



**IMPROVING THE EIGHTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING CARTOON VIDEO WITH ENGLISH
SUBTITLE AT MTS AL – ISHLAH MAYANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By:

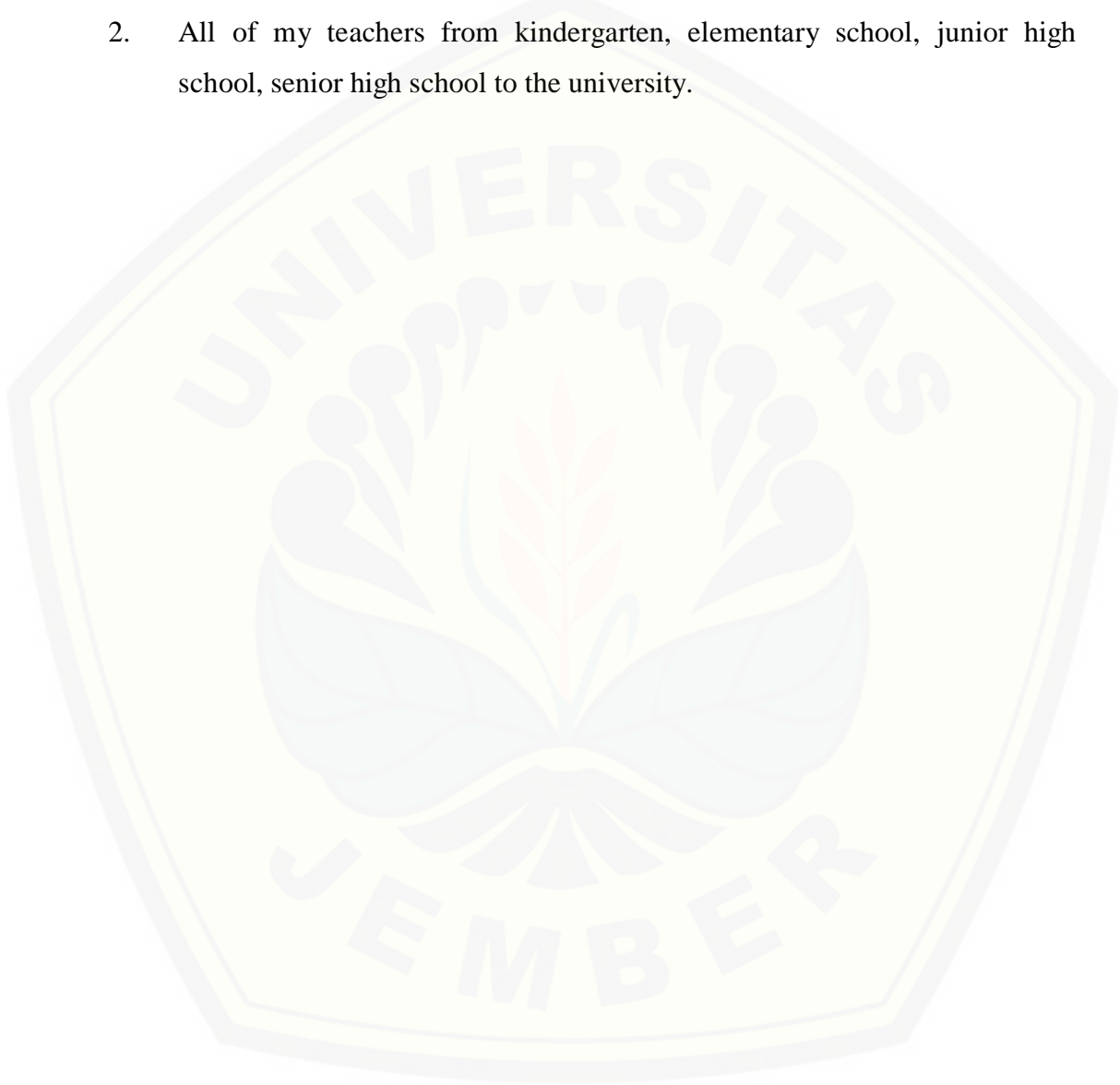
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved Mother, Maryana and My Father Sucipto who always give advice, supports and prayers for me.
2. All of my teachers from kindergarten, elementary school, junior high school, senior high school to the university.



MOTTO

*“Your understanding of what you read and hear is, to a very large degree,
determined by your vocabulary”*

(Zig Ziglar)



(Source:www.brainyquotes.com)

STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, June 2019

The Writer

CONSULTANTS APPROVAL

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In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people.

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2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
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6. The principal, the English Teacher and VIII grade students of Mts Al – Ishlah Mayang for giving me an opportunity, help, and support to conduct this research.

Finally, I expect that this thesis will provide some advantage for the writer as well as the readers. However, I do realize that it is still far from being perfect. Therefore, constructive critics and suggestions will be fully appreciated.

Jember, June 2019

The writer

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SUMMARY

Improving the Eighth Grade Students' Vocabulary Achievement by Using Cartoon Video with English Subtitle at MTS Al – Ishlah Mayang; Istiana Inayatur Rohmah, 120210401078; 2019; 91 pages; English Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education Jember University.

Based on the findings of the previous studies, the use of cartoon video was effective to in enhancing students' vocabulary achievement and their participation during the teaching learning process. Further, after doing the preliminary study, it was found that the students had problems in memorizing words meaning and most of the students had lack motivation to enriching their vocabulary. Hence, this study used cartoon video with English subtitle to solve the students' problems.

The objectives of this research were: (1) to improve the VIII grade students' active participation in teaching learning process by using cartoon video and (2) to improve the VIII grade students' vocabulary achievement by using cartoon video. The design of this research was Classroom Action Research which covered four stages of activities namely: (1) planning, (2) implementing, (3) observing, and (4) reflection. In conducting this research, the researcher involved the English teacher as the collaborator. The researcher did the teaching process, while the English teacher as the observer. The data collection methods in this research were the students' vocabulary test result and observation.

This research was considered to be successful if at least 75% of the VIII F students achieved the standard score of the school, that is, 75. In addition 75% of the students were active in the teaching and learning process. This research was conducted in two cycles. The result of the observation showed that the students' participation improve 20,01% from 77, 09% in Cycle 1 to 98% in Cycle 2. It means that the success criteria of this research had been achieved. Meanwhile, in the first cycle the results of students' vocabulary test that get score least or higher than 65 was 23 students or 96% of 24 students while in the second cycle there was 24 students or % 100 of students who achieved the success criteria of this research. It indicated that the percentage of students' vocabulary achievement

increased as much as % from Cycle 1 to Cycle 2. Hence, the action research was stopped and it was not necessary to continue to the next cycle.

This research found that using cartoon video with English subtitle could improve the students' active participation. The use of cartoon video in the teaching learning process of vocabulary could gain students interest and enthusiasm. It also could encourage the students' participation during the teaching learning process. Moreover, the use of cartoon video was able to improve the students' vocabulary achievement. After the implementation of cartoon video, it made the students easier to memorize the new words from the video. Therefore, the results of the students' vocabulary test also increase from Cycle 1 to Cycle 2.

As the result of this research showed that using cartoon video could improve the students' participation and vocabulary achievement. There are some suggestion for the English teacher and future researcher. The English teacher is suggested to use cartoon video as medium of instruction in teaching learning process especially in vocabulary test. Hopefully, it can help students to comprehend of what they have to listen by using visual clues of the video. So that, it can improve the students' active participation and vocabulary test achievement during the teaching learning process. Likewise, The result of this research hopefully can be used as a source of reference in doing another research related with the use of cartoon video in teaching learning process, either in different subject or different research design such as an experimental research on the effect of the use of cartoon video on the students' vocabulary test.

CHAPTER 1 INTRODUCTION

1.1. The Research Background

Language is very important for people's life. People use language to communicate with each other. By using language people can transfer their ideas, knowledge, thoughts and feelings to other people. Nowadays, English is an international language that can be used to communicate with other people in the world.

In teaching English there are four language skills that must be taught to the students. They are listening, speaking, reading and writing. In addition, there are three language components, grammar, vocabulary and pronunciation, which are very important in learning English. The most important language component is vocabulary which is needed to be mastered in learning English.

Indonesian learners have difficulties in understanding English vocabulary, because they feel difficult to memorize the meaning of the words. From the result of the preliminary study by interviewing the English teacher and observing the students' vocabulary score, it was known that many students of class VIII at MTs Al-Ishlah Mayang who learned English still had difficulties in learning vocabulary and they were not active to participate in teaching learning process. They had difficulties in memorizing the meaning of the words. Based on the information from the English teacher, it was caused by their lack of motivation in enriching their vocabulary.

To help the students improve their vocabulary the teacher can teach the students by using media to make the students feel enjoy and interested in learning English. According to Ismail (2013), many scholars have revealed that video used in EFL classroom can become an important part of the curriculum.

Cartoon videos are useful and important audiovisual materials in teaching/learning the second language. According to Canning (2000), video is at best defined as the selection and sequence of messages in an audio-visual context. Audiovisual method helps language learners not only understand what they hear

but also improve their vocabulary. Using educational cartoon videos can attract students' attention, they will be interested in learning English and they will more understand about what the story is about. By doing so, they can improve their vocabulary. We know that the students will be bored if they just get the explanation from the teacher. The teacher can give the students cartoon video with English subtitle to make students interested in learning English. They will understand what they have watched.

Before conducting the research, a preliminary study in the form of observation and interview with the English teacher of MTs Al Ishlah Mayang was been done. Based on the result of interview with the English teacher, she stated that she never used video especially cartoon video in teaching learning process. The teacher only used the book and dictionary in teaching vocabulary. It made the students feel bored in learning English. Besides, it could be able to improve the students' vocabulary. It can be identified from the average score of the students' vocabulary test that was 45 while the standard passing grade of the school is 65.

Many researchers did a classroom action research by using Cartoon Video. One of them was Joharis (2015) who conducted a classroom action research about the use of cartoon video in vocabulary achievement and the result of her research revealed that teaching vocabulary achievement by using cartoon video could improve the students' vocabulary achievement and their participation in the teaching learning process. From the result of the previous research above, cartoon video could be used as one of the media in teaching and learning vocabulary and could improve both the students' vocabulary achievement. The differences between this present research and the previous first research were on the research subjects, research area, and the researcher uses cartoon video with English subtitle to help the students read and write what they heard from the video. The researcher conducted the classroom action research entitled "Improving the Eighth Grade Students' Vocabulary Achievement by Using Cartoon video with English Subtitle at MTs Al-Ishlah Mayang"

1.2. The Problem Formulation

1. How Can Cartoon video with English Subtitle Improve the Eighth Grade Students' Active Participation in Teaching and Learning Process?
2. How Can Cartoon video with English Subtitle Improve the Eighth Grade Students' Vocabulary Achievement?

1.3. The Research Objective

1. To improve the VIII grade students' active participation in teaching learning process by using cartoon video.
2. To improve the VIII grade students' vocabulary achievement by using cartoon video

1.4. The Research Significance

The researcher hopes that this research will give contribution for :

1. For the researcher :
The researcher can find out the result of using cartoon videos to increase the students' active participation in learning English especially in mastering vocabulary. In this case, the researcher can use cartoon videos as a media in teaching and learning process.
2. For the teacher :
The teacher can help the students to improve their vocabulary, and the teacher can make the class more interesting. The students will enjoy the class when they learn what they like.
3. For the students :
The students will improve their motivation in learning English, and they will improve their vocabulary by using cartoon video. The students will enjoy the class when they learn what they like.
4. For the other researcher :
The other researchers are able to know what the difficulties in learning English for the eighth grade students at MTs Al-Ishlah Mayang. The researcher can help the teacher to solve the students' problem without doing a research.

