

**THE EFFECT OF POP UP BOOK FOR STUDENTS' ON
VOCABULARY MASTERY AT GRADE VII SMP
NEGERI 1 UJUNG BATU**



A Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for the
graduate Degree of Education (S.Pd.) in English*

Written by:

SRI WAHYUNI NASUTION

Reg. Number: 20 203 00067

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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ENGLISH EDUCATION DEPARTMENT

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PADANGSIDIMPUAN
2024**

LETTER OF AGREEMENT

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a. n **Sri Wahyuni Nasution**

Padangsidimpuan, 28 Oktober 2024
To:
Dean Tarbiyah and Teacher Training Faculty
In –
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to *Sri Wahyuni Nasution*, entitled "*The Effect of Pop up book For Students' on Vocabulary Mastery at VII Grade SMP Negeri 1 Ujung Batu*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

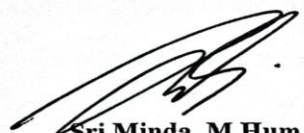
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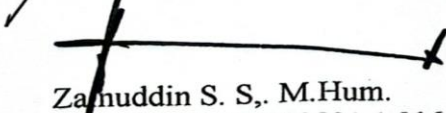

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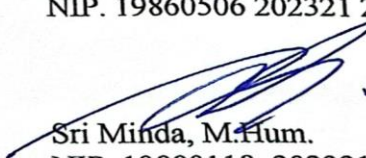

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ABSTRACT

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Mastery at Grade VII

Vocabulary is one of the most important parts in English. It is the core component of listening, speaking, reading, and writing. Vocabulary is needed to complete and support the four language skills. The failures of learning involves in many complex things such as still many students that find it difficult to learn English because the available media is less supportive in the learning process. They think this subject is very difficult to learn lack of knowledge about English vocabulary makes it increasingly difficult for them to understand the lesson they are studying. The purposes of this research are 1) To know the students' score on vocabulary mastery before learning by using Pop up book. 2) To know the students' score on vocabulary mastery after learning by using Pop up book. 3) To find out whether learning by using Pop up book significantly affect on students' vocabulary, or not. This research is quantitative method in pre experimental method. This research uses one group pre-test and post-test design. The group had been taught by using pop up book. The students had been conducted by a pre-test, then gave them a treatment using pop up book and last conducted post-test. The instrument was used test. According to the result of the test, it was found that the students' score before learning by using pop up book in SMP Negeri 1 Ujung Batu was classified to enough. The students' score after learning by using pop up book in SMP Negeri 1 Ujung Batu was classified as good. So there was a significant effect using Pop up book on students vocabulary Mastery at grade VII SMP Negeri 1 Ujung Batu.

Key Words: *Pop-up book, Vocabulary Mastery*

ABSTRAK

Name : Sri Wahyuni Nasution
Reg. Number : 2020300067
Title of Thesis : The Effect of Pop-up book for Students' on Vocabulary
Mastery at Grade VII

Kosakata adalah salah satu bagian terpenting dalam bahasa Inggris. Ini adalah komponen inti dari mendengarkan, berbicara, membaca, dan menulis. Kosakata diperlukan untuk melengkapi dan menunjang keempat keterampilan berbahasa tersebut. Kegagalan pembelajaran melibatkan banyak hal yang kompleks seperti masih banyak siswa yang merasa kesulitan dalam belajar bahasa Inggris karena media yang tersedia kurang mendukung dalam proses pembelajaran. Mereka menganggap mata pelajaran ini sangat sulit untuk dipelajari. Kurangnya pengetahuan tentang kosakata bahasa Inggris membuat mereka semakin sulit memahami pelajaran yang mereka pelajari. Tujuan dari penelitian ini adalah 1) Untuk mengetahui skor penguasaan kosakata siswa sebelum pembelajaran dengan menggunakan Pop up book. 2) Untuk mengetahui skor penguasaan kosakata siswa setelah pembelajaran dengan menggunakan Pop up book. 3) Untuk mengetahui apakah pembelajaran dengan menggunakan Pop up book berpengaruh signifikan terhadap kosakata siswa atau tidak. Penelitian ini merupakan metode kuantitatif dengan metode pra eksperimen. Penelitian ini menggunakan satu kelompok pre-test dan post-test design. Kelompok ini diajar dengan menggunakan pop up book. Dilakukan pre-testing terhadap siswa, kemudian diberikan perlakuan menggunakan pop up book dan terakhir dilakukan post-test. Instrumen yang digunakan adalah tes. Berdasarkan hasil test diketahui bahwa nilai siswa sebelum pembelajaran dengan menggunakan pop up book di SMP Negeri 1 Ujung Batu tergolong cukup. Nilai siswa setelah pembelajaran menggunakan pop up book di SMP Negeri 1 Ujung Batu tergolong baik. Jadi terdapat pengaruh yang signifikan penggunaan Pop up book terhadap penguasaan kosakata siswa kelas VII SMP Negeri 1 Ujung Batu.

Kata kunci: *Pop-up book, Penguasaan kosakata*

خلاصة

المفردات هي واحدة من أهم أجزاء اللغة الإنجليزية. وهو عنصر أساسي في الاستماع والتحدث والقراءة والكتابة. هناك حاجة إلى المفردات لاستكمال ودعم هذه المهارات اللغوية الأربع. يتضمن الفشل في التعلم العديد من الأمور المعقدة، مثل العديد من الطلاب الذين يجدون صعوبة في تعلم اللغة الإنجليزية بسبب عدم دعم الوسائط المتاحة لعملية التعلم. يجدون أن هذا الموضوع صعب التعلم للغاية. إن الافتقار إلى المعرفة بمفردات اللغة الإنجليزية يجعل من الصعب عليهم فهم الدروس التي يدرسونها. أهداف هذا البحث هي (١) تحديد درجات إتقان المفردات لدى الطلاب قبل التعلم باستخدام الكتب المنبثقة. (٢) لمعرفة درجات إتقان الطلاب للمفردات بعد التعلم باستخدام الكتب المنبثقة. (٣) معرفة ما إذا كان التعلم باستخدام الكتب المنبثقة له تأثير كبير على مفردات الطلاب أم لا. وهذا البحث هو المنهج الكمي ذو المنهج القبلي التجريبي. يستخدم هذا البحث التصميم القبلي والاختبار البعدي لمجموعة واحدة. يتم تدريس هذه المجموعة باستخدام الكتب المنبثقة. وقد تم إجراء الاختبار القبلي على الطلاب، ثم تم علاجهم باستخدام الكتب المنبثقة وأخيراً تم إجراء الاختبار البعدي. الأداة المستخدمة هي اختبار. بناءً على نتائج الاختبار، من المعروف أن درجات الطلاب تم تصنيفها على أنها كافية. تم تصنيف درجات مدرسة أوجونغ باتو الثانوية الحكومية 1 قبل التعلم باستخدام الكتب المنبثقة في على أنها جيدة. لذلك هناك تأثير كبير مدرسة أوجونغ باتو الثانوية الحكومية 1 الطلاب بعد التعلم باستخدام الكتب المنبثقة في مدرسة أوجونغ باتو الثانوية الحكومية 1 لاستخدام الكتب المنبثقة على إتقان المفردات لدى طلاب الصف السابع في

الكلمات المفتاحية: الكتاب المنبثق، إتقان المفردات

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Padangsidimpun, 10 Agustus 2024

Sri Wahyuni Nasution

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is one of the important things for the students to understand every single word written and spoken in their new foreign language. It is important because it is a fundamental factor in learning English language. Vocabulary is needed by students because before a person is able to produce language, they have to know the smallest meaningful device of language which is words or vocabulary. If they do not have enough vocabulary they will face difficulties to convey their messages or understand messages, answer questions, read a text, and active participate in the learning activities.

Furthermore, the importance of vocabulary learning towards improving and developing students' language skills causes language learning to be increasingly urgent to be carry out more seriously and urgently.¹ This is because in learning English, especially when learning the four language skills due the students' low ability to master English vocabulary. So that to improve English language skills, students of grade VII are required to be able to master approximately 500 vocabularies. However, those targets are not being met optimally because of the problems above.

¹ I Nyoman Suparsa and Ida Bagus Nyoman Mantra, "Covid-19 Terminologies : The Extent of Student's Vocabulary Acquisition During Learning From Home," *International Journal of Linguistics and Discourse Analytics* 2, no. 1 (2020): 41–47.

Vocabulary is one of the most important parts in English. It is the core component of listening, speaking, reading, and writing.² Vocabulary is needed to complete and support the four language skills. Mastering a lot of vocabulary will make easier for someone to listen, speak, read, and write in English. Without a broad vocabulary, learners will not be able to use the grammar and language functions they have learned for extensive communication.³

Based on the results of the researcher observations in the seventh grade students at SMPN 1 Ujung batu there are still many students that find it difficult to learn English. They think that this subject is very difficult to learn. Lack of knowledge about English vocabulary makes it increasingly difficult for them to understand the lessons they are studying. When they attend English class, Especially when the teacher introduces the topic that will be studied now, it will be difficult for them to understand the vocabulary they have just heard at that time the teacher taught students the topic of describing people. To talk about describing people, students need to put together some words, they must understand the meaning and they must be able to spell the word. At that time the teacher asked the students to describe someone, they knew how to do it but it was difficult to express it in English, they didn't have enough vocabulary so what they had thought could not be realize. The researcher found some

² Syafrizal Syafrizal and Haerudin Haerudin, "The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary To Young Learners," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 5, no. 1 (2018): 40, <https://doi.org/10.33394/jo-elt.v5i1.2296>.

³Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught. " *International journal of Teaching and Education* III. no 3 (2020). 21-34, <https://doi.org/10.20472/te.2020.3.3.002>.

evidence in the learning process that they have difficult speaking not because they don't know to say that but because of their lack of vocabulary.

Vocabulary mastery greatly affects language skills.⁴ They were still confused about the meaning of those words. They often ask for words in a learning process. They have difficulties when the teacher asks them to make sentences using English to describe people. The problem the researcher found in the class was that they were less enthusiastic about carrying out the learning process. They have difficulty understanding what they read and listen to however, that is students make mistakes in interpreting the meaning of words in the sentences. In the teaching vocabulary, the teacher must lead with the correct technique. The teacher can create a media that can be applied in the classroom.

Teacher can use pop-up book to teach. Pop-up book can make students more interested in learning English instead of emphasizing unfamiliar grammatical structures that students need to learn. Teacher often use media in the classroom because they help students reduce stress and pressure during the learning process. Sometimes students feel stressed because they have to study very hard to master the target language. They are stressed because they feel like they have to deal with words, grammatical structures, unfamiliar. Students often feel uncomfortable, affecting their ability to learn. Learn with media can help them more enjoyable and make them want to learn more. Some teachers

⁴ Azizah Amal and Herlina, "The Influence of Scrabble Games on Vocabulary Mastery in Children 5-6 Years at Taman PAUD Doa Ibu Makassar," ... *on Science and Advanced Technology (ICSAT)*, 2020, <https://ojs.unm.ac.id/icsat/article/view/17742>.

believe that students can relax when learn with media. When they pay attention to media, they may also want to communicate.

So its impossible for them to afraid to making a lot of mistakes and they also don't worry about anyone's judgment or correction and they will probably correct their mistakes themselves. If they make a mistake. To address these challenges, pop-up books were proposed as a creative and three dimentional medium for teaching vocabulary. Hiebert contends that pop-up books, with their mechanical and interactive features, provide a comprehensive way to deliver vocabulary material, making it easier for students to understand and retain meanings.

Pop-up book can combined with various English material, offering a novel and engaging way to present vocabulary. Pop-up book serve as creative media that stimulate students' imagination, increase their appreciation for books, and enhance their creative mindset, The article argues that introducing pop-up books as a medium for learning is essential for providing students with a shared perspective on words and preventing misinterpretations.⁵ Prior research, Including studies by Oktaviana et al. has explored the positive impact of pop up books on various aspect of learning, such as problem-solving abilities, student activity, and vocabulary mastery. However, this study seeks to specifically investigate the significant effect of pop up book on students vocabulary mastery in the context of eighth-grade students at SMPN 1 kubung

⁵ Nindy Susrianty, Marsika Sepyanda, and Risza Dwiputri, "The Effect of Pop-Up Books Toward Students' Vocabulary Mastery," *ELP (Journal of English Language Pedagogy)* 9, no. 1 (2024): 29–42, <https://doi.org/10.36665/elp.v9i1.856>.

during the 2022-2023 academic year. From the results of the observations of the seventh grade at SMPN 1 ujung batu, it can be concluded that cognitive development in the vocabulary of the seventh grade of SMPN 1 ujung batu is not yet optimal. Students do not understand the vocabulary that the teacher brings when teaching, students are afraid to ask the teacher about things they do not understand and there is a lack of students interest in learning English, so students lack confidence in their abilities to learn English, the atmosphere in the class is less conducive so that children's abilities do not develop optimally. Learning method that uses the assignment method, the teacher explains more orally while students are only given worksheets and asked to complete them. Seeing the problems above, there needs to be an appropriate solution. The use of pop-up book is considered quite appropriate in reducing this problem. The presence of an interesting visual from of English learning teaching material will make students' attention focus on their learning through this media. So that material the teacher will convey will be well absorbed by the students. Based on the explanation above, the researcher believe that pop-up book may useful for students vocabulary mastery. In conclusion, researcher will use pop-up book at grade VII SMP N 1 Ujung batu.

