

**THE EFFECT OF KEY WORD METHOD ON
VOCABULARY MASTERY AT THE VIII GRADE STUDENT
OF SMP NEGERI 2 PADANG BOJAL TENGAH**



A Thesis

*Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
partial fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English Department*

Written By:

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ENGLISH EDUCATION DEPARTMENT

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

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Assalamu'alaikum Wr. Wb.

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ABSTRACT

This study discusses the influence of the Keyword Method on Vocabulary Mastery in Grade VIII Students of SMP Negeri 2 Padang Bolaka Tenggara. Some students still experience understanding English vocabulary, the purpose of this study is to find out students' vocabulary mastery before and after learning to use the Keyword method and to test whether the Keyword method has a significant effect on vocabulary mastery. This study used quantitative methods with experimental design and pre-test-post-test control group design. The population of this study is 66 students in grade VIII of SMP Negeri 2 Padang Bolak Tenggara. The sample was taken by random sampling technique, namely class VIII-B (22 students) as the experimental class and VIII-C (22 students) as the control class. Data was collected by providing pre-test and post-test with multiple choices as instruments. In analyzing the data, this study uses an independent t-test. The researcher found that the average score of the experimental class after learning using the Keyword method was higher than the average score of the control class. In addition, after performing t-test calculations, the researcher found that $t\text{-count} > t\text{-table}$ ($3,446 > 2,086$). This means that alternative hypotheses are accepted. It can be concluded that there is a significant influence of the Keyword method on vocabulary mastery in grade VIII students of SMP Negeri 2 Padang Bolak Tenggara.

Keywords: Keyword Method, Vocabulary Mastery, Experimental Research

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Judul : Pengaruh Metode Kata Kunci terhadap Penguasaan Kosakata Siswa Kelas VIII SMP Negeri 2 Padang Bolak Tenggara.

ABSTRAK

Penelitian ini membahas tentang pengaruh Metode Kata Kunci terhadap Penguasaan Kosakata pada Siswa Kelas VIII SMP Negeri 2 Padang Bolak Tenggara. Sebagian siswa masih mengalami memahami kosakata bahasa Inggris, tujuan dari penelitian ini adalah untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah belajar menggunakan metode Kata Kunci dan untuk menguji apakah metode Kata Kunci berpengaruh signifikan terhadap penguasaan kosakata. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen dan desain kelompok control pre-test-post-test. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 2 Padang Bolak Tenggara yang berjumlah 66 siswa. Sampel diambil dengan Teknik random sampling yaitu kelas VIII-B (22 Siswa) sebagai kelas eksperimen dan VIII-C (22 Siswa) sebagai kelas kontrol. Data dikumpulkan dengan memberikan pre-test dan post-test dengan pilihan ganda sebagai instrument. Dalam menganalisis data, penelitian ini menggunakan uji-t independent. Peneliti menemukan bahwa skor rata-rata kelas eksperimen setelah belajar menggunakan metode Kata Kunci lebih tinggi dari pada skor rata-rata kelas kontrol. Selain itu, setelah melakukan perhitungan uji-t, peneliti menemukan that $t_{\text{hitung}} > t_{\text{tabel}} (3.446 > 2.086)$. Ini berarti hypothesis alternatif diterima. Dapat disimpulkan bahwa terdapat pengaruh yang significant dari metode Kata Kunci terhadap penguasaan kosakata pada siswa kelas VIII SMP Negeri 2 Padang Bolak Tenggara.

Kata Kunci: Metode Kata Kunci, Penguasaan Kosakata, Penelitian Eksperimen

ملخص البحث

الاسم: مفتاح المودة
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البحث الثامن في: تأثير طريقة الكلمات المفتاحية على إتقان المفردات لدى طلاب الصف المدرسة الإعدادية