CHAPTER 2

INTRODUCTION

This chapter presents the review of theories related to the topic of the research. They are vocabulary, classification of the vocabulary, vocabulary achievement, definition of cartoon video, cartoon video as a media of teaching English, the advantages and the disadvantages of using cartoon video, and action hypothesis. The points are elaborated below respectively.

2.1. Vocabulary

Vocabulary has an important role in learning language, including English. Knowing a lot of English vocabulary is the best way to master English as a foreign language. It means that by using words people can communicate their ideas more effectively. Hatch and Brown (1995:1) define vocabulary as a list or sets of words for particular language or as a set of words that individual speakers of a language might use. Hornby (1995:1331) defines vocabulary as a total numbers of words in language. Moreover, Thornbury (2002:13) states that people can say very little with grammar, but people cannot say anything without words.

To gain the four language skills, the students must master vocabulary. It means that vocabulary is very important to learn. When the students can master vocabulary they are able to communicate their ideas, and they can understand what other people say. They can speak English fluently if they have a lot of vocabulary.

2.2. Classification of Vocabulary

Vocabulary is classified into some types. Hatch and Brown (1995:218) state that the terms used to classify words based on their functional categories are called parts of speech, which include nouns, verbs, adjectives and adverbs. They also say that in addition to these major classes, there are pronouns, prepositions, conjunctions and interjections

In this research, large vocabulary was used in the teaching material for the students by using cartoon video. It becomes the researcher's consideration

because the students have difficulties in learning large vocabulary, large vocabulary can be explained as follows.

2.2.1. Nouns

According to Hatch and Brown (1995:219), noun refers to a person, place or thing. These types can be explained as follows

1. Countable and uncountable Nouns.

- a. Countable nouns are nouns which can be counted, for examples of countable nouns are; a university, many books, some books, several men, etc.
- b. Uncountable nouns are nouns that cannot be counted, the examples of uncountable nouns are; money, water, sugar, etc.

2. Proper Nouns

Proper noun is a special name which is given to a person, animal, place or thing that always begins with capital letter.

The examples: Elizabeth, Java Island, Cleopatra, etc.

3. Collective Nouns

A collective noun is the name of a number of people, animals, or things grouped together and spoken of as one whole. Here are some examples:

People	Animal	Things
A class of pupils	A swarm of bees	A pack of cards
A gang of robbers	A flock of birds	A collection of stamps
A squad of players	A nest of rabbits	A crate of fruits
A crew of sailors	A troop of monkey	A bouquet of flowers
A staff of employees	A brood of chickens	A bunch of bananas
A band of musicians	A herd of buffalo	A cluster of diamonds

4. Singular and Plural Nouns

- a. Singular noun is a noun which stands for one person, animal, place or thing. The examples of singular noun are: bag, house, boy, cat, etc.
- b. Plural noun is a noun which stands for more than one person, animal, place or thing.

The following list explains how plural nouns are formed:

1. By adding – s
Examples: Bag – Bags Cat – Cats
2. By adding – es to nouns ending in –s, -sh, -ch, -x or –z.
Examples: Box – Boxes Wish – Wishes
3. By adding – es to nouns ending in -o
Examples: Potato – Potatoes Hero – Heroes
4. By adding – s to some nouns ending in -o
Examples: Piano – Pianos Radio – Radios
5. By changing –y into –ies
Examples: Baby – Babies Story – Stories
6. By adding – s to some nouns ending in -y
Examples: Boy – Boys Toy – Toys
7. By changing –f into –ves
Examples: Leaf – Leaves Knife – Knives
8. By just adding – s to some nouns ending in –f or –ef
Examples: Roof – Roofs Chief – Chiefs
9. By changing the inside vowels.
Examples: Tooth – Teeth Mouse – Mice
10. By adding –en
Examples: Ox – Oxen Child – Children
11. No changing in plural forms:
Example: Deer – Deer Sheep – Sheep
12. By adding –s to some unusual nouns. Note where the –s is placed.
Examples: Brother-in-law – Brothers-in-law Step-sister – step-sisters
13. Some nouns are used only in the plural.
Examples: Scissors, Trousers, Measles, etc.
14. Some plural forms are only used in the singular.
Examples: news, mathematics, scenery, furniture, traffic, etc.

In this research the researcher used singular and plural nouns as the material because they were usually used in the material which was taught to the eighth grade students as stated in the curriculum.

2.2.2. Verbs

Hatch and Brown (1995:222) state that verbs are words that denote action. Vendler (in Hatch and Brown, 1995:222) placed verbs into four classes; they are activities, accomplishment, achievements, and states. The example of each class is explained as follows:

Activities	Accomplishment	Achievements	States
Run	Paint a picture	Recognize	Know
Walk	Make a chair	Notice	Believe
Swim	Deliver a person	Find	Have
Push a cart	Draw a circle	Reach	Desire
Drive a car	Build a house	Die	Love

Thomson and Martined (1998: 89) classify verbs into two classes. The classes are ordinary verbs and auxiliary verbs. The explanation of each class is described as follows.

1. Ordinary Verbs

There are two types of ordinary verbs, they are regular verbs and irregular verbs.

a. Regular Verbs

The past and past participles of regular verbs are formed by adding -d or -ed to the present. Here are the examples of regular verbs:

Present	Past	Past Participle
Work	Worked	Worked
Kick	Kicked	Kicked
Describe	Described	Described

b. Irregular Verbs

Irregular verbs have irregular forms of past tense and past participle.

Here are the examples of the verbs:

Present	Past	Past Participle
See	Saw	Seen
Take	Took	Taken
Write	Wrote	Written

2. Auxiliary Verbs

An auxiliary verb helps other verbs to form some tenses. An auxiliary verb helps the main verbs to make a statement, to give a command or to ask a question. For examples; is, are, was, were, have, been, has, should, must, did, etc.

In this research the researcher used ordinary verbs which consist of regular and irregular verbs as the material because they are usually used in the material which is taught to the eighth grade students as stated in the curriculum.

2.2.3. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch and Brown, 1995:228). There are some types of adjectives, they are:

- a. Qualitative : good, bad, stupid, clever, excellent, bold, etc.
- b. Quantitative : many, much, plenty, thousand, score, etc.
- c. Possessive : my, his, her, its, your, our, their.
- d. Demonstrative : this, that, these, those.
- e. Distribute : each, every, any, and some.
- f. Interrogative : whose, which, what.

In this research the researcher used adjectives of qualitative, quantitative and possessive, as the material because they were usually used in the material which is taught to the eighth grade students as stated in the curriculum.

2.2.4. Adverbs

Adverbs are similar to adjective in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

There are some types of adverbs, they are:

- a. Manner : politely, badly, bravely, softly, loudly, slowly, etc.

- b. Place : here, there, wherever, inside, out, etc.
- c. Time : now, then, soon, already, before, today, ago, etc.
- d. Frequency : always, never, continually, seldom, often, etc.
- e. Sentence : certainly, definitely, luckily, surely, etc.
- f. Degree : very, quite, almost, too, so, even, simply, clearly, rather, etc.
- g. Interrogative : when?, where?, why?.
- h. Relative : when, where, why.

In this research the researcher used adverb of manner, place, time and relative, as the material because they were usually used in the material which is taught to the eighth grade students as stated in the curriculum.

2.3. The Definition of Cartoon Video

Cartoon video is neither a fair nor a festival, but rather a pitching animated feature films. Video is an electronic medium for the recording, copying and broadcasting of moving visual images. According to Canning (2000:1) video is at the best defined as selection and sequence of messages in audio-visual context. Cartoon is always associated with kids. Basically, cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon videos are made for the adults. There are many opinions about cartoon. Wittich and Schuller (1962:135) say that cartoon is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion. Based on the definitions above, it can be concluded that cartoon is a form of media as the representation of man's character, man's idea, and certain situation by using drawings instead of real people and places. Having stated those two definitions of Video and definitions of cartoon, it can be assumed that cartoon video is a form of media which portray man's interpretation of life recorded as a set of moving images by using drawings instead of real people, animals and places.

2.4. Cartoon Video as a Medium in Teaching Vocabulary

In recent years, the variety of educational technology offers language teachers more opportunities when they select materials as multimedia or electronic to teach students the target language in the classroom. Cartoon video with subtitles is kind of useful and important audiovisual materials in teaching or learning the second language.

According to Canning (2000) video can stimulate and motivate the students' interest. Using educational cartoon video with subtitles can attract students' attention, and can develop students' motivation on mastering vocabulary. For mastering a language, students must understand the meaning of the dialogue, so vocabulary learning is considered to be an important component. Therefore, using cartoon video with English subtitle can help the students to master vocabulary.

2.5. The Advantages and Disadvantages of Using Cartoon Video to Teach Vocabulary

In teaching and learning process, the use of media is very useful. The use of media, especially video can help the teacher to reach the learning goal. The benefits of using video as media teaching are as follows:

1. Video combines visual and audio stimuli, and it accessible to those who have not yet learned to read well and it is provides context for learning (Fazey, 1999; Jhonston:1999) in Burt (1999). The students can learn to read the text based on the subtitle from the video. They will learn how to pronounce the words correctly.
2. Video has the additional benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992) in Burt (1999). The students can find some words that are used in a real situation from the video.
3. Video allows learners to see facial expression and body language at the same time as they hear the stress, intonation and rhythm of the language (Bello, 1999) in Burt 1999. From the video the students will know how to express their emotion.

From the explanation above, it can be concluded that cartoon video can be useful in teaching learning process. Besides, it can help the learners when they

comprehend the message. By using cartoon video teaching learning process is more interesting and it can help the students to understand the material.

Besides the advantages, audiovisual media in teaching learning process also have weaknesses According to Arsyad (2006:50) the disadvantage is about choosing the video, it will take time to get the appropriate video for certain objective of teaching and learning process. To anticipate the disadvantage of using video in teaching learning process, the researcher is quite selective in choosing video that is used before learning and teaching process.

2.6. Improving the Students' Vocabulary Achievement by Using Cartoon Video

Watching videos can improve the students' vocabulary, whether they are learning English as a foreign language or whether they just want to improve their ability to master the vocabulary. According to Lonergan (1995:1) video presents combination of sound and vision that the information in the video can be perceived easily by viewers or language learners. The use of videos enables students to improve their vocabulary because they will understand the story by watching the movie.

Most video these days contain subtitles in a variety of languages, including English; it can benefit anyone who wants to improve their vocabulary. This will enable them to match the written words with the English spoken words. English-speaking students can use subtitles to watch a film the second time around to see if they were able to listen to and comprehend the dialogue the first time around.

2.7. The Procedure in Teaching Vocabulary by Using Cartoon Video

According to Fazey in Burt (1999) there are three steps to use video in teaching learning process, they are pre-viewing, viewing and post-viewing activities.

a. Pre-viewing activities

The activities are used to gain students' interest in what they will do in viewing activity. Some activities of this part are discussion the new vocabulary from the video, predicting language and content to be covered and

introducing the character of the video. In this research the researcher did the activities as suggested by Fazey.

1. Asking the students about some new words.
2. Giving a picture of the character to the students.
3. Introducing the character of the video to the students.

b. While-viewing activities

In this activity, the students do the exercises given by the teacher by viewing the video. The students have to answer the questions based the content of the video that they have already seen. The students are not allowed to take notes. In this activity the video is played twice. In this research the researcher did the activities as suggested by Fazey:

1. Playing the video the first time
2. Asking the students to mention the unfamiliar words and find the meaning
3. Distributing the work sheet to the students
4. Playing the video for the second time
5. Asking the students to do the exercises

c. Post-viewing activities

In this activity the teacher and the learners discuss the answer together by replaying the video.