B. The Identification of the Problem

Especially in SMPN 1 Ujung batu, there are some problems with vocabulary mastery of the VII Grade Students at SMPN 1 Ujung batu.

1. Most of students lack vocabulary when learning English.
2. Most of students find it difficult to express words English.

3. Most of the students are less enthusiastic about monotonous English learning.

C. The Limitation of the Problem

Based of the identification of the problem above, the researcher limited the problem on the fourth problems; the English teacher must do innovation such as conducting an approach, strategies, technique, method, and media that can make students more interested in learning vocabulary. Then, the problems in vocabulary will do by making media, it is pop-up book. The type that can research use in this research is open 360 degree because the most suitable used of this style is to design building where the researcher will use pop-up book In this research with the topic. “Buildings, Transportations, and People”. The researcher only focuses on noun especially concrete noun, this research conduct by experimental research at grade VII SMP N 1 Ujung batu.

D. The Definition of Operational Variables

1. Pop-up book

Pop-up book is a media that stimulate students' imagination, increase their appreciation for book, and enhance their creative mindset and explored the positive impact of pop-up book on various aspect of learning, such as problem-solving abilities, student activity, and vocabulary mastery. And Pop-up book can make students more interested in learning English instead of emphasize unfamiliar grammatical structures that students need to learn.

2. Vocabulary mastery

Vocabulary is one of the factors in mastering English as a foreign language. It means the students ability to understanding and use the word and its meaning. The more vocabulary the students master, the more proficient they become in their language. Vocabulary mastery refers to the comprehensive understanding and proficient of word in language. This encompasses of meanings, pronunciations, spellings, and appropriate contexts for using this words. Mastery of vocabulary is critical for fluent communication, reading comprehension, and writing proficiency.

E. The Formulation of the Problem

Based on the previous explanation it can be seen, that most of the students lack vocabulary the writer formulated the following research question:

1. How is students' vocabulary mastery before learning using Pop up book at grade VII SMP Negeri 1 Ujung Batu?
2. How is students' vocabulary mastery before learning using Pop up book at grade VII SMP Negeri 1 Ujung batu?
3. What is the effect of Pop up book towards students' vocabulary mastery at grade VII SMP Negeri 1 Ujung batu?

F. The Objectives the Research

Based on the problem formulation above, the objectives of this research are:

1. To know students vocabulary mastery before learning using Pop up book at grade VII SMP Negeri 1 Ujung batu.

2. To know students vocabulary mastery after learning using Pop up book at grade VII SMP Negeri 1 Ujung batu.
3. To describe how pop up book significantly effect towards students vocabulary mastery at grade VII SMP Negeri 1 Ujung batu.

G. Significances of The Researcher

The result of this research is expected as one of references to be use by the teacher, students and other researchers:

For the Teachers, this research gives information about interesting media that can be used by teachers. The media is Pop-up book. This media is interesting because it has movable pages that show interesting pictures. It is hopefully become appropriate to be used and make students interested in learning and active in the learning activities. This research could demonstrate the effectiveness of Pop-up book as an innovative teaching tool. If successful, it may encourage teachers to incorporate more interactive and engaging materials into their lessons, potentially enhancing student motivation and participation.

For the students, This research gives information about the important of learning vocabulary. Then this research also explain about media that students may use to make them understand new vocabulary easily. The media is pop-up book which is interesting and can make them enjoy learning by its picture and movable pages.

For the other researchers, The researcher hopes that this research inspires the next research to find a new interesting media that can make students become easy to understand vocabulary. By providing empirical evidence on the benefits of op

up book, the researcher could lead to improved vocabulary teaching strategies, helping students to better retain and understand new words. This could result in higher academic performance and better communication skills.

H. The Outline of the Research

The Proposal Outline of this research could be divided into three chapter. Moreover, every chapter consist of sub chapter with detail as follow:

Chapter I introduction that consist of the background of the problem, the identification of the problem, the limitation of the problem, the definition of operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research.

Chapter II consist of theoretical description with explain about Pop-up book, vocabulary, review the related finding, conceptual framework, and hypothesis.

Chapter III research methodology, and is consist of time and location of the research design, population and sample, research instrument of data collection are: pre- test and post- test, validity and reliability of the instrument, research procedure, and the last is technique of analyzing data.

Chapter IV result of the research, it would consist of data description, hypothesis, testing, and the treats of the research.

Chapter V would consist of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the first thing to learn when learning English. This indicate that vocabulary development is crucial, particularly in high school. Sri Nardani et. al said that vocabulary is of the aspect of language that must be learned. Learning vocabulary is important because we can speak, write, and listen correctly.⁶ Defined as collection of words. The definition of vocabulary as “all the words in a particular language”.⁷ It means that vocabulary is part of language that consists of words. Language is formed of words. Therefore, it is important to master the words in order to master the language. Vocabulary refers to words we use to communicate in oral and print language”.⁸ And

⁶ 2014 Hasibuan, et al., “The Effect of Watching Film to Students’ Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidempuan,” *English Education* 02, no. 01 (2014): 88–106, <http://www.e-journal.iain.ac.id>.

⁷ Bambang Yudi Cahyono and Utami Widiati, “The Teaching of Efl Vocabulary in the Indonesian Context: The State of the Art,” *TEFLIN Journal - A Publication on the Teaching and Learning of English* 19, no. 1 (2015): 1, <https://doi.org/10.15639/teflinjournal.v19i1/1-17>.

⁸ Susan Hanson and Jennifer F M Padua, “Teaching Vocabulary Explicitly,” *Pacific Resources for Education and Learning*, 2011, 5.

explained that vocabulary is words that people use to communicate either in spoken or written text. That is why vocabulary is the basic knowledge that people should have when they want to speak, listen, read and write. It is the first step mastery English.

It supported that vocabularies can be divided into passive vocabularies and actives vocabularies. Thus, he explained that passive vocabulary consist of words that students may recognize and understand the context but which they cannot produce it, like in listening and reading. While, active vocabularies is consist of words which is students are able to understand and able to construct it, like in speaking and writing.

b. The Importance of Learning Vocabulary

Learning vocabulary is important there are some reasons why learning vocabulary is important. First, vocabulary is an achievement that students should have. Cohen et al. stated that vocabulary learning is an essential component of early literacy achievement⁹. It is needed by people to have many collections of words in order to master the language. Some studies also have found that the size of vocabulary can be used as a predictor for students' academic achievement. The capacity

⁹ Cohen, L., Manion, L., & Marrison, K. (2011). *Research method in education New York: Routledge*

of vocabulary influences students' academic achievement. It is because the students are able to understand language in oral or written text, understand the instruction, able to give their ideas and active participate in the learning process when they are able to master the vocabulary. It means that the ability of mastering the vocabulary influences the students' academic achievement. Then, it is the basic step to communicate other people.

Without grammar very little can be conveying, without vocabulary nothing can be convey. If students only emphasize on the grammar, their skills in mastering English language will not improve very much. It is different from students who are learning more words they will have more improvement. They will be able to communicate to the other people because they know the words that they will use to deliver their message. They are also able to understand the message that the other people deliver easily. That is why vocabulary is important to be mastered by people in order to be able communicating well. It is also linked to students' reading comprehension to the others

Readers' vocabulary strongly related to their understanding of text. The NRP explained that students who have been taught vocabulary before reading text, they have greater comprehension than students who did not learn vocabulary first. The comprehension is gotten because they know the content of the text by knowing the vocabulary first. The

comprehension is different from students who did not learn vocabulary before read the text. It is because they do not know the meaning of the words in that text, so they do not understand the content of the text.

c. The principles of vocabulary

Vocabulary refers to inventory and phrase that a person understand and can use effectively in a particular language. It encompasses not only the words themselves but also their meaning, pronunciation, spelling, and usage in different context. There are many principles in teaching and learning vocabulary are aims, quality, situation, presentation, meaningful presentation, presenting in context learning vocabulary, inference (guessing) procedure in vocabulary learning technique in teaching and learning vocabulary. Wallace in Hernawati stated nine principles of teaching and learning vocabulary as follows:

a. Aims

In teaching vocabulary, we have to be clear about our aims how to improve we must decide the vocabulary that we expect the learner to be able to do. It is not clear at this point it will be difficult to assess how success full the vocabulary learning has been.

b. Quantity

Having decided what are involved in vocabulary learning. We may then decide on the quantity to be taught the number of few students can learn. The put number of factors varying from class to class and from learner to learner when there are too many new words, the students may be confused, discouraged and frustrated.

c. Need

The vocabulary that taught the students depend on the course book or syllabus but the teacher should consider the aims of the course and the individual lesson.

d. Situation Presentation

Words presented are appropriate to the student's situation.

e. Meaningful Presentation.

The students must have a clear and specific understanding of what denotes or references are perfectly clear.

f. Presenting in Context

The words very seldom occur in isolation, so the students have to know the usual context that they occurs in.

g. Learning vocabulary and in the mother tongue and in the large language teaching the words of the target language the teacher can compare simulating and differences of the words.

h. Inference (guessing)

procedure in vocabulary learning inference is also one of the strategies in learning in which the learners are heard on a practice by using definite knowledge to have a clear understanding of the word they learn. The students infer the meaning of words by listening or reading them used in certain situations.

i. Frequent exposure and Repetition

A certain amount of repetition is necessary until there is proof that the students have learned the largest word. The simple way of checking that the students have done the learning is to see whether or not the students can recognize the target words and identify their meanings. If the words have to be part of the student's productive vocabulary, they must be given an opportunity to use them as often as necessary for them to the words with the correct pronunciation and identify their meaning.

In other words, the variation principle in teach about vocabulary is effective to help the students learn vocabulary more effective.¹⁰

¹⁰ Hernawati M, "Building Up the Studets' English Vocabulary Trough Fanny Stories At Smp Negeri 2 Duampanua Kab. Pinrang," *ETERNAL (English, Teaching, Learning and Research Journal)* 2, no. 2 (2015): 201–15, <https://doi.org/10.24252/eternal.v12.2015.a4>.

d. Kinds of Vocabulary

Vocabulary is core part in learning English language. It comes in at least two forms the kinds of vocabulary as follow:

1. Productive vocabulary

Productive vocabulary is kinds of vocabulary. It is the set of words that an individual can use when writing or speaking.¹¹ Productive vocabulary involves of knowing how to pronouns the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with. They are words that are well-known, familiar, and used frequently such as hungry, sick, go, write, buy, read, listen, etc. It's the important in vocabulary. It includes all of the part of a word, such as the pronunciation, spelling, and the grammar.

2. Receptive vocabulary

Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen. Conversely, receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. So,

¹¹ putri Kurniawati, Teaching And Learning Vocabulary, Universitas Nusantara PGRI Kediri, vol. 01, 2017.

Receptive vocabulary are words that obtained when listen such as listen to music, television, radio, or read something such as textbook, magazine, article, etc. and the words can be understood only through listening and reading and it is rarely used in daily life such as ruffle, glaring, etc. From above explanation, it can be concluded that productive vocabulary is a kind of vocabulary students use in writing or speaking. This kind of vocabulary is used frequently by a student. While receptive is kind of vocabulary which students can recognize or understand in reading and listening.

e. Aspect of Vocabulary

Vocabulary is one of the aspects of language that you should learn. Learning is important because you must first acquire vocabulary before you can speak, write, and listen. People are said to “know” a word if they can recognize its meaning when they see it. This means that when learning vocabulary, learners need to understand its meaning a understand and use it within the context of sentences. Although the concept of a word can be defined in many different ways, the three important aspects of her that teachers need to know and focus on are form, meaning, usage.

Lies Mardianawati said that “there are some aspects of learning vocabulary. They are meaning, spelling, pronunciation, word classes, and word use”.

1) Meaning in learning a foreign language, students should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral.

2) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard. Order and arrangement of letters that form a word or part of word the process of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening is also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that as form (pronunciation and spelling). The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

3) Pronunciation

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to

speak English well with good pronunciation so that they can communicate with others without hindrance. Pronunciation the words also enables students to remember them longer and identify them more readily when it is heard or read.

