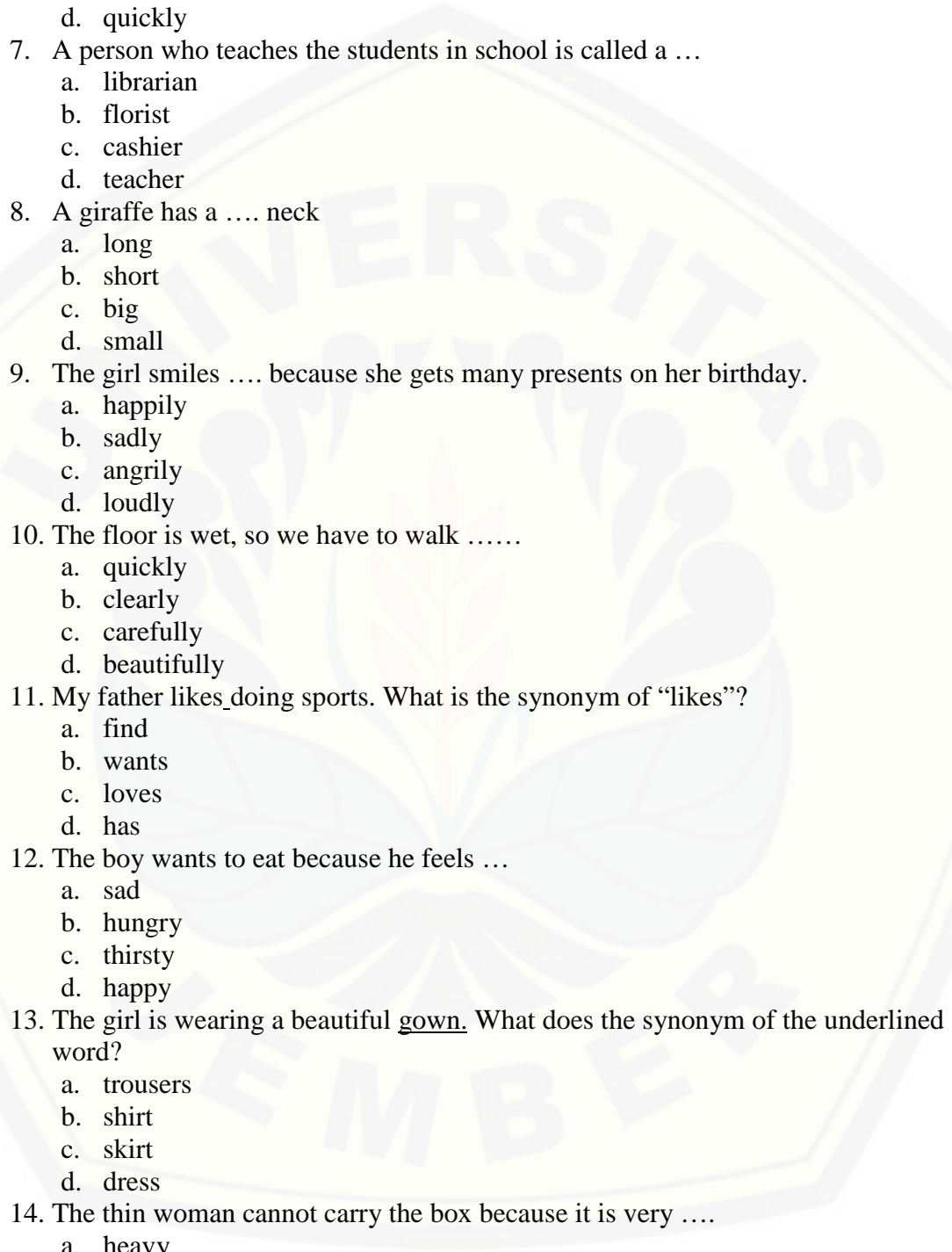
23	15	15	225	225	225
24	11	12	121	144	132
25	3	5	9	25	15
26	14	12	196	144	168
27	12	14	144	196	168
28	10	10	100	100	100
29	5	5	25	25	25
30	14	14	196	196	196
31	14	15	196	225	210
32	17	15	289	225	255
33	11	12	121	144	132
34	17	16	289	256	272
35	14	12	196	144	168
36	10	10	100	100	100
Sum	394	402	4986	5016	4979

APPENDIX L**POST TEST**

Subject : English
School : SMPN 14 Jember
Level/Semester : VII/2
Language Comp : Vocabulary
Time : 30 minutes

Choose the best answer by crossing(x) a, b, c, or d!