In this research the researcher used cartoon video. The students were interested in learning English by watching cartoon video. Cartoon video can attract the students' attention. So they can feel enjoyable in learning English.

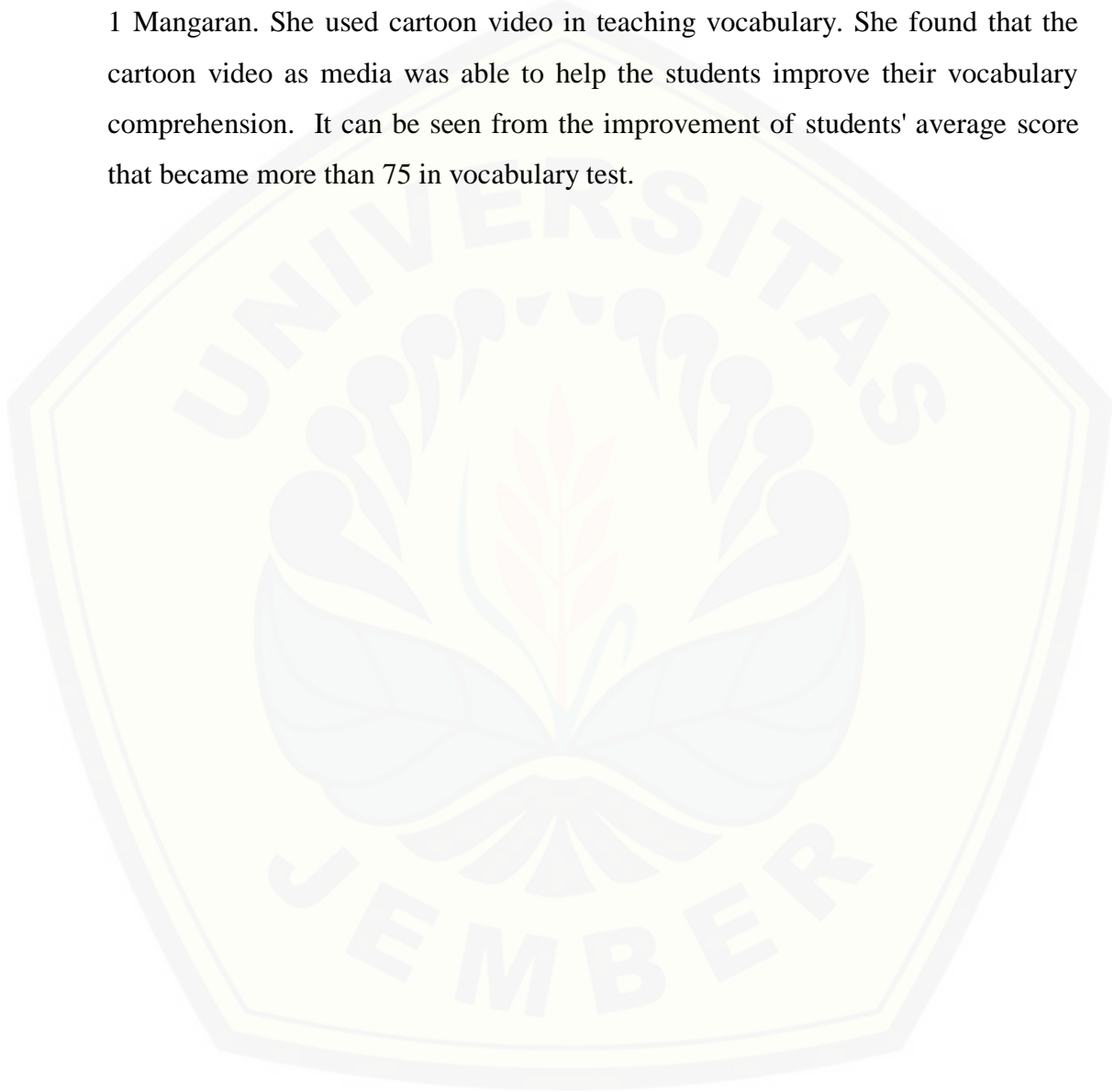
2.8. Previous Studies

There are many researchers who conducted the research by using cartoon video. One of them is conducted by Ismaili, MA (2013) to the students at South East Europe University. She found out that there was an effect of using cartoon movies in teaching vocabulary. The cartoon movies attract the students' attention and improve their learning skill. It can be seen from the students who can get the target score from 35% to 65 % in vocabulary test.

Another one is conducted by Joharis Iswara Wiranata (2015) to the students at SMP Negeri 14 Jember. He used cartoon video to teach vocabulary, .

the cartoon video make the students interested in learning English. The result is the students can improve their vocabulary achievement. It can be seen from the students' participation in learning English and from the percentage of the students who can get score improved from 35% to 65 %.

Another one was conducted by Muzayyanah (2010) to the students at SLTP 1 Mangaran. She used cartoon video in teaching vocabulary. She found that the cartoon video as media was able to help the students improve their vocabulary comprehension. It can be seen from the improvement of students' average score that became more than 75 in vocabulary test.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter present the methodology applied in this study, consisting of the discussion of the research design, area determination method, research subject, data collection method, and research procedures.

3.1. Research Design

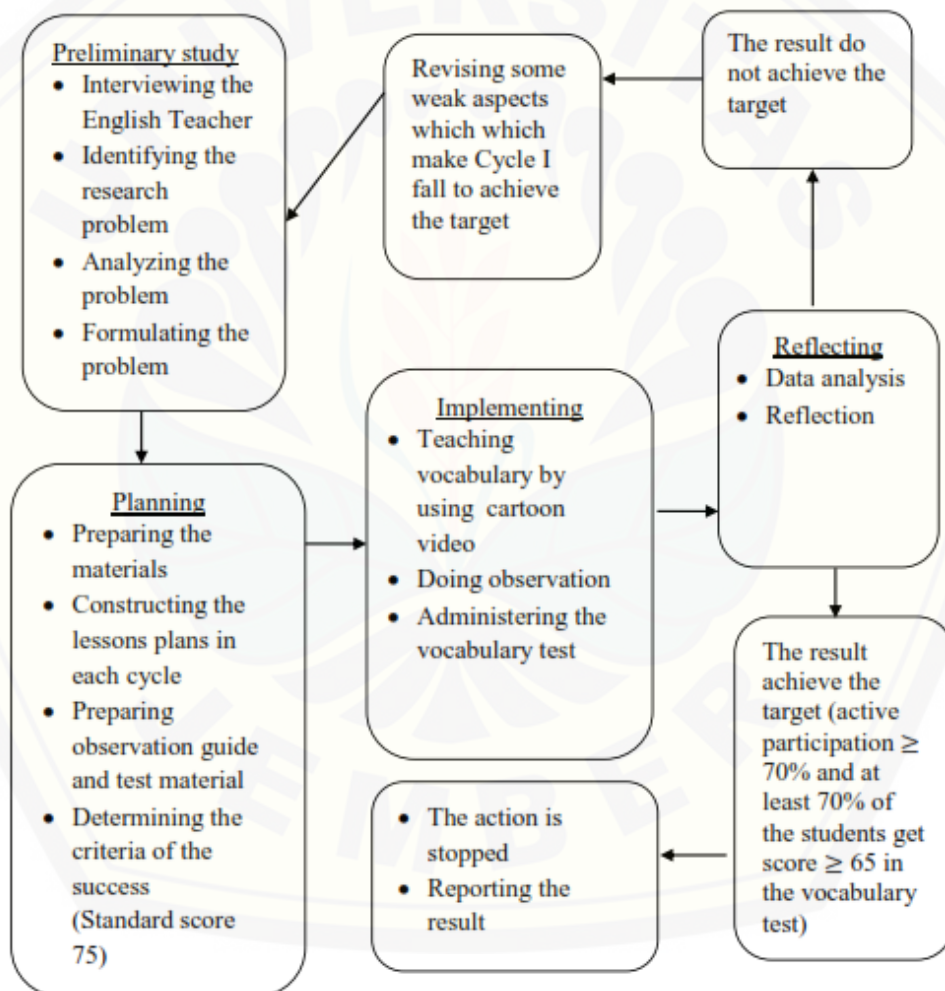
This research was intended to improve the eighth year students' vocabulary by using cartoon video. Therefore, the research design used was classroom action research. According to Mc Millan (1992:69), classroom action research is a type of applied research in which its purpose is to solve a specific classroom problem or make a decision at the research area. This research was conducted collaboratively with the English teacher of the eighth year students of MTs Al - Ishlah Mayang. This classroom action research was conducted in 2 cycles, in which each cycle covered four stages activity, namely preparation of the action, implementation of the action, classroom observation and reflection of the action. The action in the second cycle was given to know the consistent of the result the target average score vocabulary achievement test through cartoon video. They were conducted by revising based on the problems faced in the first cycle. The activities of the result follow the procedures below:

1. Doing the preliminary study by interviewing the English teacher of grade VIII to identify and analyze the students' problem in vocabulary achievement
2. Finding out some documents to get supporting data
3. Planning the action by choosing the topic and theme about cartoon video, preparing materials, constructing the lesson plans for Cycle I (Meeting 1 and 2), preparing the instrument for observation, preparing the vocabulary test, and setting the criteria of the success of the action
4. Implementing the action in Cycle I that is teaching vocabulary by using cartoon video based on the lesson plan prepared.

5. Observing the classroom activities while implementing the actions in Cycle I it was done by the teacher by using the observation checklist
6. Administering vocabulary test to the students after implementing the actions
7. Analyzing the result of vocabulary test and the observation checklist of the students' active participation in Cycle I quantitatively in the percentage
8. Reflecting the results of the vocabulary test and the classroom observation descriptively.

The design of the classroom action research is illustrated in the following chart:

Chart 3.1 The Model of the Classroom Action Research



(Adapted from Lewin, 1990, Eliot, 1991:70)

3.2. Area Determination Method

To choose the research area, purposive method was used because it was to determine the research area to gain a certain goal (Hadi, 1979: 82). This classroom action research was conducted at MTs Al – Ishlah Mayang. It was chosen purposively for some reasons, they are : (a) cartoon video was never been used by the English teacher in teaching vocabulary ; (b) the eighth grade students' of MTs Al - Ishlah Mayang still have problems with mastering vocabulary and their vocabulary score is still low that is 45.

3.3. Research Subjects

The subject of this research was the eighth year students of MTs Al – Ishlah Mayang. The teacher suggested the eighth year students as the subjects of this research because this class has specific problem in mastering vocabulary and the class got low average score on the daily vocabulary tests that was 45. Moreover, they were never taught vocabulary by using cartoon video.

3.4. Data Collection Method

In this research there were two kinds of data collection methods as follows.

3.4.1. Observation

In this research the observation is intended to know the students' participation, and students' responses in the class during the process of teaching vocabulary using cartoon video. These are the aspects to be observed:

1. Students paying attention while watching the video.
2. Students asking questions about the difficult word based on the video to the teacher.
3. Students answering questions about the video.
4. Students doing exercise after watching the video.

The indicator of active students is if three or more indicators are reached while students are passive if less than three indicator is reached.

3.4.2. Vocabulary Test

This research used vocabulary test score as the primary data. It was done in each cycle after the action was given. In this case, achievement test was used

because it is intended to know how successful students achieved the goal of teaching and learning process.

According to Hughes (1989:22-26) there are two criteria to conduct a good test. They are validity and reliability. A test is valid if it measures accurately what is supposed to be measured. Meanwhile, a test is considered reliable if it makes consistent result when the same test is given in different time.

In this research, the test was constructed in the form of objectives that was multiple choices which the four options. This form test is chosen because it can give high reliability (Hughes, 1989;19).