4) Word Classes

Word classes (alternatively part of speech) describes the category of grammatical behavior of a word. Word classes usually abbreviations n: noun, adj: adjective, etc., whether a noun is countable or uncountable, and whether a verb is normally transitive (needs and object) or intransitive (doesn't need an object).

5) Word Use

Word use is how a word, phrase, or concept is used in a language.

Word use may also involve grammar and thus become the subject of profound analysis.¹²

2. Pop-up Book Pop-up

a. Definition of pop-up book

¹² Lies Mardinawati, "Vocabulary Teaching Strategies Used By Teachers Of Junior High School (A Descriptive Study on Private Junior High Schools in Cilacap in Academic Year 2012/2013)," *The Importance of Vocabulary Learning; Teaching Vocabulary for Junior High School; Strategies for Developing Teaching Vocabulary; Models of Vocabulary Teaching Strategies*, 2017, <http://repository.ump.ac.id/id/eprint/6390>.

Pop-up book is a type of book which has interesting movable page form and it has been using for a long time. Pop-up is movable book which has many different movable pages types”.¹³ Another source defines pop-up as “a book or a card with a picture that stands when the user opens the pages” Pop-up book has interesting 3D visualization with budging picture when the user opens the page of the book. Then, the nice arrangement pictures form can illustrate a thing like its real appearance. Its’ pictures are used to help students to illustrate the real object. Pop-up book produced for a large variety of audiences, from the youngest child to adults and for every subject area. Also any given pop-up book has multiple potential audiences, and increasingly publishers are aware of that fact.¹⁴ In education of psychology the classifying of age are toddlers (typically ages 2-3) young learners (typically ages 4-12), Teenagers (typically ages 13-18) and adults (typically ages 18 above) and it’s the fact from the source.

From the explanation above that concluded pop-up book can use for teenagers or junior high school as media in learning process. Dewi Octaviana et. al found that concludes the development of pop-up

¹³ Intan Tutik Hardiyanti, Tri Mulyati, and Abdul Halim, “The Effect of Pop-Up Books on The Sentence Writing Achievement of The Eighth Grade Students’ of SMPU Al-Anwari Banyuwangi,” *LUNAR (Language and Art)* 3, no. 2 (2019): 93–99.

¹⁴ Bluemel, Nancy Larson., Taylor, Rhonda Harris. *Pop-Up Books: A Guide for Teachers and Librarians*. Amerika Serikat: Bloomsbury Academic, 2012.

book based media Contextual Teaching and Learning (CTL) in achieving problem solving abilities junior high school students have been said to be valid, practical, and effective so pop-up book media is based CTL can facilitate the achievement of problem solving abilities for junior high school students. Ability developing media such as pop-up book media which is getting better and growing increases the ease in understanding word concepts and can motivate students in study. Ability developing media such as pop-up book media which is getting better and growing increases the ease in understanding word concepts and can motivate students in study.¹⁵

Thornbury said that it is ideal to use picture in teaching Junior high school. Pictures can be used to explain the meanings or concept in a simple way.¹⁶ Thornbury says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up book that can develop and motivate the students to learn English easily including vocabulary. So, the students can visualize their ideas using the Pop-up book given. Therefore, the other researcher offered the types of pictures that were represented by using media namely Pop-up book. So,

¹⁵ Jurnal Program and Studi Pendidikan, “Pengembangan Media Pop-up book Berbasis Contextual Teaching And Learning Dalam Pencapaian Kemampuan Pendidikan Matematika , IKIP PGRI Pontianak , Indonesia Abstrak Pendahuluan Seiring Dengan Berkembangnya Ilmu Pengetahuan Dan Pola Berpikir Siswa Dalam Pen” 9, no. 1 (2020): 1–11.

¹⁶S. (2007), Thornbury How to teach Vocabulary. Oxford Shine: Longman Group.

also pop-up book more interesting for the students that could make them participated in teaching and learning vocabulary mastery especially at junior high school.

b. The procedure of Pop-up book in teaching

Here is procedures for using pop-up book. Nanang khoirul umam et. al stated that there are three stages as follows.

a. Preparation before using the pop-up book

This stage requires supporting preparations the use of media runs smoothly, namely instructions how to use pop-up book, you need to prepare media equipment which will be used in the learning process activities, there are activities as follows.

- 1) The teacher prepares the equipment and pop-up book that will be used in the process of teaching and learning activities.
- 2) Teachers learn how to use pop-up book so that teachers able to explain to students how to use pop-up book.

b. Activities while using pop-up book

This stage requires a room that is comfortable and quiet, so when the process of student learning activities does not experience any disruption interfere with attention and concentration. Beside that learning activities teaching in explaining vocabulary understanding. As for steps for using pop-up book in learning, these are as follows.

- 1) The teacher prepares a comfortable room for the learning process.
- 2) The teacher explains the material will be study.
- 3) Students are asked to listen and pay attention to instructions from teacher, so that students can understand the material.
- 4) The teacher explains how to use pop-up book.
- 5) The teacher opens pop-up book and shows picture that will be study
- 6) The teacher introduces students to the pictures contained in the pop-up book.
- 7) Students are asked to observe and imitate the vocabulary mentioned by the teacher.

c. Follow-up activities

This stage is used to find out whether the goal has been achieved, and solidify understanding of the material that has been delivered with pop-up book, and provides an evaluation of the results study. The steps are as follows.

- 1) The teacher gives assignments to students regarding the material lessons that have been given previously.
- 2) The teacher repeats the lesson about understanding vocabulary using Pop-up book.¹⁷

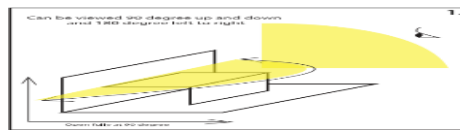
¹⁷Nanang Khoirul Umam, Afakhrul Masub Bakhtiar, and Hardian Iskandar, "Pengembangan Pop Up Book Bahasa Indonesia Berbasis Budaya Slempitan," *Trapsila: Jurnal Pendidikan Dasar* 1, no. 02 (2019): 1, <https://doi.org/10.30742/tpd.v1i02.857>.

c. Types of Pop-up Book

There are some types of pop-up book. There are three types of pop-up book (“Hung Hing Printing,” n.d.). Those types are open 90 degree, open 180 degree, and open 360 degree. And the type that researcher use in this research is open 360 degree because the most suitable used of this style is to design a building.

Open 90 degree. This format is simple to make, because it is easy to assemble and it does not spend much money. That is why this type can be simplest style than the other pop-up book in the market now day.

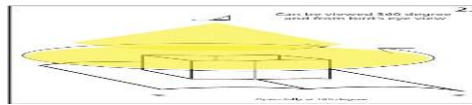
Open 90 Degree



Open 180 degree. This style works well when fully open at 180 degree and can be viewed 360 degree. This style is easily to find in the market because its form is flexible to make for many purposes. This style is common used to tell short story, to explain some materials in the classroom, to tell someone life story or as a birthday present.

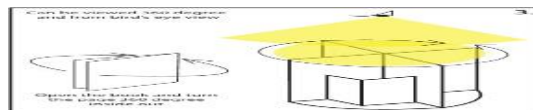
Open 180 Degree





Open 360 degree. The other name of this style is “Corousel” pop-up. The most suitable used of this style is to design a building. This style works when the fully open at 360 degree.

Open 360 degree



d. The Advantages of Pop-Up Books

Pop-up book can be used as media in the teaching and learning activities. Glaister said that the use of pop-up book gives some advantages and disadvantages in the learning activities¹⁸. The advantage of pop-up book means that pop-up book gives positive impact to the teaching and learning activities. Meanwhile, the use of pop-up books also has some inadequacies. The inadequacies may give disadvantageous for teaching and learning activities. First, the advantage of pop-up book is to help bridge the gap between subject content and literature. The example is mathematics pop-up book that gives

¹⁸ Glaister, B. (2012). *Teaching Ideas Showcase: “Toy and Movable” or Pop-Up” Book 3 Cross Curricular Crafts*. Retrieved from <http://www.uleth.ca/lib>.

information about mathematics literature. Then, it also helps bridge the gap for abstract literature. For example, in biology subject. There many processes molecular which cannot be seen by the naked eye so the used of pop-up book is needed to help the students understand the process. It's the purpose of learning process.

The third is, those creative creation objects are appeal to children because it has surprising elements. That is why this type of book is popular with children although it is a reluctant reader. The other advantage is that this book has a great medium to memorize the materials easily. It is because of pop-up book can help to see the relation between the theory and practice, so students will be able to figure the subject material more and memorize it well. On the other hand the use of pop-up book also has some inadequacies. Such as, this type of books has low literacy quality because the emphasis is often on the pop-up elements. It includes less textual content about the story. In fact, most of children ignore it and keep enjoy with the elements of pop-up. The other disadvantage is that this book is fragile. It means that students should treat them gently.

e. Teaching Vocabulary Using Pop-up Book

Teaching Vocabulary can more effective and interesting if you use a variety of media. When teaching vocabulary this is the major part of the teacher's art. There are several media that teachers use to teach, one of

which is using book, like Pop-up book. With this book teachers can be more effective in teaching. The procedure of Pop-up book as follow:¹⁹

Table II. 1 Teaching Vocabulary Using Pop-up Book

| Steps | Teacher's activity | Procedures | Students' Activity |
|--------------|--|--|--|
| Pre-Teaching | Teacher comes into The class and open the Class then teacher asks The students to pray on their beliefs. | The head of the Class leads the Students to pray Together. | Students start to pray |
| Steps | Teacher's Activity | Procedures | Students' Activity |
| | Teacher checks the student's attendant list and teacher gives motivation to students | Teacher checks the Attendant list and teacher Gives motivation before start the class. | Students pay attention to teacher and listen to the teacher |
| | Teacher explain about the material that will be learn. | Teacher explain the material and shows the picture of vocabulary and asks the students about the name of the vocabulary. | Students pay attention to teacher and answer the name of vocabulary. |

¹⁹ Umam, Bakhtiar, and Iskandar, "Pengembangan Pop Up Book Bahasa Indonesia Berbasis Budaya Slempitan."

| | | | |
|----------------------|--|---|---|
| While Teaching | <p>Teacher prepare of teaching Pop up book</p> <p>Teacher explain the Procedure of learning With pop up book</p> | <p>1. Teacher asks the the students to a make group. And dividing into 3 group.</p> <p>2. The teacher give instructions and question to student randomly from the popup book.</p> <p>3. when the teacher finish reading the Student at the front of can turn around face the pa and they have to find word that is the correct answer. The students can end instruction when every students have gotten a chance to do the instruction.</p> | Students follow the Procedures and another students from each team attention to teacher |
| Steps | Teacher Activity | Procedures | Students' Activity |
| | Teacher allow 15 Minutes for this | 4. Allowing go round and help, if necessary with vocabulary. | Students start the teach process using The instruction from thr teacher |
| Post teaching | In the end of learn process, teacher asks the Students whose the Winner from the game | The winner of the learning process is the group whose get the high score from the teacher | Students whose the Winner go to front of get the gift from the The teacher. |

C. The Related Findings

Previous related findings is used to support argument in this research. Besides it is also used as a reference and comparison of the research with other research, there have been some findings related to this study:

The first Susrianty et al stated that the research employed a quasi-experimental design, and the population comprised 94 eight grade students at SMPN 1 Kubung. Cluster random sampling was utilized to select a sample of 63 students, with 31 assigned to the experimental group and 32 to the control group.²⁰

The Second Nia Novianti et al stated that al in they research this research was conducted in two cycle consist of planning, acting, observing and reflecting. The researchers used pretest and post-test to collect the quantitative data. Meanwhile, observation sheets was used for collecting the qualitative data. The objectives of this research is to find out whether pop up book as a media can be used to improve the students vocabulary mastery at seventh grade of SMPN 08 Kota serang or not. The results of the research, there was improvement students' vocabulary mastery by using pop up book as a media. It could be seen from the improvement in each cycle. The average score pf pretest was 58.87. Post test in cycle I was 76.61, and the

²⁰ Susrianty, Sepyanda, and Dwiputri, "The Effect of Pop-Up Books Toward Students' Vocabulary Mastery."

average of post-test in cycle II was 86.77. So, it is found that the students got an improvement 10.16 points or 20% from the total score.²¹

The Suharni with in her thesis stated that “. The method that used in this research was experimental research. The participants were 21 students of seventh grade of SMP N 2 Trikarso, Kebumen. In this research the researchers gave pre-test to know the participants’ vocabulary mastery before using pop-up book to the students vocabulary mastery. Based on analysis used on analysis of the pretest scores’, the students vocabulary mastery was in low level, the score was 47.3. Then the research compared it with the students’ post test scores.²²