الحكومية 2 بادانغ بولاك تنغارا

تناقش هذه الدراسة تأثير طريقة الكلمات المفتاحية على إتقان المفردات لدى طلاب الصف الثامن في مدرسة بادانغ بولاكا الثانوية الجنوبية الشرقية. والغرض من هذه الدراسة هو تحديد مدى إتقان الطلاب للمفردات قبل وبعد التعلم باستخدام طريقة الكلمات المفتاحية، واختبار ما إذا كان لطريقة الكلمات المفتاحية تأثير كبير على إتقان المفردات. استخدمت هذه الدراسة الأسلوب الكمي مع التصميم التجريبي وتصميم المجموعة الضابطة قبل الاختبار وبعده. وكان مجتمع هذه الدراسة طلاب الصف الثامن في مدرسة بادانغ بولاك تينجارا 2 الإعدادية الثانوية البالغ عددهم 66 طالبًا. تم أخذ العينة عن طريق تقنية أخذ العينات العشوائية، وهي الفصل الثامن-ب (22 طالبًا) كفصل تجريبي والفصل الثامن-ج (22 طالبًا) كفصل ضابطة. وقد تم جمع البيانات عن طريق إجراء اختبار قبلي واختبار بعدي باستخدام الاختيار من متعدد كأداة. في تحليل البيانات، استخدمت هذه الدراسة اختبار t-t-test المستقل. وجدت الباحثة أن متوسط درجات الفصل التجريبي بعد التعلم باستخدام طريقة الكلمات المفتاحية كان أعلى من متوسط درجات الفصل الضابطة. بالإضافة إلى ذلك، بعد حساب اختبار الجدول، وجد الباحث بعد إجراء اختبار الجدول أن القيمة 3.446 > ٢,٠٨٦ وهذا يعني أن الفرضية البديلة مقبولة. ويمكن استنتاج أن هناك تأثيرًا كبيرًا لطريقة الكلمات المفتاحية على إتقان المفردات لدى طلاب الصف الثامن في مدرسة جنوب شرق بادانغ بولاك الإعدادية.

الكلمات المفتاحية طريقة الكلمات الرئيسية، إتقان المفردات، البحث التجريبي

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Padangsididmpuan, Januari 2025

Reseacher

Miftahul Mawaddah

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is an international language, and is also one of the most popular languages in the world. English is already used in several countries, and has been used as an official language or as a second language. In learning English, learners needed proficiency in listening, speaking, reading, and writing. According to Broughton, there are also necessary aspects of the language-grammar, vocabulary, and pronunciation.¹ From the three aspects, vocabulary is considered the most important for learning English. Mastery of vocabulary in learning English is important because it can enhance other English language skills.

Vocabulary is all the words which use in a language, vocabulary is all words that people know or use and also as the core component of words from master.² Vocabulary is an important aspect in learning English. Students who are just learning English without vocabulary will find it difficult to convey what they want to convey. However, students who study vocabulary can convey something they want to convey. Without a vocabulary it will make it difficult for us to learn a language. As Wilkins in Thornbury said, “without grammar very little can be conveyed, without

¹ Broughton Greofferry, “Teaching English as a Foreign Language,” in *London and Newyork*, 2003, 25.

² Seri Mawar, Eka Sustri Harida, and Fitri Rayani Siregar, “Improving Students’ Vocabulary Mastery Through Word Square Modeling At Grade VII Smp Negeri 5 Padangsidempuan,” *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 2 (2017): p.238, <https://doi.org/10.24952/tazkir.v3i2.1554>.

vocabulary nothing can be conveyed”.³ That means, with vocabulary we can convey what we want to convey, we can communicate with other people, we can also understand language learning more easily.

Apart from vocabulary, students also forget the meaning of words that were previously taught to them by their teachers. Unfortunately, in various schools the majority of students cannot express their ideas or opinions properly and correctly, because students are not accustomed to speak. Generally, it was caused by the limited vocabulary.

In reality, there are still many students who experience obstacles when learning English. Such as, lack of vocabulary and low mastery of vocabulary. This happens because the teacher only uses lecture, discussion and question and answer methods. For example, a teacher gives a list of vocabulary words to students and asks them to memorize. That makes student not interested to learn English, especially vocabulary. This method did not give students a chance to practice the vocabulary in real life, so the students only remember the vocabulary for a few days.

Based on interview with the English teacher at grade VIII SMP Negeri 2 Padang Bolak Tenggara, the teacher said that problem of students' experiences difficulties in learning English, students have difficulty in spelling vocabulary. Some students who know the pronunciation of the vocabulary, but they do not know how to spelling that vocabulary. The

³ Scott Thornbury, “How to Teach Vocabulary.Pdf,”
https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury, 2021,
 p.13.

students also could not understand the meaning of the vocabulary well, when the teacher is using English in the class, the students do not understand what the teacher says. Students also cannot differentiate between nouns, verbs and adjectives. Because they still don't understand the meaning of them.⁴ Another problem from Rahma Yani as a student grade VIII in SMPN 2 Padang Bolak Tenggara, she said that English is difficult, difficult to say, and difficult to spell. Sometimes she does not understand what teacher says, because she does not understand the meaning of the vocabulary well.⁵

To solve this problem, teacher must have many teaching technique or method to help the students accept English easily. Giving complete physical exercise (for instance, through games), helping students internalize a concept using visual aids (for instance, through videos, pictures, recordings, music, flash cards, and puppet toys), and explaining concepts nonverbally are some examples (facial features, gestures).⁶ Thus there are many techniques or methods that can be used in teaching. Technique or method in teaching helps the teacher be easier to teach, also the students more motivation and interested in learning.