The test was given to the students after the action given. The number of test was 20 items. Dealing with scoring, correct answer of the item was scored 5 points, so the total score of the test item was 100 points. Furthermore, the test was done in 60 minutes in each cycle.

3.5. Research Procedures

Based on the research design, the action of each cycle consists of four stages (Kasbolah, 1999: 80).

3.5.1. Plan of the Action

There are several activities in the planning of the action to gain its main purpose. They are prepared as follows:

1. Choosing the topic based on the genre for teaching vocabulary which are appropriate with the 2006 curriculum for Junior High School.
2. Selecting the cartoon videos that are used in teaching vocabulary from internet.
3. Writing the lesson plans for the first and the second meeting in the first cycle.
4. Preparing the students' worksheets dealing with vocabulary exercises.
5. Preparing the observation guide in the form of checklist containing the indicators of students' interest in vocabulary teaching learning process.
6. Constructing the vocabulary test.

3.5.2. The Implementation of the Action

The action of Cycle 1 was done during the school hours based on the schedule of the English subject of the eighth year at MTs Al – Ishlah Mayang. The researcher carried out this classroom action research collaboratively with the English teacher to collect the data. The implementation of the action Cycle 1 is based on Lesson Plan 1 and 2. The third meeting was used for vocabulary test

3.5.3. Observation and Evaluation

Observation is an important step to control the activities during the application of cartoon video in the teaching vocabulary. The English teacher helped the researcher in doing the observation. In the observation process, the observation guide in the form of check list containing indicators being observed would be used as follows : (1) paying attention while watching the video (2) Asking question about the difficult word based on the video to the teacher, (3) answering questions about video, (4) doing exercises after watching the video.

Table of the Observation Checklist

No	Name	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								

Notes:

1 = paying attention while watching the video

2 = Asking question about the difficult word based on the video to the teacher

3 = answering questions about video

4 = doing exercises after watching the video

Meanwhile, the students were said active if they do the 3 or more indicators, and they were said passive if they do less than 3 of the indicators. The evaluation was done to find out whether the use of cartoon video can improve the students' vocabulary achievement. The evaluation in this research was conducted in the form of process evaluation and product evaluation. The process evaluation was done by conducting observation in every meeting in each cycle during the

teaching learning process of vocabulary by using cartoon video. The product evaluation was carried out at the end of each cycle in the form of vocabulary test.

The action is said to be successful if at least 75% of the students get score that 65. Besides, the students' involvement in teaching and learning process is considered successful if there are 75 % of the students involve in teaching and learning activity

3.5.4. Reflection

The researcher and the English teacher carried out the reflection after analyzing the observation and the test result in each cycle. The result of the reflection was used as a guide to revise the action in the next cycle.

The action was considered successful if 75% students have achieved ≥ 65 . The result of the Cycle 1 has achieved and the action was continued to the second cycle. The action in the second cycle was given to know the consistent of the result the target average score vocabulary achievement test through cartoon video.

3.6. Data Analysis Method

The collected data from the test in each cycle were analyzed quantitatively by using percentage. It showed the percentage of the students who were achieved the standard mean score. This analysis was used to found the percentage of the students who got at least 65. The formula used to analyze the quantitative data is as follows:

$$E = \frac{n}{N} \times 100\%$$

E = the percentage of the students who got vocabulary test score ≥ 65

n = the total number of the students who got vocabulary test score ≥ 65

N = the total of the students doing the test

To find the percentage of the students' active participation, the researcher used the following formula:

$$E = \frac{n}{N} \times 100$$

E = the percentage of the students' active participation

n = the total number of the students who were categorized as active

N = the total of the students

The action was considered to be successful if 75 % of the students have achieved the at least 3 indicators.



CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter deals with the research conclusion and the suggestions. The suggestions are proposed to the English teacher, the students and as well as the future researchers.

5.1 Conclusion

Based on the results of data analysis and discussion, it was found that teaching vocabulary by using cartoon video could improve the eighth grade students' active participation and vocabulary test achievement during the teaching learning process at MTs Al Ishlah Mayang in the 2018/2019 academic year.

In the first cycle, the average result of the observation in the first meeting and second meeting in Cycle 1 showed that 77.09% of the students were active in the teaching learning process. Meanwhile, the average results of observation in the first meeting and second meeting of Cycle 2 showed that 98% of the students were active in the teaching learning process. Thus, there was an improvement as much as 20,91% of the percentage of students who were active in the teaching learning process. It means that the results of Cycle 2 gave the consistent results as well as Cycle 1, that the use of cartoon video can improve the students' active participation in teaching learning vocabulary test.

In addition, the use of cartoon video could improve the students' vocabulary test achievement at MTs Al Ishlah Mayang in the 2018/2019 academic year. The improvement can be seen from the result of vocabulary test in the first Cycle showed that 96% of 24 students got score ≥ 65 . The result of vocabulary test in the second Cycle showed that 100% of 24 students got score ≥ 65 . It means that there was an improvement as much as 4% of the students who got the standard minimal score of 65.

5.2 Suggestions

Based on the result of the classroom action research, some suggestions are proposed to the following people.

1. The English Teacher

The English teacher is suggested to use cartoon video as medium of instruction in teaching learning process especially in vocabulary test. Hopefully, it can help students to comprehend of what they have to listen by using visual clues of the video. So that, it can improve the students` active participation and vocabulary test achievement during the teaching learning process.

2. Future Researchers

The result of this research hopefully can be used as a source of reference in doing another research related with the use of cartoon video in teaching learning process, either in different subject or different research design such as an experimental research on the effect of the use of cartoon video on the students` vocabulary test.

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Appendix 1

Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Methods	Hypothesis
Improving The Eight Grade Students' Vocabulary Achievement By Using Cartoon Video With English Subtitle At Mts Al- Ishlah Mayang	<ol style="list-style-type: none"> How Can Cartoon Video With English Subtitle Improve The Eight Grade Students' Active Participation In Teaching And Learning Process? How can cartoon video with English subtitle improve the eighth grade students' vocabulary achievement 	<p>Independent Variable: Using Cartoon Video With English Subtitle in Teaching Vocabulary.</p> <p>Dependent Variable:</p> <ol style="list-style-type: none"> The Students' Active Participation The Students' Vocabulary Achievement 	<p>The Steps:</p> <ol style="list-style-type: none"> Pre-Viewing Activities While-viewing activities Post-viewing activities <ol style="list-style-type: none"> Students active in: <ol style="list-style-type: none"> Analyzing the words used in the cartoon video Finding the meaning of the words. The students' vocabulary test covering nouns, verbs, adjectives, and adverbs. 	<p>1. Subject: The eight grade students at MTs Al-Ishlah Mayang.</p> <p>2. Informant: The English teacher the eighth grade students at MTs Al-Ishlah Mayang.</p> <p>3. Document:</p> <ul style="list-style-type: none"> The names of the subjects The students vocabulary score from the teacher 	<p>1. Research Design : Classroom Action Research with the cycle model (two cycles)</p> <ol style="list-style-type: none"> Planing the action Implementing the action Observing the classroom Evaluating and reflecting the action <p>2. Area Determination Method: Purposive Method</p> <p>3. Subject Determination Method: Purposive Method</p> <p>4. Data Collection Method:</p> <ul style="list-style-type: none"> Vocabulary test Observation <p>5. Data Analysis Method: The primary data taken from vocabulary test and observation will analyzed using this following formula.</p> $E = \frac{n}{N} \times 100\%$	<ol style="list-style-type: none"> The use of cartoon video with English subtitle can improve the eighth grade students' active participation in learning vocabulary at MTs Al-Ishlah Mayang The use of cartoon video with English subtitle can improve the eighth grade students' vocabulary acievement at MTs Al-Ishlah Mayang

Appendix 2**Interview Guide**

Interviewee : Husein Asnawi, S.Pd.

Date :

Place : MTs Al Ishlah Mayang

No	The questions	The teacher's answer
1.	What curriculum do you use in teaching English?	Our school use Curriculum KTSP 2006
2.	What is the standard minimum score of English lesson in this school?	Standard minimum score of English lesson is 65
3.	How do you teach vocabulary to the students?	I teach by using a textbook
4.	What kind of problem do the students have in learning vocabulary	They have difficulties in memorizing the vocabulary
5	Do you use any media in vocabulary?	I use picture which is in the textbook.
6.	Have you use cartoon video in teaching vocabulary?	No, I haven't
8	Ok sir, thank you for your information about the students' problem in learning vocabulary. I will see you next time.	Ok, see you

Appendix 3**The Eighth Grade Students' Score**

NO	Name	Score
1	AFH	50
2	A	50
3	AA	55
4	AH	50
5	AH	45
6	AHZ	45
7	DA	50
8	DYW	43
9	DBN	40
10	DS	40
11	FZM	45
12	LM	50
13	MADY	43
14	MFM	44
15	MR	40
16	MZ	45
17	MA	50
18	MB	43
19	MBS	40
20	SA	40
21	SNIB	45
22	SS	50
23	SLPR	43
24	TS	44

Appendix 4**LESSON PLAN (Cycle 1, Meeting 2)**

Subject	: English
Level / Semester	: VIII/ 1
Language skill / Component	: Reading / Vocabulary
Topic	: My Birthday Party
Time	: 2 x 40 minutes

I. Standard Competence

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicator**Cognitive****Product**

1. Finding the meaning of words of nouns, verb, adjectives and adverbs correctly.

Process

1. Identifying the nouns, verbs, adjectives and adverbs from the text given.
2. Matching the English words and the Indonesian words.
3. Completing sentences by using the appropriate words.

Affective

1. Showing the enthusiasm in doing the task
2. Showing the responsibility in doing the task

IV. Learning Objectives**Cognitive****Product**

1. The students are able to find the meaning of the words.

Process

1. The students are able to identify the nouns, verbs, adjectives and adverbs in movie.
2. The students are able match the English words and the Indonesian words based on the movie.
3. Completing sentences by using the appropriate words.

Affective

1. Are able to show the enthusiasm in doing the task.
2. Are able to show the responsibility in doing the task.

V. Teaching and Learning Activities

No.	Teacher's activities	Students' activities	Method	Time
1.	Pre-viewing - Greeting the students - Checking the students' attendance - Asking the students about some new words. - Giving motivation: giving a picture of the character - Introducing the character of the video	Greeting the teacher Responding Responding Paying attention Paying attention	Q – A Q – A Q – A Tutorial Tutorial	(10') 1' 2' 2' 2'' 3'
2.	While-viewing - Giving explanation about recount text - Playing the video for the first time - Asking the students to mention the unfamiliar words and find the meaning - Distributing Task1 - Giving the explanation about the Task 1 - Playing the video for the	Paying attention Watching the video mention the unfamiliar words and find the meaning Receiving the task Paying attention Watching the video	Tutorial Practice Practice Tutorial Tutorial Practice	60' 5' 2' 10' 1' 3' 5'

	second time and asking the students to do the task	and doing the task		
	Post Viewing - Playing the movie and discussing the answer - Distributing Task 2 and Task 3 - Giving the explanation about the Task 2 and Task 3 - Playing the video and asking the students to do the task - Playing the video and discussing the answer	Discussing the answer Receiving the task Paying attention Watching the video and doing the task Discussing the answer	Tutorial Tutorial Tutorial Practice Tutorial	5' 1' 3' 10' 10'
3.	Closure - Asking the students to draw conclusion - Giving homework - Parting the students	Drawing conclusion Doing the assignment at home Parting the teacher	Q – A Practice Respond	10' 7' 2' 1'

VI. Materials

The materials are enclosed.

VII. Media and Source

Media : Board Marker, Whiteboard, Worksheet, Cartoon video.