The fourt Erva Riswalastika et al stated that the aims of the research to test the effectiveness of using Pop-Up Books to increase students' vocabulary. Pop-Up Book is implemented for students in E-learning using YouTube videos. This research uses a quasi-experiment design with non-equivalent control groups. By conducting tests on two groups, this research design combines pre-test, treatment, and post-test research. The author uses a test for students created to measure student achievement in increasing vocabulary using Pop Up. Test to determine the difference in students'

²¹ Nia Novianti, John Pahamzah, Rosmania Rima, Improving Students Vocabulary Mastery by Using Pop up Book at Seventh Grade of SMPN 08,Kota Serang, *International of Teaching Education III*,No.3,2020,21-34 <http://dx.doi.org/10.30870/aiselt.v2i2.10961.g7028>

²² Suharni, The Effectiveness of Using Pop Up Book to Improve Students’ Vocabulary Mastery at the Fifth Grades, *International of Teaching Education III*,No.3,2020,21-34

vocabulary mastery between the experimental group and the control group after the learning process using Pop-Up Books or without using Pop-Up Books. The population in this study were class VII students at MTs PSM Randublatung Blora for the 2021/2022 academic year. Two classes of class VII students at MTs PSM Randublatung, Blora, were used as samples. The control group is the first class, while the experimental group is the second class. Class VII C is the control group, while VII D is the experimental group. The results of this research indicate that the use of Pop-Up Books to increase students' vocabulary is effective. The test results show that the average score is 86.44, which is in the good range. With a rate of 59.03%, the use of Pop-Up Books as learning media is quite effective.²³

The Fift Rinny Rorimpandey stated that it is good if English has been introduced since childhood to Indonesian children so that it will not become a frightening specter for them later. In the 2013 curriculum, elementary schools do not have English as a subject, because English has always been a local content subject. However, the obstacle in teaching English is that there are still many elementary school students who are not interested in this subject. The reason is that English is a new language for them and they don't have sufficient vocabulary mastery. Because of that, during English lessons, the teacher teaches only a few students who pay attention, there are many

²³Riswalastika, E., Susanto, D. A., & Suwarti, T. S. (2023). Using Pop-Up Book in E-Learning to Improve Students Vocabulary Mastery Student. *Edusia: Jurnal Ilmiah Pendidikan Asia*, 3(1), 15–27. <https://doi.org/10.53754/edusia.v3i1.184>

students who play, they feel bored and unenthusiastic when learning English. This was faced by students of the SD GP in Raanan Baru Village, Motoling District, causing them to be unenthusiastic and less creative when it came to English lessons. Therefore, teachers must pay attention to learning models that are appropriate to their goals, not boring but can motivate students and attract their attention, namely choosing learning media can help improve vocabulary mastery. Therefore, in this study, the writer used Visual media pop-up book to improve English vocabulary mastery of the students of SD GP Ranan Baru. The results of this study showed a significant difference, namely the results of the post-test were better than the pre-test as evidenced by the average post-test (T2) score of 71.2 with a standard deviation of 13.5, while the average value of the pre- test (T1) is 30 and the standard deviation is 11.1.24

The result showed that students vocabulary mastery had increased. Based on the result above, the differences between the previously from the research, it can be seen from the research sites, which is Susrianty at all sites is SMPN 1 Kubung while the researcher is SMPN 1 Ujung batu, then from Novianti at all ,the differences can be seen in the research design,the research design In Novianti at all is Classroom Action research (CAR) while this research uses experimental research, and have done by Suharni can be

²⁴ Rorimpandey, R. (2023). Application of Visual Media Pop-Up Book in English Learning in Elementary School. *Journal of English Culture, Language, Literature and Education*, 11(1), 106-124. <https://doi.org/10.53682/eclue.v11i1.5902>

seen from the subject, which is Suharni where the subject of her research is seventh grade SMP N 2 Trikarso Kebumen ,while the researcher is the seventh grade students at SMPN 1 Ujung batu.

D. The Conceptual Framework

Vocabulary is an important part of language there will be no language aspects which should be learn. Vocabulary is important part of language to speak, write, and listen without vocabulary will not a language or sentence. Meanwhile researcher had found several troubles that occurred in SMP N 1 Ujung batu, where students over there misunderstanding about English in as much as lack of vocabulary. Here is the way for the researcher to find out solution to overcome such the problems. The researcher is going to use Pop-up book on students' vocabulary mastery because pop-up book has many values that will help students of course to build their knowledge.

Pop-up book can make students more interested in learning English instead of emphasize unfamiliar grammatical structure that students need to learn. Teacher often use media in the classroom because they help students reduce stress and pressure during the learning process. Pop-up book is considered an affective, interesting, and enjoyable technique to teach vocabulary because it can give students enjoyment or challenge in studying vocabulary. To know the effect of this research there are two group used as the sample of collecting data for this research. The classes are pre-test and post-test. The first step is pre-test, it give to students to know the students ability before the treatment.

After that, Pop-up book used to teach the experimental group and the teacher techniques used to teach the control group. The last, post-test to know the effect of Pop-up book on students' vocabulary mastery at grade VII SMP N 1 Ujung batu. Conceptual framework can be seen from the figure below:

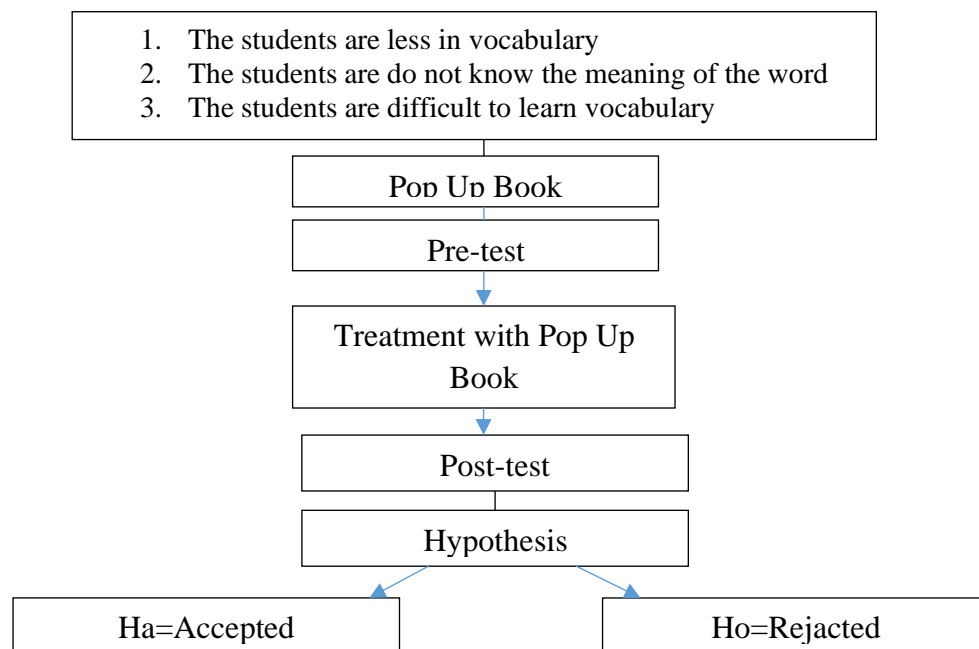


Figure II. 1
Conceptual Framework

E. The Hypothesis

The hypothesis of this research states that:

There is a significant effect of Pop-up Book on Vocabulary Mastery of the VII grade students at SMPN 1 Ujung batu.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

The Location of the research is in SMPN 1 Ujung batu. It is in Mananti village, Padang Lawas Utara reGENCY, North Sumatera. This Research has been started from March 2024 until it finish.

B. The Research Design

This study is a quantitative research with experimental research. The research form with a pre-experimental design one-group pre-test post-test design. One-Group Pretest-Posttest Design in order to determine the significant impact of treatment on the class sample. There is a class as a sample of research. The class teach by using Pop-up book, a pretest is carried out first before giving treatment.

Table III. 2
The Design of Instrument

| Group | | Treatment | |
|---------------------------|----------|------------------|-----------|
| Experimental Class | Pre-test | Pop Up Book | Post-test |

C. The Population and Sample

1. Population

The population in this research all the seventh-grade students at SMPN 1 Ujung batu which consists of 1(one) class with 40 students. It consisting 18 male students and 22 female students.

2. Sample

The study sample is part of the population selected for study. The method used to take samples in this research is population sample. In other words, population sample can be called a census, where all members the population is used as a sample. This research uses a population sample because the population of this study is small. So, the sample of this research is all the seventh-grade students at SMPN 1 Ujung batu which consists of 40 students.

D. The Instrument of Data Collection

The instrument of this research is a test, the test used as instrument in this research, the test was multiple choice, the function of the test here was to get the data of this research. The researcher used vocabulary test which is 25 items. In this research, the data was collected by quantitative research. The test used for getting data on research results and students' activities in teaching-learning. The test that the writer made was vocabulary test.

Table III. 3
Indicator and Score Rubric

| No | Aspect | Indicator | Number of Items | Items | Score | Score |
|----|----------|--|--------------------------|-----------------|-------|-------------|
| 1. | Meaning | Students are able to find the meaning of the word | 1,2,3,4,5,6,7,8,9,10 | 10 | 4 | 40 |
| 2. | Spelling | Students are able to write correct spelling of words | 11,12,13,14.,15,16,17,18 | 8 | 4 | 32 |
| 3. | Word Use | Students are able to categorize the function of the word | 19,20,21,22,23,24,25 | 7 | 4 | 28 |
| | | | | Total items =25 | | Score = 100 |

E. The Research Procedure

In the collection of the data, the research conducted twice of tests for these groups, they are Pre- Test and Post- Test.

a. Pre-test

The pre-test was conducted to find out the homogeneity of the sample, the function of the pre-test is to find the main scores of the experimental group and control group before the research gives treatment.

- 1) Teacher greets and check sheet student's attendance.
- 2) The teacher distributes the test to the students.
- 3) Teacher gives motivation about what the students will do.
- 4) The researcher give time to do the test.
- 5) The students do the test.

- 6) The researcher collects the test.
- 7) The researcher check the students answer and find out the mean score of both of class.

b. Treatment

In this research, after doing the pre-test, the experimental and control group give the same material. Treatment to the students in the experimental group used by Pop-up book and the students in the control group by teachers' way of teaching.

Experimental group by used Pop-up book:

- 1) Teacher teaches about vocabulary by using Pop-up book.
- 2) The teacher writes the definition of vocabulary on the whiteboard in pop-up book and then ask students to write it.
- 3) The teacher asks one student to describe the picture in the pop-up book.
- 4) The teacher asks students to divide into 3 group.
- 5) The teacher gives instruction or questions to all of group randomly that the teacher stick on the wall in the class from the words that the students have learned before from the material.
- 6) When the teacher finishes reading the instruction, one students from each group go to the front of to do the instruction that gives by teacher. The student at the front can turn around and then they have to find the word that is the correct answer.

- 7) Teacher checked the answer of students and finds the mean score of control and experimental class.

F. The Validity and Reliability of Instrument

1. Validity of the Test

Validity is important thing to doing the research, it means validity how to valid the test, because a good test must be validity. In this study, the researcher was use item validity. Because the researcher used multiple choice as a test was be validated. The formula can be seen as follow:

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

2. Reliability of the Test

The high reliability be must have a good test, besides having validity. Test-Retest of the measurement is define as reliability. The Test-Retest reliability is which is done to measure the extent to which a test produces consistent results if repeated at different times but under the same conditions. Then the data obtained is analyzed with certain techniques. That reality of successful test is reliability.

G. Techniques for Analyzing Data

1. Normality Test

The normality test is used to determine whether the distribution is normal or not. The researcher used Kolmogorov-Smirnov. The data was calculated using SPSS 29. It is Statistical Program for Social Science that

used to analyze statistic data with computer application. The criteria of acceptance and rejection of normality test are:

The distribution is normal, if $\text{sig} < 0,05$

The distribution is not normal, if $\text{sig} > 0,05$

2. Homogeneity Test

The homogeneity test is used to find out whether the pretest data has the same variance or there is no repetition in the post-test data. The condition of data that is considered homogeneous if $F_{\text{calculate}} < F_{\text{table}}$ with $dk = k - 1$, k is many different independent variable data, then the data is homogeneous. The results of the homogeneity test calculation can be seen in appendix 12.

3. Mean (average)

The formula used is:

$$M_x = \frac{\sum f_i x_i}{\sum f_i}$$

Description:

M_x = Mean (average)

$\sum f_x$ = The sum of multiplication

N = Number of students.²⁵

4. Median

The formula used is:

$$Me = L + \left(\frac{\frac{1}{2} N - f_{kb}}{f_i} \right) X_i$$

²⁵ Sudjana, *Metoda Statistika*, 6th ed. (Bandung: Tarsito, 2005).