Then, in teaching vocabulary, the teachers should have many techniques or methods to teach vocabulary to the students. They should be as creative as possible to teach vocabulary also creative to design technique

⁴ Yusma Siregar English Teacher of SMPN 2 Padang Bolak Tenggara (Private Interview) 5 Januari 2024.

⁵ Rahma Yani, "As a student of SMP Negeri 2 Padang Bolakt Tenggara" (Private Interview) 4 Januari 2024.

⁶ Irfan Wahyu Hidayat, "The Technique for Teaching Vocabulary At SMP Muhammadiyah 10 Surakarta," 2020.

or method in the classroom that urge and motivate students to study English especially in learning vocabulary for beginner. Besides to urge and motivate students, it can help students to memorize the vocabulary. Thus, it will support to the students to think that learning English is fun.

From the explanation and problems above, the researcher believes that technique or method will solve the students' problems in learning vocabulary. Teaching with the technique or method can help teachers teach more easily, and can also make students more motivated and interested in learning. Therefore, English teachers must apply appropriate and interesting teaching with the method.

There are many techniques or methods that can be used in teaching vocabulary. Researcher use "keyword method" to make it easier for students to master understanding. The keyword method is a versatile, the method used to help vocabulary learning by helping you associate two things together to form a memorable definition of key vocabulary words.⁷ This method can help students learn vocabulary, and can also help teachers teach vocabulary more easily.

Keyword method is one of or methods to enrich students' vocabulary mastery. It is a method that can be used by teacher to improve students' memory in learning vocabulary. This method requires students to think and find new words from a keyword given by teacher which use the picture

⁷ Rowan Digital, Works Rowan, and Digital Works, "The Keyword Method: A Study of Vocabulary Acquisition in Fifth Grade," 2011, p.3, <https://rdw.rowan.edu/etd/81>.

about the vocabulary.⁸ Keyword method is important to teach vocabulary. Keyword method is an effective method for teaching vocabulary, such as foreign language words or science terms.⁹ It helps the students to form a new words or vocabulary with the keyword. Kurniawan et al said keyword method is a memorization strategy that helps students learn new information or vocabulary by combining keywords with interactive visual images or pictures so that students can remember it.¹⁰ Thus, students will know the new vocabulary and can augment their vocabulary mastery by this method. The students also can learn vocabularies enjoy without any boredom. Based on the above explanation the researcher wants to know the effect of keyword method to students' vocabulary mastery.

To solve students' problem in learning vocabulary, the researcher is interested to using keyword method as the method in teaching vocabulary. The researcher think that keyword method is one of the methods that can be applied in teaching vocabulary effectively also can effect students' vocabulary mastery. Therefore, the researcher wants to take a research about **“The Effect of Keyword Method on vocabulary Mastery at the VIII Grade students of SMP Negeri 2 Padang Bolak Tenggara”**.

⁸ Eva Nurchurifani, “Improving Students’ Vocabulary Mastery Through the Keyword Method At The Tenth Grade of SMAN 2 Tulang Bawang Tengah,” *Journal Corner of Education, Linguistics, and Literature* 1, no. 2 (2021): p.140, <https://doi.org/10.54012/jcell.v1i2.28>.

⁹ Kenenth A. Kiewra, *Teaching How to Learn the Teacher’s Guide to Student Succes*, 2016..

¹⁰ Riyan Kurniawan, Sugiyadi, Rasidi “Strategi Keyword Method Untuk Meningkatkan Penguasaan Kosakata,” <https://www.unhcr.org/publications/manuals/4d9352319/unhcr-protection-training-manual-european-border-entry-officials-2-lega>.