Source : <https://m.youtube.com/watch?v=wsS8S7CmMwM>

IX. Evaluation

Productive skill: finding the meaning of some word.

X. Teaching Skill Under Practice

Integrated Skill

Jember, 28th January 2019

English Teacher

The Researcher

Husein Asnawi, S.Pd

Istiana Inayatur R.

NIP : -

NIM : 120210401078

MATERIALS



Leading question: Answer the following sentence

1. Do you like watching cartoon video?

2. What is your favorite cartoon video?



Read the text carefully.



My Birthday Party

On the weekend I had a party. It was for my birthday party. All my friends came to my house and we played lots of games.

After the games we ate lunch. We had fairy bread chips and cake. Later, I opened my presents. I got lots of great things.

Then it was time for everyone to go home. I had fun at my party.

Task 1

Please identify the noun, verbs, adjectives, and adverbs of following words based on the text

1. A party
2. House
3. Friends
4. Came
5. Ate
6. Lunch
7. Got
8. Played
9. Games
10. On the weekend
11. Opened
12. Great
13. Presents
14. Go

Task 2

Please match the words in box A with the words in box B

Box A

No.	Words
1	Party
2	Cake
3	House
4	All
5	Fun
6	Bread
7	Ate
8	Lunch
9	Got
10	Played

Box B

No.	Words
A	Bermain
b	Mendapatkan
c	Makan siang
d	Makan
e	Roti
f	Menyenangkan
g	Semua
h	Rumah
i	Kue
j	Pesta

Task 3

Complete the following sentences with the appropriate words.

House	All	Went	Lunch	Got
Played	Games	Great	Presents	Cake

- I went to Fara's to make a cake.
-of my friends came to my party.
- She lots of things in her party.
- Yesterday Dina and Dani football.
- We played lots of in Fara's party.
- Yesterday Sandrina and I to the market.
- My father gave me some in my birthday party.
- Anggi ate a in the party.
- I got lots oft things
- After playing the games we eat

Home work

Find five more words and the meaning of each words.

Answer keys

Task 1

Please identify the noun, verbs, adjectives, and adverbs of following words based on the text

Nouns :A party, house, friends, lunch, games, and presents.

Verbs : came, ate, got, played, opened, and go.

Adjectives : great,

Adverb :on the weekend

Task 2

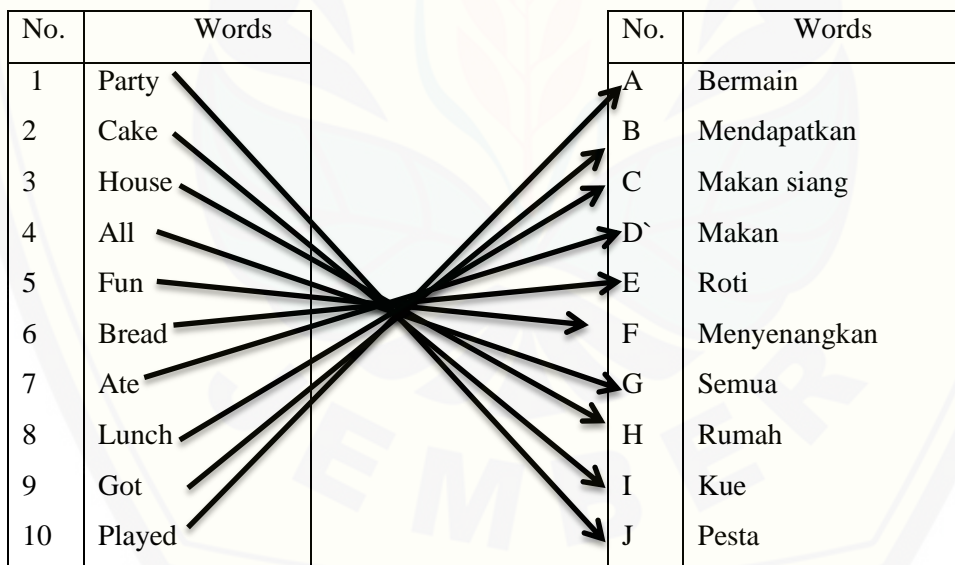
Please match the words in Box A with the words in Box B

Box A

No.	Words
1	Party
2	Cake
3	House
4	All
5	Fun
6	Bread
7	Ate
8	Lunch
9	Got
10	Played

Box B

No.	Words
A	Bermain
B	Mendapatkan
C	Makan siang
D`	Makan
E	Roti
F	Menyenangkan
G	Semua
H	Rumah
I	Kue
J	Pesta



Task 3

Complete the following sentences with the appropriate words.

House	All	Go	Lunch	Got
Played	Games	After	Presents	Cake

1. I went to Fara's **house** to make a cake.
2. **All** of \my friends came to my party.
3. She **got** lots of things in her party.
4. Yesterday Dina and Dani **played** football.
5. We played lots of **games** in Fara's party.
6. Yesterday Sandrina and I **went** to the market.
7. My father gave me some **presents** in my birthday party.
8. Anggi ate a **cake** in the party.
9. We went to Andri's house **after** doing the task.
10. After playing the games we eat **lunch**.

Table of Specification

Specification	Word
Noun	a party, house, friends, lunch, games, and presents.
Verb	came, ate, got, played, opened, and go.
Adjective	great,
Adverb	on the weekend

Appendix 5**LESSON PLAN (Cycle 1, Meeting 2)**

Subject	: English
Level / Semester	: VIII/ 1
Language skill / Component	: Reading / Vocabulary
Topic	: Rosa Goes The City
Time	: 2 x 40 minutes

I. Standard Competence

5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicator**Cognitive****Product**

1. Finding the meaning of words of nouns, verb, adjectives and adverbs correctly.

Process

1. Identifying the nouns, verbs, adjectives and adverbs from the text given.
2. Matching the English words and the Indonesian words.
3. Completing sentences by using the appropriate words.

Affective

1. Showing the enthusiasm in doing the task
2. Showing the responsibility in doing the task

IV. Learning Objectives

Cognitive**Product**

1. The students are able to find the meaning of the words.

Process

1. The students are able to identify the nouns, verbs, adjectives and adverbs in movie.
2. The students are able match the English words and the Indonesian words based on the movie.
3. Completing sentences by using the appropriate words.

Affective

1. Are able to show the enthusiasm in doing the task.
2. Are able to show the responsibility in doing the task.

V. Teaching and Learning Activities

No.	Teacher's activities	Students' activities	Method	Time
1.	Pre-viewing - Greeting the students - Checking the students' attendance - Asking the students about some new words. - Giving motivation: giving a picture of the character - Introducing the character of the video	Greeting the teacher Responding Responding Paying attention Paying attention	Q – A Q – A Q – A Tutorial Tutorial	(10') 1' 2' 2' 2'' 3'
2.	While-viewing - Giving explanation about recount text - Playing the video for the first time - Asking the students to mention the unfamiliar words and find the meaning - Distributing Task1 - Giving the explanation about the Task 1 - Playing the video for the second time and asking the students to do the task	Paying attention Watching the video mention the unfamiliar words and find the meaning Receiving the task Paying attention Watching the video and doing the task	Tutorial Practice Practice Tutorial Tutorial Practice	60' 5' 2' 10' 1' 3' 5'

	- Playing the movie and discussing the answer	Discussing the answer	Tutorial	5'
	- Distributing Task 2 and Task 3	Receiving the task	Tutorial	1'
	- Giving the explanation about the Task 2 and Task 3	Paying attention	Tutorial	3'
	- Playing the video and asking the students to do the task	Watching the video and doing the task	Practice	10'
	Post Viewing			
	- Playing the video and discussing the answer	Discussing the answer	Tutorial	10'
3.	Closure			10'
	- Asking the students to draw conclusion	Drawing conclusion	Q – A	7'
	- Giving homework	Doing the assignment at home	Practice	2'
	- Parting the students	Parting the teacher	Respond	1'

VI. Materials

The materials are enclosed.

VII. Media and Source

Media : Board Marker, Whiteboard, Worksheet, Cartoon video.

Source : <https://m.youtube.com/watch?v=614ERmb5KjA>

IX. Evaluation

Productive skill: finding the meaning of some word.

X. Teaching Skill Under Practice

Integrated Skill

Jember, 28th January 2019

English Teacher

The Researcher

Husein Asnawi, S.Pd

Istiana Inayatur R.

NIP : -

NIM : 120210401078

MATERIALS



Leading question: Answer the following sentence

What are the meanings of the following words?

- Elephant zoo cage visitors

Rosa Goes to The City

By Amit Garge

In the middle of a big city, there is a small zoo, and inside live a baby elephant. Her name was Rosa. The zookeeper loved little Rosa very much and cared for her in every possible way. Many visitors came to see Rosa and watched in fascination as she ate a dozen bananas in one go. Rosa was well looked after, but she missed the company of other elephants.

One day after feeding Rosa, the keeper forgot to lock the door of her cage. Soon she was out of the zoo. First, she came across an ice cream vendor standing by the roadside. He saw Rosa and ran away. The curious little elephant stuck her trunk in to the ice box. Something tasted so cold, sweet and delicious that she simply gulped it all down.

Rosa kept moving about, her eyes searching for someone. Finally, inside a shop she saw a herd of elephants on a television screen.

“ Friends!”, she thought and marched into the TV shop.

Every body inside the shop ran out, leaving her alone. Rosa tried talking to the elephants on the TV screen, but they didn’t replay. Confused and disappointed, she walked out, back on the street, she saw a coconut-seller selling coconuts.

“ Wow, I’ve found a ball !”

“ It’s play time now!” she cried and kicked the coconut high into the air.

It flew across the road and landed right beside a boy playing in the park. Rosa ran across the road, determined to get her coconut-ball. Car screeched buses honked, and drivers began to yell to each other. Rosa has created a traffic jam. The traffic police moved in to take control. The zoo was informed. Ignoring the commotion around her, Rosa simply ran into the park. She stoped in front of the little boy who was smiling at her. He giggled and patted the elephant. Rosa trumpeted back with excitement at her newfound friend.

By now the zookeeper had reached the park. Seeing Rosa in the open space of the park, he understood that she would never be happy in a cage. The zoo transferred Rosa to a protected forest, away from the city, where many other elephants roamed freely. Rosa grew up very happily.

Now, instead of watching Rosa behind bars in a cramped cage, visitors could see her among lots of trees still gulping down dozens of bananas.

Task 1

Please identify the noun, verbs, adjectives, and adverbs of following words based on the text

- | | | |
|----------------|-------------------|--------------|
| 1. Small | 11. Sweet | 21. Inside |
| 2. A vendor | 12. Loved | 22. Cage |
| 3. Happy | 13. Forest | 23. Little |
| 4. Soon | 14. Behind | 24. Visitors |
| 5. Found | 15. City | 25. Created |
| 6. Confused | 16. Never | 26. Her |
| 7. Cold | 17. Trees | 27. When |
| 8. Fascination | 18. The elephants | 28. Bars |
| 9. Simply | 19. Ran | 29. Now |
| 10. Eat | 20. Stoped | 30. Saw |

Task 2

Please match the words in Box A with the words in Box B

Box A

No.	Words
1	Fascination
2	Elephant
3	Cage
4	Ran
5	Forgot
6	Sweet
7	Delicious
8	Confused
9	Inside
10	Always

Box B

No.	Words
A	Di dalam
b	Manis
c	Lari
d	Kandang
e	Gajah
f	Lupa
g	Pesona
h	Bingung
i	Lezat
j	Selalu

Task 3

Complete the following sentences with the appropriate words.