Description:

Me= Median

L = Lower limit

fk_b = Cumulative frequency lies below the median score containing

f_i = Original frequency (frequency of score containing median)

i = Interval Class

N = Number of Students.²⁶

5. Standard Deviation

The formula used is:

$$SD_x = \sqrt{\frac{\sum X^2}{N_1}}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N_2}}$$

Description:

SD = Standard Deviation

$\sum X^2$ = Amount of deviatry

N = Number of cases.²⁷

6. Variant

$$S^2 = \frac{\sum x_i^2 (\sum x_i)^2}{n(n-1)}$$

Description:

S² = Variant

X = avarage amount of sample

X_i = Data.²⁸

²⁶ Anas Sudijono, *Pengantar Statistik Pendidikan* (Depok: Raja Grafindo Persada, 2018).

²⁷ Sudijono.

²⁸ Sudjana, *Metoda Statistika*.

H. Hypothesis

The hypothesis is a temporary answer to the formulation of the problem in the study. The formulation of the problem has been written in the form of a question. Because this study is a quantitative research, a hypothesis is written. This research use t test for the hypothesis.

The formula used is:

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{N}}}$$

Description:

t = count value

\bar{D} = Mean difference between pre test and post test

SD = Standard deviation between pre test and post test

N = Number of sample²⁹

Critiria: $t_0 \geq t_t$ nul hypothesis rejelcteld; altelrnativel hypothesi accepted

$t_0 \leq t_t$ nul hypothesis accepted; alternative hypothesis rejected

²⁹ Budiantara Nuryadi, Tutut Dewi Astuti, Endang Sri Utami, *Dasar-Dasar Statistik Penelitian* (Yogyakarta: Gramasurya, 2017).

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter tells about the result of the research. It tells about the effect of Pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. The researcher has calculated the data of pre-test and post-test. The researcher would like to presents the result of the research based on the data collection that had been gotten by the researcher in pre-test and post-test. The pre-test is to know the students' score on students' vocabulary mastery before giving the treatment. The post-test is to know the students' score on students' vocabulary mastery after giving the treatment by pop-up book.

After getting the data, the researcher used the statistical formula to test the hypothesis. The aim of hypothesis is to know whether there is a significant effect of using Pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu or there is no a significant effect of using Pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu Then, the researcher described the data that had found by the researcher as follows:

A. Description of Data

1. The Description of Data in Pre Test

In pre-test, the researcher calculated the result that had been gotten by the students in answering the test. The researcher gave them the test about vocabulary test. After giving the pre-test and getting students' score, the researcher arranged students' score from the low score until the high score. After getting the students' score, the researcher counted it to get the total score of students' in pretest. Then, the researcher calculated it by using statistic formula to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score of the students in pre-test can be seen in the table bellow:

Table IV. 4 The Score in pre test

| Description | Statistics |
|--------------------|-------------------|
| Mean | 51.90 |
| Standard Error | 1.414 |
| Median | 56.00 |
| Mode | 60 |
| Standard Deviation | 8.944 |
| Sample Variance | 79.990 |
| Range | 32 |
| Minimum | 28 |
| Maximum | 60 |
| Sum | 2076 |
| Count | 30 |

Based on the table above, it can be concluded that the total score in pretest was 2076, mean was 51.90, median was 56.00, modus was 60, range was 32, interval was 6, variants was 79.990 and standard deviation

was 8.944. The researcher got the highest score was 60 and the lowest score was 28. After getting the final result of the students' score above, the researcher made it into the frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score can be seen on the table bellow:

Table IV. 5 Distribution frequency of Pre-Test

| Interval class | Mid Point | Frequency | Persentages |
|-----------------------|------------------|------------------|--------------------|
| 28-33 | 31 | 2 | 5% |
| 40-45 | 43 | 8 | 20% |
| 46-51 | 48 | 5 | 12.5% |
| 52-57 | 55 | 10 | 25% |
| 58-60 | 59 | 15 | 37.5% |
| | | Total 40 | Total 100% |

Based on the table above, it can be concluded that the students' score in interval class between 28-33 was 2 students (5%), interval class between 40-45 was 8 students (20%), interval class between 46-51 was 5 students (12.5%), interval class between 52- 57 was 10 students (25%), interval class between 58-60 was 15 students (37.5%), In order to get the description of data clearly and completely, the researcher made it into histogram on the following figure bellow:

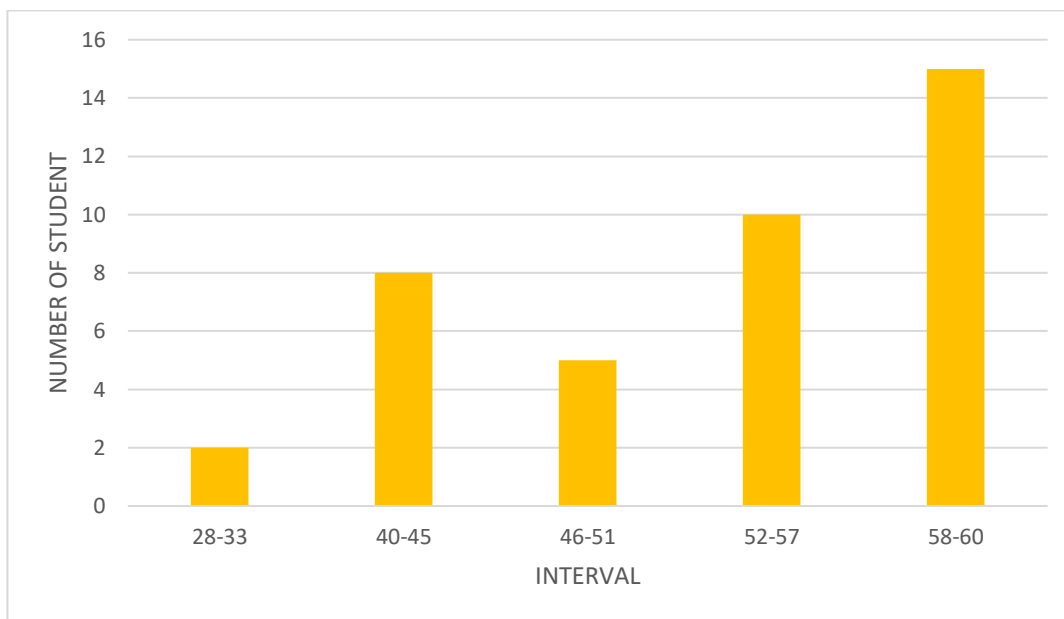


Figure IV. 2: Histogram of Students' Vocabulary Mastery in Pre Test

Based on the histogram above can be known that the data description of students' vocabulary mastery in pre-test shown that the students at interval 28-33 were 2 students, interval 40-45 were 8 students, interval 46-51 were 5 students, and interval 52-57 were 10 students, 58-60 were 15 students.

2. The Description of The Data in Post Test

In post-test, the researcher calculated the result that had been gotten by students in answering writing test. The researcher gave them test about vocabulary test. After giving the post-test and getting students' score the researcher arranged students' score from the low score until the high score. After getting the students' score the researcher counted it to get the total score of students' in posttest. Then, the researcher calculated it by using statistic formula to get the final result such as mean score, median, modus, range,

interval, variants, and standard deviation. The score of the students in post-test can be seen in the table below:

Table IV. 6 The Score in post test

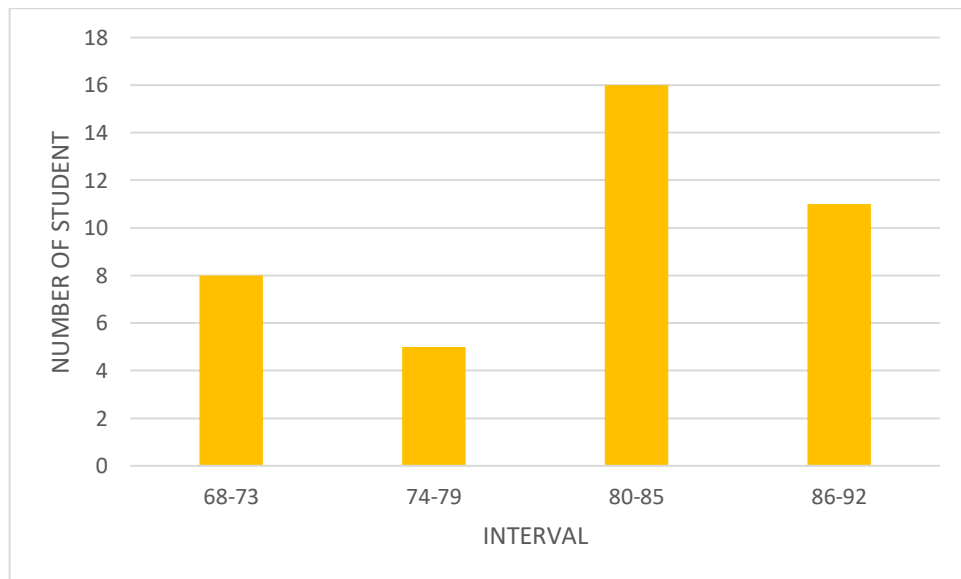
| Description | Statistics |
|--------------------|-------------------|
| Mean | 81.20 |
| Standard Error | 1.191 |
| Median | 80 |
| Mode | 80 |
| Standard Deviation | 7.535 |
| Sample Variance | 56.779 |
| Range | 24 |
| Minimum | 68 |
| Maximum | 92 |
| Sum | 3248 |
| Count | 30 |

From the table, it can be concluded that the total score in pretest was 3248, mean was 81.20, median was 80, modus was 80, range was 24, interval was 6, variants was 56.779 and standard deviation was 7.535. The researcher got the highest score was 92 and the lowest score was 68. The final result of the students' score above, the researcher made it into the frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score can be seen on the table below:

Table IV. 7 Frequency Distribution frequency of Post-Test

| Interval class | Mid Point | Frequency | Percentages |
|----------------|-----------|-----------|-------------|
| 68-73 | 71 | 8 | 20% |
| 74-79 | 76 | 5 | 12.5% |
| 80-85 | 83 | 16 | 40% |
| 86-92 | 90 | 11 | 27.5 |
| | | Total 40 | Total 100% |

Based the table above, it can be concluded that the students' score in interval class between 63-73 was 8 students (20%), interval class between 74-79 was 5 students (12.5%), interval class between 80-85 was 16 students (40%), interval class between 86-92 was 11 students (27.5%), In order to get the description of data clearly and completely, the researcher made it into chart on the following figure bellow:

**Figure VI. 3: Data Description of Students' Vocabulary Mastery in Post Test**

Based on the histogram above can be known that the data description of students' writing descriptive text in pretest shown that the students at interval 68-73 were 8 students, interval 74-79 were 5 students, interval 80-85 were 16 students, and interval 86-92 were 11 students. The above data is normally distributed after a normality test with the, which has been list in the appendix.

3. The Comparison of Score in Pre Test and Post Test

Gain of score in pretest and posttest can be seen in the table bellow:

Table IV. 8 The Comparison Score Pre test and Post test

| Pre Test | Post Test | Enhancement | Comparison Score |
|-----------------|------------------|--------------------|-------------------------|
| 51.90 | 81.20 | 29.3 | 0.5 |

Based on the table above, the researcher found that the mean score in pre-test was 51.90 and mean score in post-test was 81.20. The Enhancement of pre-test and post-test was 29.3 and gain score was 0.5. Based on the criteria, the gain score of 0.5 is in the range of G intervals, which means that the gain that occurs in the pretest and posttest is included in the high criteria.

4. The Hypothesis Test

After calculating the data of post-test, the researcher found that the result of pretest and posttest was normal and homogenous. Based on the result, the researcher used statistical hypothesis to analyze the hypothesis. Alternative hypothesis (H_a) of the research was "There was a significant effect of Pop-up

book on students' vocabulary mastery in SMP Negeri 1 Ujung batu". The result of t-test can be seen on the table below:

Table IV. 9 The Result of t- Test

| T | t count | t table |
|---|---------|---------|
| | 8.199 | 1.685 |

h

e hypothesis was 2 criteria. They are if $t\text{-count} < t\text{-table}$ means it was rejected and if $t\text{-count} > t\text{-table}$ means it was accepted. Based on the calculation of the researcher in post-test, the researcher found that t-count more higher than t-table with significance level $\alpha = 0.5$ and $df = n_1 - 1 = 29$. So it means that the hypothesis H_a was accepted and H_o was rejected. So, there was significant effect of using pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. In this case, the mean score of pretest was 51.90 and mean score of posttest was 81.20. So, it means that the mean score in posttest after using pop-up book was higher than mean score in pretest before using Pop-up book. The gain score was 0.5. Based on the explanation above, the researcher concluded that the hypothesis alternative (H_a) of this research was accepted where there was a significant effect of using Pop-up book on students' vocabulary mastery and the null hypothesis (H_o) of this research was rejected where there was no a significant effect of using Pop-up book on students' vocabulary mastery.