B. The Identifications of the Problem

Based on the background of the research, there are some problems that cause the difficulties in teaching and learning vocabulary mastery at the eighth-grade students' of SMP Negeri 2 Padang Bolak Tenggara:

1. Students have difficulty in spelling vocabulary.
2. Students cannot understand the meaning of vocabulary well.
3. Students have difficulty to memorize the vocabulary well.

C. The Limitation of the Problem

Based on the identification of the problems, the researcher limited the research only in the learning vocabulary of students, especially about the name of animals. Then, researcher used Keyword Method to know whether there is significant effect of keyword method on students' vocabulary mastery.

D. The Definitions of Operational Variables

To avoid misunderstanding, this research is consisted of two variables, the key terms of this research are Keyword Method and students' Vocabulary Mastery. The definition of this variable as follow:

1. Keyword Method

Keyword method is one of or methods to enrich students' vocabulary mastery. It is a method that can be used by teacher to improve students' memory in learning vocabulary. This method requires students to think and find new words from a keyword given by teacher which use the picture about the vocabulary. Keyword method is an effective method

for teaching vocabulary, such as foreign language words or science terms.

2. Vocabulary Mastery

Vocabulary mastery is a person's ability to understand, remember, and use words in a language well. Vocabulary Mastery can also make it easier for students to learn English. In language learning, vocabulary mastery is one of the important aspects because vocabulary is the basis for understanding reading, writing, speaking, and listening well.

E. The Formulations of the Problem

Based on the background of the problem above, the researcher formulated the problems as follow:

1. How is the students' vocabulary mastery before using keyword method at grade VIII the students of SMP Negeri 2 Padang Bolak Tenggara?
2. How is the students' vocabulary mastery after using keyword method at grade VIII students of SMP Negeri 2 Padang Bolak Tenggara?
3. Is there any significant effect of using keyword method on the vocabulary mastery at grade VIII students of SMP Negeri 2 Padang Bolak Tenggara?

F. The Objectives of the Research

Based on formulation above, it can be formulated that the objectives of this research are as follows:

1. To know the vocabulary mastery before using keyword method at grade VIII students of SMP Negeri 2 Padang Bolak Tenggara.

2. To know the vocabulary mastery after using keyword method at grade VIII students of SMP Negeri 2 Padang Bolak Tenggara.
3. To know the significant effect of using keyword method on vocabulary mastery at the grade VIII students of SMP Negeri 2 Padang Bolak Tenggara.

G. The Significances of the Problem

The significance of this research aims to be used for:

1. For headmaster, as information and knowledge about this method that can be used to teach vocabulary mastery in English learning.
2. For teachers, can use this method in the learning process, especially in vocabulary learning. This technique can also make it easier for teachers to teach in class.
3. Other researchers, the results of this research are proposed to provide information related to the influence of the keyword method on students' vocabulary mastery.

H. The Outline of the Research

In this research, the researcher divided into five chapters. Each chapter consists of sub chapter explained as follows:

The first chapter consists of background of the problem, the identification of the problem, the limitation of the problem, the definition of operational variables, the formulation of the problem, the objectives of the research, the significances of the research, and the outline of the thesis.

The second chapter consists of theoretical description which explained about Vocabulary and Keyword Method, the related findings, the conceptual framework, and the hypothesis.

The third chapter consists of the time and the place of the research, the research design, the population and the sample, the instrument of data collection, the validity and the reliability of instrument, the research procedure, the technique and data analysis.

The fourth chapter consists of result of the research. It was about data description, hypothesis testing, a discussion, and result threats of the research. Then, the last chapter consists of conclusion about the result of this research and suggestion.

CHAPTER II

LITERATURE RIEW

A. Theoretical Description

There are several discussions that will be discussed in this theoretical description, namely vocabulary mastery and keyword method.

1. Vocabulary Mastery

a. The Definitions of Vocabulary

Vocabulary is a set of words or sets of words used to compose a sentence. Vocabulary also is a collection of words that a person understands and uses in a particular language. This includes understanding the meaning of words, their pronunciation, and how they are used in sentences. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.¹ In making good and correct sentences when communicating, we need to use vocabulary.

Vocabulary is very basic in language learning, because it appears in every skill of language. Hasibuan et. al said, the vocabulary is keys in dominating the four skills.² With vocabulary, students can more easily develop their skills, whether in writing,

¹ Morafeh Al qahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

² Sri Nardani Hasibuan, Eka Sustri Harida, and Fitri Rayani Siregar., "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpunan," *English Education* 02, no. 01 (2014): 88–106, <http://www.e-journal.iain.ac.id>.

reading, listening or speaking. According to Khorasgani and Kaneghir emphasizes that good vocabulary mastery affects a person's mastery of a language.³ Vocabulary also is the knowledge of meanings of word.⁴ It means vocabulary as the knowledge of the words and know about the meaning.