Found	Cold	ate	Sweet	Zoo
Never	Cage	Visitors	Came	Her

1. Yesterday my friend..... a new pen in the class room.
2. I went the to see an elephant.
3. There were many in the zoo to see Rosa.
4. She study hard, so she gets a bad score.
5. The elephants a dozen bananas.
6. Rosa saw company in television.
7. The little Rosa lived in a small
8. I ate an ice cream, the taste is sweet and
9. Many visitors to see Rosa and gave her a dozens of bananas.
10. Rosa ate a big cake and the taste is

Home work

Find five more words and the meaning of each words.

The Answer key

Task 1

Please identify the nouns, verbs, adjectives and adverbs of following words based on the text.

Nouns : a vendor, fascination, cage, visitors and bars.

Verbs : forgot, eat, loved, came and saw

Adjectives : small, confused, sweet, little and her

Adverbs : soon, simply, inside, when, and now

Task 2

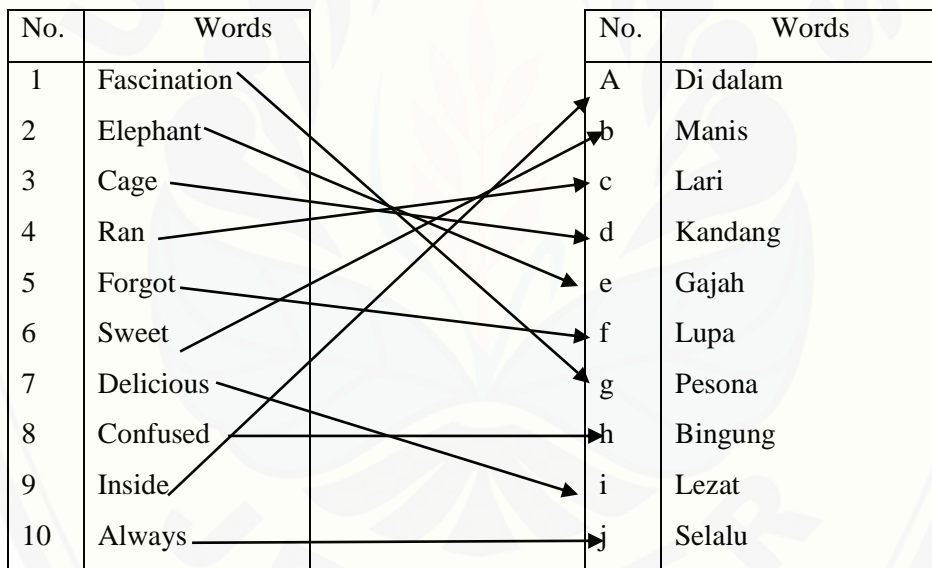
Please match the words in Box A with the words in Box B

Box A

No.	Words
1	Fascination
2	Elephant
3	Cage
4	Ran
5	Forgot
6	Sweet
7	Delicious
8	Confused
9	Inside
10	Always

Box B

No.	Words
A	Di dalam
b	Manis
c	Lari
d	Kandang
e	Gajah
f	Lupa
g	Pesona
h	Bingung
i	Lezat
j	Selalu



Task 3

Complete the following sentences with the appropriate words.

1. Yesterday my friend **found** a new pen in the class room.
2. I went the **zoo** to see an elephant.
3. There are many **visitors** in the zoo to see Rosa.
4. She **never** study hard, so she gets a bad score.
5. The elephants **ate** a dozen bananas.
6. Rosa saw **her** company in the television.
7. The little Rosa lived in a small **cage**.
8. I ate an ice cream, the taste is sweet and **cold**.
9. Rosa **saw** an ice cream vendor in the city.
10. Rosa ate a big cake and the taste is **sweet**.

Table of Specification

Specification	Word
Noun	a vendor, fascination, cage, visitors and bars.
Verb	forgot, eat, loved, came and saw
Adjective	small, confused, sweet, little and her
Adverb	soon, simply, inside, when, and now

Appendix 6**Vocabulary Test**

Nama :

Class :

Score :

I. Choose the correct answer by crossing (x) a, b, c, or d.

1. There were some elephants in the
a. Zoob. Library c. Class d. School
2. Angga and Anggi to my party last night.
a. Come b. Went c. Came d. Goes
3. Rosa met company in the zoo.
a. Her b. His c. My d. Your
4. I went to school eating my breakfast.
a. When b. Before c. While d. After
5. What are you doing in the party?
a. Dancing b. Reading c. Working d. Writing
6. Ani : Where did you go last week?
Angga : I went to..... I saw many animals there.
a. The Zoo b. The River c. The Park d. The City
7. A cat has a nose, two....., two ears, and four legs.
a. Eyes b. Eye b. Ear d. Noses
8. Anggi..... a dog, so he ran away.
a. Run b. Stay c. Ran d. Saw
9. The little Rosa an ice cream in the city.
a. Ate b. Walked c. Played d. Saw
10. Rosa ate an ice cream, the taste is and sweet.
a. Hotb. Cold c. sweetd. Sour
11. Rosa sleptKitty and Doggy

- a. Behind b. Between c. After d. before
12. I saw an elephant live in a
- a. Box b. Cage c. Boxesd. Cages
13. What did Rosa eat?
- a. Banana b. Mango c. Apple d. Grape
14. There were many in the zoo to see the animals.
- a. Visitors b. A visitor c. Animal d. Animals
15. What did the little Rosa feel when she missed her company?
- a. Sad b. Happy c. Angryd. Confused
16. We some cakes for lunch yesterday.
- a. Ate b. Eats c. See d. Saw
17. Rosa ran into the park.
- a. Fast b. Slowly b. Badly d. Simply
18. Where did a little Rosa live?
- a. Inside the cage c. In the Park
- b. Outside the Park d. Outside the cage
19. What did we get in the party?
- a. Giftb. Book c. Dress d. Bag
20. What did the little Rosa feel when she met her company?
- a. Happy b. Sad c. Confused d. Angry

Answer key:

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

Table of Specification

Specification	Number
Noun	1, 6, 7, 12, 13, 14, 19
Verb	2, 5, 8, 9, 16,
Adjective	3, 10, 15, 20
Adverb	4, 11, 17, 18

Appendix 7**LESSON PLAN (Cycle 2, Meeting 1)**

Subject	: English
Level / Semester	: VIII/ 1
Language skill / Component	: Reading / Vocabulary
Topic	: Teddy Adventure
Time	: 2 x 40 minutes

I. Standard Competence

6. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicator**Cognitive****Product**

2. Finding the meaning of words of nouns, verb, adjectives and adverbs correctly.

Process

1. Identifying the nouns, verbs, adjectives and adverbs from the text given.
2. Matching the English words and the Indonesian words.
3. Completing sentences by using the appropriate words.

Affective

1. Showing the enthusiasm in doing the task
2. Showing the responsibility in doing the task

IV. Learning Objectives**Cognitive****Product**

- The students are able to find the meaning of the words.

Process

- The students are able to identify the nouns, verbs, adjectives and adverbs in movie.
- The students are able match the English words and the Indonesian words based on the movie.
- Completing sentences by using the appropriate words.

Affective

- Are able to show the enthusiasm in doing the task.
- Are able to show the responsibility in doing the task.

V. Teaching and Learning Activities

No.	Teacher's activities	Students' activities	Method	Time
1.	Pre-viewing			(10')
	1.1 Greeting the students	Greeting the teacher	Q – A	1'
	1.2 Checking the students' attendance	Responding	Q – A	2'
	1.3 Asking the students about some new words.	Responding	Q – A	2'
	1.4 Giving motivation: giving a picture of the character	Paying attention	Tutorial	2'
	1.5 Introducing the character of the video	Paying attention	Tutorial	3'
2.	While-viewing			60'
	2.1 Giving explanation about recount text	Paying attention	Tutorial	5'
	2.2 Playing the video for the first time	Watching the video	Practice	2'
	2.3 Asking the students to mention the unfamiliar words and find the meaning	mention the unfamiliar words and find the meaning	Practice	10'
	2.4 Distributing Task1		Tutorial	1'
	2.5 Giving the explanation about the Task 1	Receiving the task Paying attention	Tutorial	3'
	2.6 Playing the video for the second time and asking the students to do the task	Watching the video and doing the task	Practice	5'
	2.7 Playing the movie and discussing the answer			5'
	2.8 Distributing Task 2 and	Discussing the answer	Tutorial	1'

	Task 3 2.9 Giving the explanation about the Task 2 and Task 3 2.10 Playing the video and asking the students to do the task Post Viewing 2.11 Playing the video and discussing the answer	Receiving the task Paying attention Watching the video and doing the task Discussing the answer	Tutorial Tutorial Practice Tutorial	3' 10' 10'
3.	Closure			10'
3.1	Asking the students to draw conclusion	Drawing conclusion	Q – A	7'
3.2	Giving homework	Doing the assignment at home	Practice	2'
3.3	Parting the students	Parting the teacher	Respond	1'

VI. Materials

The materials are enclosed.

VII. Media and Source

Media : Board Marker, Whiteboard, Worksheet, Cartoon video.

Source : <https://m.youtube.com/watch?v=ArvQ1bW7k20>

IX. Evaluation

Productive skill: finding the meaning of some word.

X. Teaching Skill Under Practice

Integrated Skill

Jember, 28th January 2019

English Teacher

The Researcher

Husein Asnawi, S.Pd

Istiana Inayatur R.

NIP : -

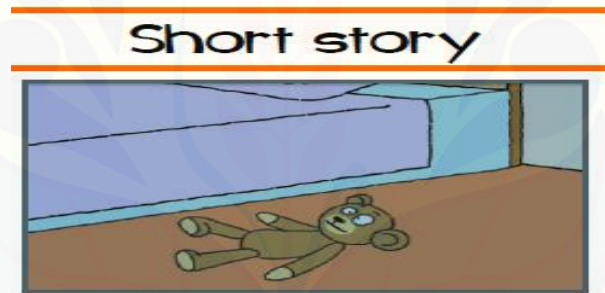
NIM : 120210401078

MATERIALS

Leading question: Answer the following sentence

1. Do you know what picture it is?
2. Have you ever watch a cartoon video about a teddy bear?

Read the text carefully.

**Teddy's Adventure**

Teddy lay sadly on the bedroom floor, forgotten, when Kumiko went to nursery school. Scraps, the dog, tossed the frightened teddy around. Teddy landed in Mother's shopping bag. She went shopping. When she pulled out her purse, Teddy fell out into a shopping trolley. The trolley bounced poor Teddy straight into a bin. A lorry took the rubbish to the dump. Teddy was terrified! A huge bird carried him high in the sky. Suddenly Teddy dropped, falling, falling.

The post lady picked him up and took Teddy inside a building. They put him with the other toys. Soon, Kumiko found him. 'How did you come to school?'' she asked.

Task 1

Please identify the noun, verbs, adjectives, and adverbs of following words based on the text

- | | |
|------------|--------------|
| 1. Bedroom | 8. Terrified |
| 2. Floor | 9. Her |
| 3. When | 10. Soon |
| 4. Purse | 11. dropped |
| 5. Into | 12. High |
| 6. Tossed | 13. Suddenly |
| 7. Pulled | 14. Picked |

Task 2

Please match the words in Box A with the words in Box B

Box A

No.	Words
1	Floor
2	Purse
3	Into
4	Pulled
5	Terrified
6	Her
7	When
8	dropped
9	High
10	Suddenly

Box B

No.	Words
a	Dompot
b	Tiba-tiba
c	Ketakutan
d	Milik(dia perempuan)
e	Ketika
f	Ke dalam
g	Lantai
h	Menarik
i	Terjatuh
j	Tinggi

Task 3

Complete the following sentences with the appropriate words.