B. Discussion

Based on the data analysis that had found by the researcher, it shown that there was significant effect of using Pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu, where the result in pre-test higher than in post-test. In the pre-test, the mean score was 57.6. Meanwhile, in the post test the mean score was 74.3. It means there was significantly effect, because pop-up book is the media that can make students more interested in teaching learning was significant to this research. In other words, there was a significant effect of pop-up book on students vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. There are some discussion or previous study about the effect of using Pop-up book on vocabulary mastery such as:

The first is conducted by susrianty et. al, where the statement related with this research. it could be concluded that pop-up books gave significance effect on students' vocabulary mastery. Using pop-up books can also attract students' focus during teaching and learning process.³⁰ Pop-up books gave students a new experience to discover the words and interacted with media. Finally, the main findings of this research could be concluded as there was significant effect of the students' vocabulary mastery after taught by using pop-up books and pop-up books gave better effect than pictures toward

³⁰ Susrianty, Sepyanda, and Dwiputri, "The Effect of Pop-Up Books Toward Students' Vocabulary Mastery."

students' vocabulary mastery at the eighth grade of SMPN 1 Kubung 2022/2023 academic year.

The second is conducted by Riswalastika et. al, where the statement in the second list is about the level of education where pop-up books are a unique and engaging form of media that can be used to deliver information and promote learning in a fun and interactive way.³¹ They are suitable for both children and adults and can be enjoyed independently or in a group setting.

The third is conducted by yusroh, his statement about pop-up book as media related to this research, “vocabulary is the key to acquire the language in learning English. Teacher has to expand students’ vocabulary as much as possible by using certain media and also strategies”.³²

The fourth is by Rinny Rorimpandey it can be seen concluded that pop-up book visual media is a suitable tool for teaching vocabulary because the use of pop-up book visual media can influence students' vocabulary development in English.³³

³¹ Erva Riswalastika, Dias Andris Susanto, and T. Sri Suwarti, “Using Pop-Up Book in E-Learning to Improve Students Vocabulary Mastery Student,” *Edusia: Jurnal Ilmiah Pendidikan Asia* 3, no. 1 (2023): 15–27, <https://doi.org/10.53754/edusia.v3i1.184>.

³² Yusroh, “Developing Pop-Up Book to Teach Vocabulary,” *LangEdu Journal*, no. 2012 (2019).

³³ Rinny Rorimpandey, “Application of Visual Media Pop-Up Book in English Learning in Elementary School,” *Journal of English Culture, Language, Literature and Education* 11, no. 1 (2023): 106–24, <https://doi.org/10.53682/eclue.v11i1.5902>.

The last is conducted by LA Aba and Meylan Ponton, the use of appropriate and varied media namely pop-up book plays a very important role in increasing vocabulary mastery. Students are more enthusiastic and motivated to express words and sentences.³⁴ The use of data hand media can also improve vocabulary Mastery. And high school teachers should be able to use teaching media according to age and environment situation, as well as materials or themes in the curriculum. Vocabulary is a very important part and vocabulary is also a science to study communication.

All of the discussion above is the statements that support (pro) to this research, where they have in common that pop-up book have significant effect on students' vocabulary mastery, on the other hand there are several discussion that do not support (con) to this research, The contra discusses about the weakness of using pop-up book in learning. One of weakness conducted by Rinny Rorimpandey the weakness of the Visual Media Pop Up Book because some reasons, they are:

1. Processing time tends to be long
2. Demand accuracy
3. The costs incurred are more expensive than books in general.

³⁴ La Aba and Meylan Pontoh, "Mastery of English Vocabulary Trough Pop up Method," *Journal of English Teaching and Linguistic Issues (JETLI)* 1, no. 2 (2022): 94–103, <https://doi.org/10.57153/jetli.v1i2.211>.

4. Limited expertise in making the learning media.³⁵

Astrid liani kamal et al the weakness of pop-up book:

1. Costs tend to be higher
2. The manufacturing process is difficult
3. Requires quite large capital investment
4. Takes more time in making it.³⁶

Based on the discussion above, it can be concluded that the significant effect of using Pop-up book was bigger than the weakness of using Pop-up book on students' vocabulary mastery. It also can be seen from the students' score in the pre-test and the post-test. There was an improvement score in post-test after learning by using Pop-up book. It also can be seen from t-table of the research and t-test of the research, where the t test of the research is higher than t-table of the research. The alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) of the research was rejected. It means that research was success. There was a significant effect of using pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu.

³⁵ Rorimpandey, "Application of Visual Media Pop-Up Book in English Learning in Elementary School."

³⁶ Astrid Liani Kamal et al., "Penggunaan Media Pop Up Book Pada Pembelajaran Ilmu Pengetahuan Sosial Dalam Meningkatkan Hasil Belajar Siswa," *Jurnal Teknologi Pendidikan* 1, no. 3 (2024): 12, <https://doi.org/10.47134/jtp.v1i3.336>.

C. Threats of Research

The researcher found the threats of the research are:

1. Some of the students were not serious in answering pre-test and post-test.
Some of them still were cheating by looking with their friends. It made the answer of the test was not pure.
2. Some students did not take the learning process serious in concert session.
3. Treat was not carried out optimally because of the time and cost limit.
4. Some of students' still unfamiliar with English that make them ignore the lesson.

CHAPTER V CLOSING

A. Conclusion

After implementing this research, it can be seen that the results of students' vocabulary mastery scores before using pop-up book were very much different from the results obtained after students were given the treatment of pop-up book. The pre-test results are almost double the post-test ($81.20 > 51.90$). From the t-test calculation with the significant level of 0.05, researcher found that $t_{count} > t_{table}$ ($8.199 > 1.685$). Therefore, it can be concluded that there was a significant effect of using Pop-up book on vocabulary Mastery.

B. Implication

Implication is the effect of an action which in this case the action in question is the result of the findings of a scientific study. The results of this study are about the effect of pop-up book on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. Based on the results of the study, it is known that the pop-up book variable has a significant influence on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu.

Once a study has been conducted in an educational environment, the implications that can be drawn certainly have implications in the field of education and also subsequent research, in connection with these results, the implications are as follows:

1. Based on the results of the research above that the pop-up book has a significant influence on students' vocabulary mastery at grade VII SMP Negeri 1 Ujung Batu. Therefore, it is necessary to make efforts to apply consistently the pop-up book both on vocabulary mastery and other subject matter. It aims to improve the English language skills in SMP Negeri 1 Ujung Batu.
2. Based on the theory that has been tested by researchers, it can be seen that the pop-up book is able to speed up the process of learning the vocabulary. In realizing this, teachers need to apply this method in accordance with existing procedures.

C. Suggestion

After finishing the research, the researcher got many information in English teaching and learning. One of information is it better for the teacher to use the method in teaching and learning process. Beside the information that had been gotten by the researcher after finishing the research, however the researcher has some suggestion after finishing this research.

The suggestion made as an addition or information for headmaster, teacher, students and the next researcher in teaching and learning about vocabulary especially on vocabulary mastery. The pop-up book are:

1. For the headmaster of SMP Negeri 1 Ujung Batu, it hoped to inform the English teacher in this school to use pop-up book on vocabulary mastery. The researcher and others proved pop-up book was to be used in learning process. it helped students more easier to about learning vocabulary especially on vocabulary mastery.
2. For the English, it hoped to used pop-up book in teaching on vocabulary mastery. The researcher and others proved that pop-up book was effective to be used in learning process this media can help students more easier on vocabulary mastery in English.
3. For the students of SMP Negeri 1 Ujung Batu, pop-up book hoped can be useful to improve their ability on vocabulary mastery in English.
4. For the next researcher, this research hoped can be as reference to apply in their research. This research can help them to conduct further research in the same topic. Even tough, there is difference between this research with the next researcher on the variable or skills but same.

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Documentation of the Research

a. Documentation in Pre Test



b. Documentation in Post Test





APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah: SMP N 1 Ujung batu

Mata Pelajaran: Bahasa Inggris

Kelas: VII

Alokasi Waktu : 1 x 45 menit

A. Standar Kompetensi

Memahami makna teks fungsional pendek dan esai sederhana dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna kata dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

C. Indikator

Mengidentifikasi makna kosakata concrete noun segi definisi.

D. Tujuan pembelajaran

Siswa mampu mengidentifikasi makna kosakata concrete noun dari segi definisi yang ada di teks.

E. Media Pembelajaran: Pop Up Book

F. Langkah-langkah pembelajaran

a. Kegiatan Awal

1. Greeting/salam
2. Absensi
3. Berdo'a

b. Kegiatan Inti

- a. Guru menjelaskan pop-up book kepada siswa.
- b. Guru menyajikan bahan vocabulary berupa teks yang didalamnya terdapat concrete noun.
- c. Guru membagi siswa menjadi pasangan (pairs).
- d. Guru membawa media berupa pop-up book kepada siswa.
- e. Guru memberikan instruksi bagaimana menggunakan pop-up book.
- f. Guru meminta setiap pasangan (pairs) untuk menuliskan definisi dari kosakata tersebut melalui pop-up book.
- g. Guru meminta setiap pasangan (pairs) untuk menuliskan karakteristik kosakata tersebut melalui pop-up book.
- h. Guru meminta setiap pasangan (pairs) untuk menuliskan definisi dari kosakata tersebut melalui pop-up book.
- i. Guru meminta setiap pasangan (pairs) untuk menjelaskan hasil diskusi mereka.
- j. Selanjutnya, guru memberikan tugas kepada setiap siswa
- k. Guru menilai hasil tugas siswa.

c. Penutup

- a. Guru memberikan refleksi terhadap materi yang dipelajari.
- b. Guru menyimpulkan dari materi yang dipelajari.

- c. Guru menutup pembelajaran dengan mengucapkan salam
- d. Guru memberikan refleksi terhadap materi yang dipelajari

G. Sumber Belajar

- 1. English Textbook for SMP Class VII.
- 2. Internet.
- 3. Kamus Bahasa Inggris.

H. Media Pembelajaran

- 1. Pop up book
- 2. Papan Tulis
- 3. Spidol

I. Penilaian : Setiap jumlah jawaban yang benar akan diberi skor 4.

| No. | Criteria/aspect | Score |
|------|-----------------|-------|
| Task | Correct answer | 4 |
| | Wrong answer | 0 |

APPENDIX 2

INSTRUMENTS FOR PRE TEST

Instruction:

11. Pray before doing test.
12. Read the instruction and questions carefully and do the best by yourself.
13. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or and find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
 - a. Guru
 - b. Dokter
 - c. Polisi
 - d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
 - a. Dokter
 - b. Guru
 - c. Pemadam kebakaran
 - d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
 - a. Pemadam kebakaran
 - b. Guru
 - c. Arsitek
 - d. Polisi
4. A chef is a professional cook, typically the chief cook in a restaurant or hotel. What is the meaning of chef?
 - a. Arsitek
 - b. Polisi
 - c. Koki
 - d. Guru

5. A firefighter is a person whose job is to extinguish fires and rescue people. What is the meaning of firefighter?
 - a. Polisi
 - b. Pemadam kebakaran
 - c. Arsitek
 - d. Koki
6. A pilot is a person who operates the flying controls of an aircraft. What is the meaning of pilot?
 - a. Dokter
 - b. Arsitek
 - c. Pilot
 - d. Guru
7. A librarian is a person who works professionally in a library, providing access to information and sometimes social or technical programming. What is the meaning of librarian?
 - a. Pemadam kebakaran
 - b. Pustakawan
 - c. Guru
 - d. Arsitek
8. A journalist is a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast. What is the meaning of journalist?
 - a. Arsitek
 - b. Wartawan
 - c. Guru
 - d. Koki
9. A musician is a person who plays a musical instrument, especially as a profession, or is musically talented. What is the meaning of musician?
 - a. Penari
 - b. Pemusik
 - c. Pemadam kebakaran
 - d. Penjaga perpustakaan
10. A dentist is a person qualified to treat diseases and conditions that affect the teeth and gums. What is the meaning of dentist?
 - a. Dokter gigi
 - b. Kepala sekolah
 - c. Pemadam kebakaran
 - d. Polisi

Write down how to spell the following words question 11-18!

Example : car

= si- ei- ar

12. Ambulance
13. Police car
14. Fire truck
15. Motorcycle
16. Pedicap
17. bicycle
18. bus
19. train

Choose the object with the correct use in the question 19-25!