According to Siregar Vocabulary is an important component of language in learning a language, especially as basic of language so this why vocabulary important in education.⁵ In other definition of vocabulary, Juriah states that vocabulary refers to the meaning of the word and not merely its pronunciation. Here, vocabulary is not letters construct together to become a word and how to pronounce the word correctly but it is a group of letters that have their own meaning.⁶ It can be inferred that vocabulary is a group of the letter that has a meaning that know by individuals.

From the definition above, researchers can be concluded that vocabulary is the most basic and very important thing in language learning, because having vocabulary can help students know many

³ Ami Toghyani Lhorasgani and Mansour Khanehgir, "Teaching New Vocabulary to Iranian Young FI Learners: Using Total Physical Response and Keyword Methods," *International Journal of Education* 10 no.1 (2017), https://www.researchgate.net/publication/316348397_Teaching_New_Vocabulary_to_Iranian_Young_FL_Learners_Using_Two_Methods_Total_Physical_Response_and_Keyword_Method.

⁴ Elfrieda H. Hiebert and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice," in *Teaching and Learning Vocabulary: Bringing Research to Practice* (New York, 2015), <https://doi.org/10.4324/9781410612922>.

⁵ Fitri Rayani Siregar, "Male and Female Students' Vocabulary Mastery," *English Education: English Journal for Teaching and Learning* 10 no.2 (2022), <https://repo.uinsyahada.ac.id/1212/1/6755-19332-1-SM.pdf>.

⁶ Juriah, "Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students," *Dinamika Ilmu* 15, no. 1 (2015): 137–62, <https://doi.org/10.21093/di.v15i1.200>.

words. So that it can make it easier for them to understand language learning, especially English. Mastering vocabulary is important in acquiring a language, because mastering vocabulary can make it easier for someone to master a language. Without mastering, vocabulary it will be difficult for someone to master a language.

2. The Types of Vocabulary

Vocabulary can be divided parts according to experts. According to Harmer in Manda et al active vocabulary and passive vocabulary are the types of vocabulary. Active vocabulary is vocabulary that students have learned and have been taught with the purpose it can be used for them. The second is passive vocabulary, which means words that students will recognize when they meet but they will probably not be able to produce it.⁷

Vocabulary also is words that help humans to communicate and even read well. Based on Kamil et al, there are two kinds of vocabulary such as; productive vocabulary and unproductive vocabulary.⁸ Productive vocabulary is the set of words that individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. While unproductive vocabulary there is vocabulary but really used in everyday

⁷ Sartika Manda, Ahmad Talib, and Nur Aeni, "Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara," *Journal of Excellence in English Language Education* 1, no. 4 (2022): 310–16, <https://ojs.unm.ac.id/JoEELE/article/view/37945>.

⁸Elfrieda, Hiebert and Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice."

communication. This vocabulary does exist but for its use it is very rare and minimally spoken by humans.

According to Hatch and Brown in Sari, there are two types of vocabulary, they are receptive vocabulary and productive vocabulary.⁹

1. Receptive vocabulary is all word that we can understand, including words that are written, spoken, or signed. In general, receptive vocabulary exists because it develops before expressive vocabulary appears early in language development, and receptive vocabulary is larger than expressive vocabulary. However, children's language development is more complex, and expressive vocabulary sometimes exceeds receptive vocabulary and vice versa. While Productive vocabulary is words that students can understand and use constructively in writing and speaking and can speak accurately and correctly.
2. Productive vocabulary is an active process in which students can create words and express their thoughts to others. It also requires a receptive vocabulary and the ability to write and speak in a timely manner. Receptive Vocabulary refers to the words that a person can understand when reading or listening, while

⁹ Sari Hesti Wida, "Improving Students' Vocabulary Mastery Through Bindfold Game (A Classroom Action Research with the Eight Grade Srudents of SMP Negeri 2 Hulu Gurung in the Academic Year of 2021/2022)," 2019, https://digilib.upgripnk.ac.id/view/creators/HESTI=3AWIDA_SARI=3A=3A.html.

productive vocabulary refers to the words a person can actively use when speaking or writing.