Floor	Purse	Into	Pulled	Terrified
Her	when	dropped	High	Suddenly

1. Teddy lay on the
2. My Mother put her money in her
3. Teddy was because a bird carried him high in the sky.
4. Kumiko found teddy the post lady took him inside a building
5. The bird flight in the sky.
6. My mother put her money Her purse.
7. Teddy and a post lady carried him inside a building.
8. My mother her purse from her pocket.
9. Teddy lay on the floor, A dog came and tossed him.
10. Kumiko put toys in a box.

Home work

Find five more words and the meaning of each words.

Answer Key :

Task 1

Please identify the noun, verbs, adjectives, and adverbs of following words based on the text

Noun : bedroom, floor, purse

Verb : tossed, pulled, dropped, picked

Adjective : terrified, her, high

Adverb : when, into, soon, suddenly

Task 2

Please match the words in Box A with the words in Box B

Box A		Box B	
No.	Words	No.	Words
1	Floor	A	Dompot
2	Purse	b	Tiba-tiba
3	Into	c	Ketakutan
4	Pulled	d	Milik(dia perempuan)
5	Terrified	e	Ketika
6	Her	f	Ke dalam
7	When	g	Lantai
8	dropped	h	Menarik
9	High	i	Terjatuh
10	Suddenly	j	Tinggi

Task 3

Complete the following sentences with the appropriate words.

Floor	Purse	Into	Pulled	Terrified
Her	when	dropped	High	Suddenly

1. Teddy lay on the **floor**
2. My Mother put her money in her **purse**
3. Teddy was **terrified** because a bird carried him high in the sky.
4. Kumiko found teddy, **when** the post lady took him inside a building
5. The bird flight **high** in the sky.
6. My mother put her money **into** Her purse.
7. Teddy **dropped** and a post lady carried him inside a building.
8. My mother **pulled** her purse from her pocket.
9. Teddy lay on the floor, **suddenly** A dog came and tossed him.
10. Kumiko put **her** toys in a box.

Table of Specification

Specification	Word
Noun	bedroom, floor, purse
Verb	tossed, pulle, dropped, picked
Adjective	terrified, her, high
Adverb	when, into, soon, suddenly

Appendix 8

LESSON PLAN (Cycle 2, Meeting 2)

Subject	: English
Level / Semester	: VIII/ 1
Language skill / Component	: Reading / Vocabulary
Topic	: Summer Vacation
Time	: 2 x 40 minutes

I. Standard Competence

6. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicator**Cognitive****Product**

1. Finding the meaning of words of nouns, verb, adjectives and adverbs correctly.

Process

1. Identifying the nouns, verbs, adjectives and adverbs from the text given.
2. Matching the English words and the Indonesian words.
3. Completing sentences by using the appropriate words.

Affective

1. Showing the enthusiasm in doing the task
2. Showing the responsibility in doing the task

IV. Learning Objectives**Cognitive****Product**

3. The students are able to find the meaning of the words.

Process

1. The students are able to identify the nouns, verbs, adjectives and adverbs in movie.
2. The students are able match the English words and the Indonesian words based on the movie.
3. Completing sentences by using the appropriate words.

Affective

1. Are able to show the enthusiasm in doing the task.
2. Are able to show the responsibility in doing the task.

V. Teaching and Learning Activities

No.	Teacher's activities	Students' activities	Method	Time
1.	Pre-viewing 1.6 Greeting the students 1.7 Checking the students' attendance 1.8 Asking the students about some new words. 1.9 Giving motivation: giving a picture of the character 1.10 Introducing the character of the video	Greeting the teacher Responding Responding Paying attention Paying attention	Q – A Q – A Q – A Tutorial Tutorial	(10') 1' 2' 2' 2'' 3'
2.	While-viewing 2.12 Giving explanation about recount text 2.13 Playing the video for the first time 2.14 Asking the students to mention the unfamiliar words and find the meaning 2.15 Distributing Task1 2.16 Giving the explanation about the Task 1 2.17 Playing the video for the second time and asking the students to do the task 2.18 Playing the movie and discussing the answer	Paying attention Watching the video mention the unfamiliar words and find the meaning Receiving the task Paying attention Watching the video and doing the task Discussing the answer Receiving the task	Tutorial Practice Practice Tutorial Tutorial Practice Practice Tutorial Tutorial	60' 5' 2' 10' 1' 3' 5' 5' 1'

	2.19 Distributing Task 2 and Task 3	Paying attention	Tutorial	3'
	2.20 Giving the explanation about the Task 2 and Task 3	Watching the video and doing the task	Practice	10'
	2.21 Playing the video and asking the students to do the task			
	Post Viewing			
	2.22 Playing the video and discussing the answer	Discussing the answer	Tutorial	10'
3.	Closure			10'
3.1	Asking the students to draw conclusion	Drawing conclusion	Q – A	7'
3.2	Giving homework	Doing the assignment at home	Practice	2'
3.3	Parting the students	Parting the teacher	Respond	1'

VI. Materials

The materials are enclosed.

VII. Media and Source

Media : Board Marker, Whiteboard, Worksheet, Cartoon video.

Source : <https://m.youtube.com/watch?v=ArvQ1bW7k20>

IX. Evaluation

Productive skill: finding the meaning of some word.

X. Teaching Skill Under Practice

Integrated Skill

Jember, 28th January 2019

English Teacher

The Researcher

Husein Asnawi, S.Pd

Istiana Inayatur R.

NIP : -

NIM : 120210401078

MATERIALS



Leading Questions

1. What did you do in your vacation?
2. Where did you go for your vacation?

Read the text carefully.



Summer Vacation

A : “ How Are You?”

B : I am good. How was your summer vacation?

A : it was great. I went to Jejudo with my family.”

B : “ Really? What did you do there?

A. “ We looked around Jejudo.”

B : “ sounds great”

A : “We rode horses and walked along Jeju Olle.”

B : “ Jeju Olle? What’s that?”

A : “ It was a walking path. You can see beautiful beaches and and fields from there.”

B : “ Wow, I want to go there too.”

A : “ How about your vacation? What did you do?”

B : “ I took taekwondo Lessons. “

A : “ Great. What color belt do you have?”

B : “ White. I want to get my blue belt soon.”

A : “ Good luck.“



Task 1

Please identify the noun, verbs, adjectives, and adverbs of following words based on the text

- | | |
|--------------|-------------|
| 1. Summer | 9. Belt |
| 2. Vacation | 10. White |
| 3. Great | 11. Blue |
| 4. Rode | 12. Get |
| 5. Horse | 13. Walking |
| 6. Beautiful | 14. See |
| 7. There | |
| 8. Beach | |

Task 2

Please match the words in Box A with the words in Box B

Box A

No.	Words
1	Summer
2	Vacation
3	Get
4	Rode
5	Horse
6	Beautiful
7	There
8	Beach
9	Belt
10	White

Box B

No.	Words
A	Liburan
b	Mendapatkan
c	Kuda
d	Disana
e	Cantik
f	Ikat pinggang
g	Menyenangkan
h	Menunggangi/mengendarai
i	Pantai
j	Putih

Task 3

Complete the following sentences with the appropriate words.

Summer	Vacation	Get	Rode	Horse
Beautiful	There	Beach	Belt	White

1. I went to the zoo for my
2. I have a sister, she is
3. She went to the beach in the
4. I got my white yesterday in my taekwondo Lessons.
5. The color of Indonesian flag is red and
6. My Mother motorcycle with my sister.
7. I went to the Jejuodo with my family. I can see beautiful beaches
8. Yesterday I went to the and playing sand.
9. I lots of things in party.
10. I rode and walked along Jeju Olle

Home work

Find five more words and the meaning of each words.

The Answer key

Task 1

Please identify the nouns, verbs, adjectives and adverbs of following words based on the text.

Nouns : summer, vacation, horse, beach, belt

Verbs : rode, get, walking, see

Adjectives : great, beautiful, white, blue

Adverbs : soon, simply, inside, when, and now

Task 2

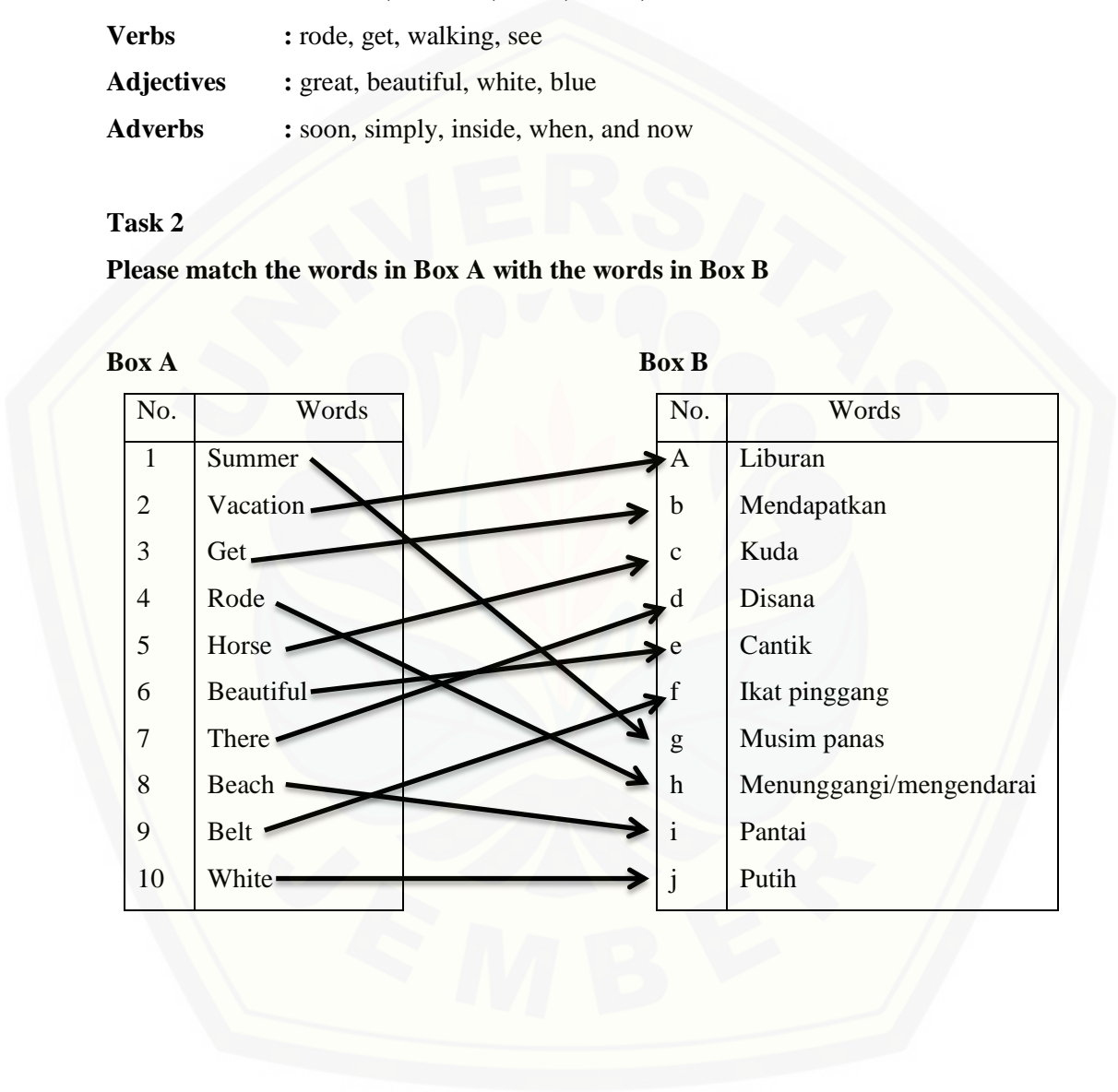
Please match the words in Box A with the words in Box B

Box A

No.	Words
1	Summer
2	Vacation
3	Get
4	Rode
5	Horse
6	Beautiful
7	There
8	Beach
9	Belt
10	White

Box B

No.	Words
A	Liburan
b	Mendapatkan
c	Kuda
d	Disana
e	Cantik
f	Ikat pinggang
g	Musim panas
h	Menunggangi/mengendarai
i	Pantai
j	Putih



Task 3

Complete the following sentences with the appropriate words.