19. What object are used where someone sick and needed to help?
 - a. Police office
 - b. Bank
 - c. Hospital
 - d. Hotel
20. What object are used for people to read or borrow books, magazines, and other materials?
 - a. Hospital
 - b. Library
 - c. Post office
 - d. Police station
21. What object are used for educating children and young adults?
 - a. Bank
 - b. School
 - c. Hospital
 - d. Post office
22. What object are used for sales transactions or distribution of goods and services?
 - a. Police office
 - b. Post office
 - c. Library
 - d. Bank

23. What object are used to save of historical, scientific, artistic, or cultural interest are stored and exhibited?
- a. Hotel
 - b. library
 - c. Museum
 - d. Hospital
24. What object are used to kept and place of firefighters work?
- a. Bank
 - b. Fire station
 - c. Police office
 - d. Post office
25. What object are used to send mail and another letters?
- a. Police station
 - b. Post office
 - c. Hospital
 - d. Library

APPENDIX 3

INSTRUMENTS FOR POST TEST

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d and find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
 - a. Guru
 - b. Dokter
 - c. Polisi
 - d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
 - a. Dokter
 - b. Guru
 - c. Pemadam kebakaran
 - d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
 - a. Pemadam kebakaran
 - b. Guru
 - c. Arsitek
 - d. Polisi
4. A chef is a professional cook, typically the chief cook in a restaurant or hotel. What is the meaning of chef?
 - a. Arsitek
 - b. Polisi
 - c. Koki
 - d. Guru
5. A firefighter is a person whose job is to extinguish fires and rescue people. What is the meaning of firefighter?
 - a. Polisi

- b. Pemadam kebakaran
 - c. Arsitek
 - d. Koki
6. A pilot is a person who operates the flying controls of an aircraft. What is the meaning of pilot?
- a. Dokter
 - b. Arsitek
 - c. Pilot
 - d. Guru
7. A librarian is a person who works professionally in a library, providing access to information and sometimes social or technical programming. What is the meaning of librarian?
- a. Pemadam kebakaran
 - b. Pustakawan
 - c. Guru
 - d. Arsitek
8. A journalist is a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast. What is the meaning of journalist?
- a. Arsitek
 - b. Wartawan
 - c. Guru
 - d. Koki
9. A musician is a person who plays a musical instrument, especially as a profession, or is musically talented. What is the meaning of musician?
- a. Penari
 - b. Pemusik
 - c. Pemadam kebakaran
 - d. Penjaga perpustakaan
10. A dentist is a person qualified to treat diseases and conditions that affect the teeth and gums. What is the meaning of dentist?
- a. Dokter gigi
 - b. Kepala sekolah
 - c. Pemadam kebakaran
 - d. Polisi

Write down how to spell the following words question 11-18!

11. Ambulance
12. Police car
13. Fire truck
14. Motorcycle
15. Pedicap
16. bicycle
17. bus
18. train

Choose the object with the correct use in the question 19-25!

19. What object are used where someone sick and needed to help?
 - a. Police office
 - b. Bank
 - c. Hospital
 - d. Hotel
20. What object are used for people to read or borrow books, magazines, and other materials?
 - a. Hospital
 - b. Library
 - c. Post office
 - d. Police station
21. What object are used for educating children and young adults?
 - a. Bank
 - b. School
 - c. Hospital
 - d. Post office
22. What object are used for sales transactions or distribution of goods and services?
 - a. Police office
 - b. Post office
 - c. Library
 - d. Bank
23. What object are used to save of historical, scientific, artistic, or cultural interest are stored and exhibited?

- a. Hotel
 - b. library
 - c. Museum
 - d. Hospital
24. What object are used to kept and place of firefighters work?
- a. Bank
 - b. Fire station
 - c. Police office
 - d. Post office
25. What object are used to send mail and another letters?
- a. Police station
 - b. Post office
 - c. Hospital
 - d. Library

APPENDIX 5

Score Pre Test

| KODE SISWA | NILAI |
|---------------|-------|
| AZ | 60 |
| AH | 60 |
| AHA | 60 |
| AR | 48 |
| AAH | 44 |
| AESN | 56 |
| AR | 28 |
| DRI | 40 |
| FMH | 60 |
| FA | 60 |
| HA | 60 |
| JA | 40 |
| LNS | 60 |
| MAH | 56 |
| MSP | 48 |
| MSS | 52 |
| ME | 56 |
| MAH | 40 |
| MA | 44 |
| MP | 48 |
| MSS | 52 |
| MTPS | 60 |
| NEPK | 60 |
| NS | 52 |
| NA | 60 |
| NEN | 56 |
| N | 60 |
| NCR | 52 |
| NAN | 44 |
| NH | 48 |

| | |
|-----|-------|
| NFH | 56 |
| PS | 60 |
| PSH | 56 |
| RNR | 60 |
| RR | 28 |
| RNM | 40 |
| SSS | 44 |
| SM | 48 |
| SAR | 60 |
| V | 60 |
| | 2.076 |

APPENDIX 6

Score Post Test

| KODE SISWA | NILAI |
|---------------|-------|
| AZ | 92 |
| AH | 80 |
| AHA | 84 |
| AR | 80 |
| AAH | 72 |
| AESN | 84 |
| AR | 68 |
| DRI | 72 |
| FMH | 88 |
| FA | 92 |
| HA | 92 |
| JA | 80 |
| LNS | 76 |
| MAH | 84 |
| MSP | 80 |
| MSS | 76 |
| ME | 80 |
| MAH | 72 |
| MA | 68 |
| MP | 72 |
| MSS | 80 |
| MTPS | 92 |
| NEPH | 88 |
| NS | 84 |
| NA | 92 |
| NEN | 80 |
| N | 88 |

| | |
|-----|-------|
| NCR | 76 |
| NAN | 80 |
| NH | 76 |
| NFH | 80 |
| PS | 92 |
| PSH | 84 |
| RNR | 92 |
| RR | 68 |
| RNM | 80 |
| SSS | 72 |
| SM | 76 |
| SAR | 92 |
| V | 84 |
| | 2.904 |

APPENDIX 7

Students Score in Pre Test and Post Test

B: 15
S: 10

(60)

Name: Abdul Aziz

Class: VII

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d!

Find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
+ (a) Guru
b. Dokter
c. Polisi
d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
a. Dokter
+ (b) Guru
c. Pemadam kebakaran
d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
+ (a) Pemadam kebakaran
b. Guru
c. Arsitek
d. Polisi

B: 14
S: 11
56

Name: Ania L. Ervina Sari

Class: VII

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d!

Find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
a. Guru
☒ b. Dokter
c. Polisi
d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
a. Dokter
☒ b. Guru
c. Pemadam kebakaran
d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
☒ a. Pemadam kebakaran
b. Guru
c. Arsitek
d. Polisi

Name: akbar

Class: VII

B: 11
S: 14

44

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d!

Find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
a. Guru
☒ b. Dokter
c. Polisi
d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
a. Dokter
☒ b. Guru
c. Pemadam kebakaran
d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
☒ a. Pemadam kebakaran
b. Guru
c. Arsitek
d. Polisi

B: 23
S: 2

92

Name: abdul azis

Class: UII

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d!

Find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
☒ a. Guru
☐ b. Dokter
☐ c. Polisi
☐ d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
☒ a. Dokter
☒ b. Guru
☐ c. Pemadam kebakaran
☐ d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
☐ a. Pemadam kebakaran
☐ b. Guru
☒ c. Arsitek
☐ d. Polisi

Name: Azzah Elvina Sari

B: 20
S: 5

AD

Class: VII

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d!

Find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
☒ a. Guru
b. Dokter
c. Polisi
d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
a. Dokter
☒ b. Guru
c. Pemadam kebakaran
d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
a. Pemadam kebakaran
b. Guru
☒ c. Arsitek
d. Polisi

Name: atbar

Class: V 11

B: 21

S: 4

84

Instruction:

1. Pray before doing test.
2. Read the instruction and questions carefully and do the best by yourself.
3. Check the answer before submitting the test sheet.

Correct answer by crossing a, b, c or d!

Find the correct word with the meaning given in the question 1-10 below!

1. A doctor is a person who is qualified to treat people who are ill. What is the meaning of doctor?
☒ a. Guru
b. Dokter
c. Polisi
d. Pemadam kebakaran
2. A teacher is a person who educates students in a school or other educational institution. What is the meaning of teacher?
a. Dokter
☒ b. Guru
c. Pemadam kebakaran
d. Polisi
3. An architect is a person who designs buildings. What is the meaning architect?
a. Pemadam kebakaran
b. Guru
☒ c. Arsitek
d. Polisi

APPENDIX 8

1. RESULT OF TEST IN PRE-TEST

| KODE SISWA | NILAI |
|---------------|-------|
| AA | 60 |
| AH | 60 |
| AHP | 60 |
| AR | 48 |
| AAH | 56 |
| AESN | 56 |
| AR | 28 |
| DRI | 40 |
| FMH | 60 |
| FA | 60 |
| HH | 60 |
| JA | 40 |
| LNS | 60 |
| MAH | 56 |
| MSP | 48 |
| MSS | 52 |
| ME | 56 |
| MAH | 40 |
| MAH | 44 |
| MP | 48 |
| MSS | 52 |
| MTP | 60 |
| NEPH | 60 |
| NS | 52 |
| NA | 60 |
| NEN | 56 |
| ND | 60 |
| NCR | 52 |
| NAN | 44 |
| NH | 48 |
| NFH | 56 |
| PS | 60 |
| PSH | 56 |
| RNR | 60 |
| RR | 28 |

| | |
|---------------|-------------|
| RNM | 40 |
| SSS | 44 |
| SM | 48 |
| SAR | 60 |
| VA | 60 |
| JUMLAH | 2088 |

2. High Score = 60
Low Score = 28
Range = 32
3. Total of Classes = $1 + (3.3) \text{ Log } 40$
= 6,2
= 6
4. Length of Classes = $32/6$
= 5,33 = 5
5. Mean

| INTERVAL | fi | xi | fi.xi |
|---------------|-----------|------|---------------|
| 28-33 | 2 | 30,5 | 61 |
| 40-45 | 8 | 42,5 | 340 |
| 46-51 | 5 | 48,5 | 242,5 |
| 52-57 | 10 | 54,5 | 545 |
| 58-60 | 15 | 59 | 885 |
| JUMLAH | 40 | | 2073,5 |

$$\begin{aligned}\text{Mean} &= \frac{f_i \cdot x_i}{f_i} \\ &= \frac{2073,5}{40} \\ &= 51,90\end{aligned}$$

6. Modus

| INTERVAL | fi | Fkum | xi | fi.xi | fb | fa |
|----------|----|------|------|-------|------|------|
| 28-33 | 2 | 2 | 30,5 | 61 | 27,5 | 33,5 |
| 40-45 | 8 | 10 | 42,5 | 340 | 39,5 | 45,5 |
| 46-51 | 5 | 15 | 48,5 | 242,5 | 45,5 | 51,5 |
| 52-57 | 10 | 25 | 54,5 | 545 | 51,5 | 57,5 |

| | | | | | | |
|---------------|-----------|-----------|-----------|---------------|-------------|-------------|
| 58-60 | 15 | 40 | 59 | 885 | 57,5 | 60,5 |
| JUMLAH | 30 | | | 2073,5 | | |

$$\text{Modus} = Tb + \frac{f_a}{f_a + f_b} \cdot P$$

$$= 57,5 + \frac{60,5}{60,5 + 57,5} \cdot 5$$

$$= 60$$

7. Variants

| KODE SISWA | NILAI | X2 |
|---------------|-------|------|
| AA | 60 | 3600 |
| AH | 60 | 3600 |
| AHP | 60 | 3600 |
| AR | 48 | 2304 |
| AAH | 56 | 3136 |
| AESN | 56 | 3136 |
| AR | 28 | 784 |
| DRI | 40 | 1600 |
| FMH | 60 | 3600 |
| FA | 60 | 3600 |
| HH | 60 | 3600 |
| JA | 40 | 1600 |
| LNS | 60 | 3600 |
| MAH | 56 | 3136 |
| MSP | 48 | 2304 |
| MSS | 52 | 2704 |
| ME | 56 | 3136 |
| MAH | 40 | 1600 |
| MAH | 44 | 1936 |
| MP | 48 | 2304 |
| MSS | 52 | 2704 |
| MTP | 60 | 3600 |
| NEPH | 60 | 3600 |
| NS | 52 | 2704 |
| NA | 60 | 3600 |
| NEN | 56 | 3136 |

| | | |
|---------------|-------------|---------------|
| ND | 60 | 3600 |
| NCR | 52 | 2704 |
| NAN | 44 | 1936 |
| NH | 48 | 2304 |
| NFH | 56 | 3136 |
| PS | 60 | 3600 |
| PSH | 56 | 3136 |
| RNR | 60 | 3600 |
| RR | 28 | 784 |
| RNM | 40 | 1600 |
| SSS | 44 | 1936 |
| SM | 48 | 2304 |
| SAR | 60 | 3600 |
| VA | 60 | 3600 |
| JUMLAH | 2088 | 112064 |