1. My father rides his motorcycle slowly. The antonym of slowly is.....
 - a. badly
 - b. beautifully
 - c. quickly
 - d. clearly
2. That boy always gets the first rank in his class. He is a student.
 - a. lazy
 - b. friendly
 - c. handsome
 - d. clever
3. I ... with my eyes.
 - a. see
 - b. hear
 - c. speak
 - d. smell
4. That woman has a pointed nose. What is the antonym for “pointed”?
 - a. sharp
 - b. long
 - c. flat
 - d. short
5. My mother has big brown eyes. The antonym for “big” is
 - a. small
 - b. short
 - c. long
 - d. large
6. Elizabeth chooses the thing because she is afraid of something missing.
 - a. difficulty

- 
- b. carefully
c. happily
d. quickly
7. A person who teaches the students in school is called a ...
a. librarian
b. florist
c. cashier
d. teacher
8. A giraffe has a neck
a. long
b. short
c. big
d. small
9. The girl smiles because she gets many presents on her birthday.
a. happily
b. sadly
c. angrily
d. loudly
10. The floor is wet, so we have to walk
- a. quickly
b. clearly
c. carefully
d. beautifully
11. My father likes doing sports. What is the synonym of “likes”?
a. find
b. wants
c. loves
d. has
12. The boy wants to eat because he feels ...
a. sad
b. hungry
c. thirsty
d. happy
13. The girl is wearing a beautiful gown. What does the synonym of the underlined word?
a. trousers
b. shirt
c. skirt
d. dress
14. The thin woman cannot carry the box because it is very
a. heavy
b. small
c. fat

- d. thin
15. Many girls like Justin Bieber because he is a/an
- a. singer
 - b. actor
 - c. actress
 - d. idol
16. He speaks (dengan lancar)
- a. angrily
 - b. easily
 - c. bravely
 - d. fluently
17. The boy is very Many girls love him.
- a. beautiful
 - b. bad
 - c. handsome
 - d. naughty
18. The students must the correct answer in this test.
- a. choose
 - b. catch
 - c. hit
 - d. throw
19. Shireen Sungkar works as a/an..... Two films that she has played are Cinta Fitri and Honeymoon.
- a. actress
 - b. actor
 - c. singer
 - d. presenter
20. The cars in the race run very
- a. slow
 - b. fast
 - c. hard
 - d. careful
21. Agnes Monica is a good singer, she sings
- a. beautifully
 - b. quickly
 - c. slowly
 - d. easily
22. The Elephant is a animal
- a. big
 - b. small
 - c. short
 - d. thin

23. The teacher explains the lesson....., so that the students understand it well.
- slowly
 - clearly
 - quickly
 - beautifully
24. I do the test (dengan mudah)
- easily
 - bravely
 - angrily
 - beautifully
25. Dian is very, so her mother told that she should be on diet.
- fat
 - thin
 - short
 - thick
26. Shinta a cute doll to Rina as her birthday present.
- gives
 - puts
 - takes
 - throw
27. Siska moves to the next room. The antonym of the underlined word is.....
- runs
 - walks
 - stops
 - plays
28. Sule is a comedian. He always makes a on his performance.
- trouble
 - joke
 - problem
 - terrible
29. My brother is sick. What is the antonym of sick?
- patient
 - miss
 - hate
 - healthy
30. Students pray together every time before starting the lesson.
- rarely
 - seldom
 - never
 - always

ANSWER KEY

- | | |
|-------|-------|
| 1. c | 19. a |
| 2. d | 20. b |
| 3. a | 21. a |
| 4. c | 22. a |
| 5. a | 23. b |
| 6. b | 24. a |
| 7. d | 25. a |
| 8. a | 26. a |
| 9. a | 27. a |
| 10. c | 28. b |
| 11. c | 29. d |
| 12. b | 30. d |
| 13. d | |
| 14. a | |
| 15. a | |
| 16. d | |
| 17. c | |
| 18. a | |

Classification of test items

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



APPENDIX M

The Post Test Scores

No.	Experimental Group		Control Group	
	Score (X)	X ²	Score (Y)	Y ²
1	89.1	7938.81		
2	92.4	8537.76	62.7	3931.29
3	79.2	6272.64		
4	85.8	7361.64	89.1	7938.81
5	85.8	7361.64	75.9	5760.81
6	85.8	7361.64	82.5	6806.25
7	92.4	8537.76	85.8	7361.64
8	85.8	7361.64	85.8	7361.64
9	92.4	8537.76	92.4	8537.76
10	89.1	7938.81	85.8	7361.64
11	95.7	9158.49	79.2	6272.64
12	95.7	9158.49	92.4	8537.76
13	79.2	6272.64	79.2	6272.64
14	95.7	9158.49	79.2	6272.64
15	95.7	9158.49	66	4356
16	85.8	7361.64	62.7	3931.29
17	89.1	7938.81	92.4	8537.76
18	85.8	7361.64	92.4	8537.76
19	85.8	7361.64	92.4	8537.76
20	89.1	7938.81	89.1	7938.81
21	95.7	9158.49	85.8	7361.64
22	85.8	7361.64	85.8	7361.64
23	89.1	7938.81	66	4356

24	85.8	7361.64	92.4	8537.76
25	89.1	7938.81	85.8	7361.64
26	92.4	8537.76	89.1	7938.81
27	95.7	9158.49	85.8	7361.64
28	85.8	7361.64	79.2	6272.64
29	79.2	6272.64		
30	82.5	6806.25	85.8	7361.64
31	79.2	6272.64	62.7	3931.29
32	82.5	6806.25	92.4	8537.76
33			69.3	4802.49
34			92.4	8537.76
35	95.7	9158.49	75.9	4356
36	92.4	8537.76	92.4	8537.76
Sum	3006.3	266750.6	2725.8	226871.37