Summer	Vacation	Get	Rode	Horse
Beautiful	There	Beach	Belt	White

1. I went to the zoo for my **vocation**
2. I have a sister, she is **beautiful**
3. She went to the beach in the **summer**
4. I got my white **belt** yesterday in my taekwondo Lessons.
5. The color of Indonesian flag is red and **white**
6. My Mother **rode** motorcycle with my sister.
7. I went to the Jejuodo with my family. I can see beautiful beaches **there**.
8. Yesterday I went to the **beach** and playing sand.
9. I **get** lots of things in party.
10. I rode a **horse** and walked along Jeju Olle

Table of Specification

Specification	Word
Noun	summer, vacation, horse, beach, belt
Verb	rode, get, walking, see
Adjective	great, beautiful, white, blue
Adverb	soon, simply, inside, when, and now



Appendix 9**Vocabulary Test**


Nama :

Class :

Score :

II. Choose the correct answer by crossing (x) a, b, c, or d.

1. In my there are pillow, blanket and bolster.
a. Bathroom b. Bedroom c. Kitchen d. Living room
2. I sweep the twice a day.
a. Floor b. window c. door d. roof
3. I put my money in my
a. Purse b. book c. pillow d. dress
4. My family and I went to the and played sand there.
a. beach b. zoo c. school d. mountain
5. The meaning of soon is
a. Harus b. sebelum c. segera d. sesudah
6. The meaning of belt is
a. baju b. celana c. topi d. ikat pinggang
7. What did teddy feel when a bird carried him high in the sky?
a. Happy b. terrified c. sad d. angry
8. The antonym of there is
a. here b. into c. on d. that
9. Ani : Where did you go last week?
Angga : I went to Jejudo. I a horse there.
a. took b. get c. rode d. take
10. I my blue belt in my taegwondo lessons.
a. took b. get c. rode d. take
11. My mother gave me a new bag. I was
a. Happy b. terrified c. sad d. angry
12. I put my book my bag.
a. into b. on c. beside d. above

13. I went to the zoo for my
a. vacation b. lessons c. party d. job
14. Meme My favorite vase. (Menjatuhkan)
a. Pulled b. take c. get d. dropped
15. What is the meaning of Pulled?
a. menarik b. menjatuhkan c. mendorong d. mengambil
16. What picture is it?
a. a horse c. a cat
b. a dogd. a lion
- 
17. The antonym of happy is
a. Hungry b. terrified c. sad d. angry
18. The antonym of black is
a. Dark b. Light c. White d. Bright
19. The weather is quite hot. It is here
a. Rainy b. Autumn c. Snow d. Summer
20. Indonesia won the futsal competition yesterday. The team 4 points.
a. Get b. lost c. win d. have

Answer Key :

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

Table of Specification

Spesification	Number
Noun	1, 2, 3, 4, 6, 13, 16, 19
Verb	9, 10, 14, 15, 20
Adjective	7, 11, 17, 18
Adverb	5, 8, 12,

Appendix 10

The Results of Observation in Cycle 1

Subject		Meeting 1					Meeting 2						
No	Name	Indicator				A	P	Indicator				A	P
		1	2	3	4			1	2	3	4		
1	AFH	V	v	v	v	v		V	v	v	v	V	
2	A	V	v				v	V	v				v
3	AA	V	v	v	v	v		V	v	v	v	V	
4	AH	V	v				v	V	v	v	v	V	
5	AH	V	v	v	v	v		V	v	v	v	V	
6	AHZ	V	v				v	V	v	v	v	V	
7	DA	V	v	v	v	v		V	v	v	v	V	
8	DYW	V	v				v	V	v	v	v	V	
9	DBN	V	v	v	v	v		V	v	v	v	V	
0	DS	V	v	v	v	v		V	v	v	v	V	
11	FZM	V	v				v	V	v	v	v	V	
12	LM	V	v	v	v	v		V	v	v	v	V	
13	MADY	V	v	v	v	v		V	v	v	v	V	
14	MFM	V	v				v	V	v	v	v	V	
15	MR	V	v	v	v	v		V	v	v	v	V	
16	MZ	v	v	v	v	v		V	v	v	v	V	
17	MA	v	v	v	v	v		V	v	v	v	V	
18	MB	v	v	v	v	v		V	v	v	v	V	
19	MBS	v	v	v	v	v		V	v	v	v	V	
20	SA	v	v				v	V	v				v
21	SNIB	v	v	v	v	v		V	v	v	v	v	
22	SS	v	v	v	v	v		V	v	v	v	v	
23	SLPR	v	v	v	v	v		V	v	v	v	v	
24	TS	v	v				v	V	v				v
Total						16	8					21	3
E = n/N x 100%						70%	30%					90%	10%

Appendix 11

The Results of Observation in Cycle 2

Subject		Meeting 1						Meeting 2					
No	Name	Indicator				A	P	Indicator				A	P
		1	2	3	4			1	2	3	4		
1	AFH	v	v	v	v	v		V	v	v	v	v	
2	A	v	v				V	V	v	v	v	v	
3	AA	v	v	v	v	v		V	v	v	v	v	
4	AH	v	v	v	v	v		V	v	v	v	v	
5	AH	v	v	v	v	v		V	v	v	v	v	
6	AHZ	v	v	v	v	v		V	v	v	v	v	
7	DA	v	v	v	v	v		V	v	v	v	v	
8	DYW	v	v	v	v	v		V	v	v	v	v	
9	DBN	v	v	v	v	v		V	v	v	v	v	
0	DS	v	v	v	v	v		V	v	v	v	v	
11	FZM	v	v	v	v	v		V	v	v	v	v	
12	LM	v	v	v	v	v		V	v	v	v	v	
13	MADY	v	v	v	v	v		V	v	v	v	v	
14	MFM	v	v	v	v	v		V	v	v	v	v	
15	MR	v	v	v	v	v		V	v	v	v	v	
16	MZ	v	v	v	v	v		V	v	v	v	v	
17	MA	v	v	v	v	v		V	v	v	v	v	
18	MB	v	v	v	v	v		V	v	v	v	v	
19	MBS	v	v	v	v	v		V	v	v	v	v	
20	SA	v	v	v	v	v		V	v	v	v	v	
21	SNIB	v	v	v	v	v		V	v	v	v	v	
22	SS	v	v	v	v	v		V	v	v	v	v	
23	SLPR	v	v	v	v	v		V	v	v	v	v	
24	TS	v	v	v	v	v		V	v	v	v	v	
Total						23	1					24	0
E = n/N x 100%						96%	4%					100%	0%

Appendix 12

The Results of Students' Vocabulary Test in Cycle 1

NO	Name	Score	Achieve	Not Achieve
1	AFH	75	V	
2	A	60		
3	AA	80	V	V
4	AH	70	V	
5	AH	80	V	
6	AHZ	75	V	
7	DA	80	V	
8	DYW	75	V	
9	DBN	75	V	
10	DS	85	V	
11	FZM	75	V	
12	LM	75	V	
13	MADY	80	V	
14	MFM	75	V	
15	MR	80	V	
16	MZ	90	V	
17	MA	85	V	
18	MB	80	V	
19	MBS	80	V	
20	SA	75	V	
21	SNIB	80	V	
22	SS	80	V	
23	SLPR	75	V	
24	TS	65	V	
Total		1850	23	1
Mean Score		77.08		
E = n/N x 100%			96%	4%

Appendix 13

The Results of Students' Vocabulary Test in Cycle 2

No	Name	Score	Achieve	Not Achieve
1	AFH	80	V	
2	A	80	V	
3	AA	85	V	
4	AH	80	V	
5	AH	90	V	
6	AHZ	85	V	
7	DA	95	V	
8	DYW	90	V	
9	DBN	85	V	
10	DS	90	V	
11	FZM	85	V	
12	LM	80	V	
13	MADY	90	V	
14	MFM	75	V	
15	MR	90	V	
16	MZ	90	V	
17	MA	85	V	
18	MB	80	V	
19	MBS	80	V	
20	SA	90	V	
21	SNIB	80	V	
22	SS	80	V	
23	SLPR	80	V	
24	TS	80	V	
Total		2025	24	0
Mean Score		84.4		
E = n/N x 100%			100%	0%

Appendix 14

The Sample of Students' Vocabulary Test

Cycle I

Nama: DEVI AGUSTINU
 Kelas: VIII
 Nilai: 80

1	<input checked="" type="radio"/> A	B	C	D
2	A	B	<input checked="" type="radio"/> C	D
3	<input checked="" type="radio"/> A	B	C	D
4	A	B	<input checked="" type="radio"/> C	D
5	<input checked="" type="radio"/> A	B	C	D
6	<input checked="" type="radio"/> A	B	C	D
7	<input checked="" type="radio"/> A	B	C	D
8	A	B	C	<input checked="" type="radio"/> D
9	<input checked="" type="radio"/> A	B	C	D
10	A	<input checked="" type="radio"/> B	C	D
11	A	B	<input checked="" type="radio"/> C	D
12	A	<input checked="" type="radio"/> B	C	D
13	<input checked="" type="radio"/> A	B	C	D
14	<input checked="" type="radio"/> A	B	C	D
15	A	B	<input checked="" type="radio"/> C	D
16	<input checked="" type="radio"/> A	B	C	D
17	A	B	C	<input checked="" type="radio"/> D
18	<input checked="" type="radio"/> A	B	C	D
19	A	<input checked="" type="radio"/> B	C	D
20	<input checked="" type="radio"/> A	B	C	D

Nama: Tu. Sarike Cycle 2
 Kelas: VIII
 Nilai: 80

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

	Nama	Kelas	Nilai	Cycle I
	DEVI AGUSTIN	VII	80	
1	<input checked="" type="radio"/> A	B	C	D
2	<input checked="" type="radio"/> A	B	<input checked="" type="radio"/> C	D
3	<input checked="" type="radio"/> A	B	C	D
4	<input checked="" type="radio"/> A	B	<input checked="" type="radio"/> C	D
5	<input checked="" type="radio"/> A	B	C	D
6	<input checked="" type="radio"/> A	B	C	D
7	<input checked="" type="radio"/> A	B	C	D
8	<input checked="" type="radio"/> A	B	C	<input checked="" type="radio"/> D
9	<input checked="" type="radio"/> A	B	C	D
10	<input checked="" type="radio"/> A	<input checked="" type="radio"/> B	C	D
11	<input checked="" type="radio"/> A	B	<input checked="" type="radio"/> C	D
12	<input checked="" type="radio"/> A	<input checked="" type="radio"/> B	C	D
13	<input checked="" type="radio"/> A	B	C	D
14	<input checked="" type="radio"/> A	B	C	D
15	<input checked="" type="radio"/> A	B	<input checked="" type="radio"/> C	D
16	<input checked="" type="radio"/> A	B	C	D
17	<input checked="" type="radio"/> A	B	C	<input checked="" type="radio"/> D
18	<input checked="" type="radio"/> A	B	C	D
19	<input checked="" type="radio"/> A	<input checked="" type="radio"/> B	C	D
20	<input checked="" type="radio"/> A	B	C	D

Cycle 2

Nama Devi AGUSTINA
 Kelas VIII
 Nilai 95

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