APPENDIX 9

1. RESULT TEST IN POST TEST

| KODE SISWA | NILAI |
|---------------|-------|
| AA | 92 |
| AH | 80 |
| AHP | 84 |
| AR | 80 |
| AAH | 72 |
| AESN | 84 |
| AR | 68 |
| DRI | 72 |
| FMH | 88 |
| FA | 92 |
| HH | 92 |
| JA | 80 |
| LNS | 76 |
| MAH | 84 |
| MSP | 80 |
| MSS | 76 |
| ME | 80 |
| MAH | 72 |
| MAH | 68 |
| MP | 72 |
| MSS | 80 |
| MTP | 92 |
| NEPH | 88 |
| NS | 84 |
| NA | 92 |
| NEN | 80 |
| ND | 88 |
| NCR | 76 |
| NAN | 80 |
| NH | 76 |
| NFH | 80 |
| PS | 92 |
| PSH | 84 |

| | |
|--------|------|
| RNR | 92 |
| RR | 68 |
| RNM | 80 |
| SSS | 72 |
| SM | 76 |
| SAR | 92 |
| VA | 84 |
| JUMLAH | 3248 |

2. High Score = 92
Low Score = 68
Range = 24
3. Total of Classes = $1+(3,3) \text{ Log } 30$
= 6,2
= 6
4. Length of Classes = $24/6 = 4$

5. Mean

| INTERVAL | fi | xi | fi.xi |
|----------|----|------|--------|
| 68-73 | 8 | 70,5 | 564 |
| 74-79 | 5 | 76,5 | 382,5 |
| 80-85 | 16 | 82,5 | 1320 |
| 86-92 | 11 | 89 | 979 |
| JUMLAH | 40 | | 3245,5 |

$$\text{Mean} = \frac{f_i.x_i}{f_i}$$

$$= \frac{3245,5}{40}$$

$$= 81,20$$

6. Modus

| INTERVAL | fi | Fkum | xi | fi.xi | fb | fa |
|----------|----|------|------|--------|------|------|
| 68-73 | 8 | 8 | 70,5 | 564 | 67,5 | 73,5 |
| 74-79 | 5 | 13 | 76,5 | 382,5 | 73,5 | 79,5 |
| 80-85 | 16 | 29 | 82,5 | 1320 | 79,5 | 85,5 |
| 86-92 | 11 | 40 | 89 | 979 | 85,5 | 92,5 |
| JUMLAH | 30 | | | 3245,5 | | |

$$\begin{aligned}
 \text{Modus} &= Tb + \frac{f_a}{f_a + f_b} \cdot P \\
 &= 79,5 + \frac{85,5}{85,5 + 79,5} \cdot 4 \\
 &= 80
 \end{aligned}$$

7. Variants

| NAMA | NILAI | Y2 |
|------|-------|------|
| AA | 92 | 8464 |
| AH | 80 | 6400 |
| AHP | 84 | 7056 |
| AR | 80 | 6400 |
| AAH | 72 | 5184 |
| AESN | 84 | 7056 |
| AR | 68 | 4624 |
| DRI | 72 | 5184 |
| FMH | 88 | 7744 |
| FA | 92 | 8464 |
| HH | 92 | 8464 |
| JA | 80 | 6400 |
| LNS | 76 | 5776 |
| MAH | 84 | 7056 |
| MSP | 80 | 6400 |

| | | |
|------|----|------|
| MSS | 76 | 5776 |
| ME | 80 | 6400 |
| MAH | 72 | 5184 |
| MAH | 68 | 4624 |
| MP | 72 | 5184 |
| MSS | 80 | 6400 |
| MTP | 92 | 8464 |
| NEPH | 88 | 7744 |
| NS | 84 | 7056 |
| NA | 92 | 8464 |
| NEN | 80 | 6400 |
| ND | 88 | 7744 |
| NCR | 76 | 5776 |
| NAN | 80 | 6400 |
| NH | 76 | 5776 |
| NFH | 80 | 6400 |
| PS | 92 | 8464 |
| PSH | 84 | 7056 |
| RNR | 92 | 8464 |
| RR | 68 | 4624 |
| RNM | 80 | 6400 |

| | | |
|--------|------|--------|
| SSS | 72 | 5184 |
| SM | 76 | 5776 |
| SAR | 92 | 8464 |
| VA | 84 | 7056 |
| JUMLAH | 3248 | 265952 |

APPENDIX 10

Calculation of Gain Score

| KODE SISWA | PRE TEST | POST TEST | POST TEST- PRE TEST | SKOR IDEAL-PRE TEST | N GAIN SCORE | N GAIN SKOR |
|------------|----------|-----------|------------------------|---------------------|--------------|-------------|
| AA | 60 | 92 | 32 | 32 | 1 | 100 |
| AH | 60 | 80 | 20 | 32 | 0,63 | 63 |
| AHP | 60 | 84 | 24 | 32 | 0,75 | 75 |
| AR | 48 | 80 | 32 | 44 | 0,73 | 73 |
| AAH | 56 | 72 | 16 | 36 | 0,44 | 44 |
| AESN | 56 | 84 | 28 | 36 | 0,78 | 78 |
| AR | 28 | 68 | 40 | 64 | 0,63 | 63 |
| DRI | 40 | 72 | 32 | 52 | 0,62 | 62 |
| FMH | 60 | 88 | 28 | 32 | 0,88 | 88 |
| FA | 60 | 92 | 32 | 32 | 1 | 100 |
| HH | 60 | 92 | 32 | 32 | 1 | 100 |
| JA | 40 | 80 | 40 | 52 | 0,77 | 77 |
| LNS | 60 | 76 | 16 | 32 | 0,5 | 50 |
| MAH | 56 | 84 | 28 | 36 | 0,78 | 78 |
| MSP | 48 | 80 | 32 | 44 | 0,73 | 73 |
| MSS | 52 | 76 | 24 | 40 | 0,6 | 60 |
| ME | 56 | 80 | 24 | 36 | 0,67 | 67 |
| MAH | 40 | 72 | 32 | 52 | 0,62 | 62 |
| MAH | 44 | 68 | 24 | 48 | 0,5 | 50 |
| MP | 48 | 72 | 24 | 44 | 0,55 | 55 |
| MSS | 52 | 80 | 28 | 40 | 0,7 | 70 |
| MTP | 60 | 92 | 32 | 32 | 1 | 100 |
| NEPH | 60 | 88 | 28 | 32 | 0,88 | 88 |
| NS | 52 | 84 | 32 | 40 | 0,8 | 80 |
| NA | 60 | 92 | 32 | 32 | 1 | 100 |
| NEN | 56 | 80 | 24 | 36 | 0,67 | 67 |
| ND | 60 | 88 | 28 | 32 | 0,88 | 88 |
| NCR | 52 | 76 | 24 | 40 | 0,6 | 60 |
| NAN | 44 | 80 | 36 | 48 | 0,75 | 75 |
| NH | 48 | 76 | 28 | 44 | 0,64 | 64 |
| NFH | 56 | 80 | 24 | 36 | 0,67 | 67 |
| PS | 60 | 92 | 32 | 32 | 1 | 100 |
| PSH | 56 | 84 | 28 | 36 | 0,78 | 78 |
| RNR | 60 | 92 | 32 | 32 | 1 | 100 |
| RR | 28 | 68 | 40 | 64 | 0,63 | 63 |

| | | | | | | |
|--------|------|------|----|----|-------|-----|
| RNM | 40 | 80 | 40 | 52 | 0,77 | 77 |
| SSS | 44 | 72 | 28 | 48 | 0,58 | 58 |
| SM | 48 | 76 | 28 | 44 | 0,64 | 64 |
| SAR | 60 | 92 | 32 | 32 | 1 | 100 |
| VA | 60 | 84 | 24 | 32 | 0,75 | 75 |
| JUMLAH | 2088 | 3248 | | | | |
| MEAN | 51,9 | 81,2 | | | 0,746 | |

APPENDIX 11

Calculation of Hypothesis

| PRE TEST (xi) | POST TEST (xj) | (xj-xi) | D | (xj-xi)- D | (xj-xi-D) ² |
|------------------|-------------------|---------|----|---------------|------------------------|
| 60 | 92 | 32 | 31 | 1 | 1 |
| 60 | 80 | 20 | 31 | -11 | 121 |
| 60 | 84 | 24 | 31 | -7 | 49 |
| 48 | 80 | 32 | 31 | 1 | 1 |
| 56 | 72 | 16 | 31 | -15 | 225 |
| 56 | 84 | 28 | 31 | -3 | 9 |
| 28 | 68 | 40 | 31 | 9 | 81 |
| 40 | 72 | 32 | 31 | 1 | 1 |
| 60 | 88 | 28 | 31 | -3 | 9 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 40 | 80 | 40 | 31 | 9 | 81 |
| 60 | 76 | 16 | 31 | -15 | 225 |
| 56 | 84 | 28 | 31 | -3 | 9 |
| 48 | 80 | 32 | 31 | 1 | 1 |
| 52 | 76 | 24 | 31 | -7 | 49 |
| 56 | 80 | 24 | 31 | -7 | 49 |
| 40 | 72 | 32 | 31 | 1 | 1 |
| 44 | 68 | 24 | 31 | -7 | 49 |
| 48 | 72 | 24 | 31 | -7 | 49 |
| 52 | 80 | 28 | 31 | -3 | 9 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 60 | 88 | 28 | 31 | -3 | 9 |
| 52 | 84 | 32 | 31 | 1 | 1 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 56 | 80 | 24 | 31 | -7 | 49 |
| 60 | 88 | 28 | 31 | -3 | 9 |
| 52 | 76 | 24 | 31 | -7 | 49 |
| 44 | 80 | 36 | 31 | 5 | 25 |
| 48 | 76 | 28 | 31 | -3 | 9 |
| 56 | 80 | 24 | 31 | -7 | 49 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 56 | 84 | 28 | 31 | -3 | 9 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 28 | 68 | 40 | 31 | 9 | 81 |

| | | | | | |
|----|----|----|----|----|----|
| 40 | 80 | 40 | 31 | 9 | 81 |
| 44 | 72 | 28 | 31 | -3 | 9 |
| 48 | 76 | 28 | 31 | -3 | 9 |
| 60 | 92 | 32 | 31 | 1 | 1 |
| 60 | 84 | 24 | 31 | -7 | 49 |



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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30 Oktober 2023

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Fitri Rayani Siregar, M.Hum. (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

| | |
|---------------|---|
| Nama | : Sri Wahyuni Nasution |
| NIM | : 2020300067 |
| Program Studi | : Tadris Bahasa Inggris |
| Judul Skripsi | : The Effect of Pop up book For Students' on Vocabulary Mastery at Grade VII SMP Negeri 1 Mananti |

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

an. Dekan

Wakil Dekan Bidang Akademik



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Nomor : B - 1874 /Un.28/E.1/TL.00.9/05/2024 27 Mei 2024
Lampiran :
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMP Negeri 1 Mananti

Dengan hormat, bersama ini kami sampaikan bahwa :


Nama : Sri Wahyuni Nasution
NIM : 2020300067
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jambu Tonang

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Pop up Book For Stdents' on Vocabulary Mastery at Grade VII SMP Negeri 1 Mananti".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan


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PEMERINTAH KABUPATEN PADANG LAWAS UTARA
PROVINSI SUMATERA UTARA
UNIT PELAKSANA TEKNIS (UPT) KECAMATAN UJUNG BATU
SMP NEGERI 1 UJUNG BATU

ALAMAT : DESA MANANTI. KECAMATAN UJUNG BATU KODE POS : 22746
NPSN : 10260143 NIS : 200200 NSS : 201122008002

Nomor : 420.2/01/SMPN 1. UB/2024
Lampiran : -
Perihal : Balasan Permohonan Izin Penelitian

Kepada Yth.:
Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah
UIN. SYAHADA Padang Sidempuan
di :
Tempat

Dengan Hormat,

Berdasarkan surat saudara tanggal 27 Mei 2024 Nomor : B.1874/Un.28/E.1/TL.00.9/05/2024 tentang izin melakukan Penelitian dalam rangka penyusunan skripsi mahasisiwi :

Nama : SRI WAHYUNI NASUTION
NIM : 2020300067
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jambu Tonang
Judul Skripsi : "The Effect of Pop up Book For Studen's on Vocabulary Mastery at Grade VII SMP Negeri 1 Ujung Batu "

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Demikian surat balasan izin penelitian ini kami perbuat untuk dapat dipergunakan sebagai mana nestinya.