3. Classifications of Vocabulary

The classification of vocabulary intended such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection that called word classes. It is know as part of speech. Each part of speech is explained as follow: ¹⁰

a. Noun

Noun is a word used as the name of a person, place, or thing.

The word thing includes all of subjects that we can see, hear, taste, touch, or smell, and something that we can think of, but cannot perceive by the sense. From explanation above, noun is word that has function or used to name of things, such as person, place, or the name of the thing. Thing means anything that we can think of.

b. Verb

Verb is a word that denotes action. Verbs that denote states rather than action seem less verb like. Verb is the word to show or state an action. Examples:

- 1) Muhammad reads Al-Qur'an.
- 2) The students are studying.

¹⁰ M.B. Olivia, P. Meehan, and C. L. Colombers. "English Grammar Basics," in *London*, 2018.

c. Adjective

Adjective is used to highlight qualities or attributes.

Adjective is a word that used with a noun to describe or point out the person, animal, place, or thing which the noun names, or to tell the number or quantity. Examples:

- 1) Fitri is a clever girl.
- 2) They are good students.

d. Adverb

It is word modify a verb, an adjective or other adverb or word use to explain how, where, when, and why an action. Examples:

- 1) Ady goes to mosque.
- 2) They are teaching in the classroom.

e. Conjunction

Conjunction is word used to combine one word to another word, one sentence to another one. Examples:

- 1) My father and my mother go to Makkah.
- 2) I read Al-Qur'an after prayed.

f. Pronoun

It is the word which can take the place of noun. Example:

- 1) He is a teacher.
- 2) They are my family.

g. Interjection

Interjection is word put into a sentence to express a sudden feeling of mind or emotion. Example:

- 1) “Wow, it is great idea”.
- 2) “Oh! Look at me!”.

h. Preposition

Preposition is word that used to explain the relation between two grammatical words or a word use with a noun or pronoun to show their relation with some other word in the sentence. Example:

- 1) We will go in October
- 2) She is angry with me

In this research, researcher focuses on noun only. Noun is one of the important parts of speech. It is names of person, place, animal, or things. Noun is divided into eight kinds, they are: common noun, proper noun, concrete noun, abstract noun, countable, uncountable, collective and material noun. As describe below:¹¹

a) Common Noun

Common noun is word for people, animals, places, or things. It is given in common to every person or thing of the same class or kind. For example, girl, teacher, army, and country.

b) Proper Noun

¹¹ Anne Seaton, “Basic English Grammar for English Language Learners, Nature,” in *Singapore: United States of America, 1944*), n.d. CLIII <https://doi.org/10.1038/153339a0>.

Proper noun is name of particular people, things, or places.

It is written in capital letter. Such as Ica, Adi, Gunung Tua, Indonesia, etc.

c) Concrete Noun

Concrete noun is noun that can be perceived through one of the five senses. It can be touched, seen and smell the object.

d) Abstract Noun

Abstract noun is a noun which name quality, action, virtue, or state, which ones cannot perceive through one's five physical sense. It is a noun that refers to a thing that does not exist as a material object. Abstract noun is thing that cannot be seen or touched. Such as, kindness, friendship, love, etc.

e) Countable Noun

Countable noun is noun that can be counted. It refers to something that can be counted. Countable noun can be modified by a numeral and that occurs in both singular and plural forms. For example, pen, doll, chair, box, etc.

f) Uncountable Noun

Uncountable noun is noun that cannot counted. It refers to the thing that cannot counted or divided singular or plural. For example, rice, water, money, etc.

g) Material Noun

Material noun is the name of material or substance from which things are made. Such as, silver, gold, diamond plastic, etc.

h) Collective Noun

Collective noun is word of group of people, animals and things. It refers to group of individuals. For examples, family, team, group, etc.

4. The Purposes of Vocabulary

Vocabulary is really importance in learning English. The importance of vocabulary is demonstrated daily and out the school. In classroom, the achieving students process the most sufficient vocabulary.¹² Vocabulary also is the key for students to understand what they hear and see at school and then communicate successfully with others.

The purpose of vocabulary is to provide a set of words and their meanings that enable effective communication, understanding, and expression.¹³ A few main purposes of vocabulary development are as follows:

- a. Enhancing Communication: A broad vocabulary helps in expressing thoughts, emotions, and ideas more clearly.

¹²Alqahtani Mofareh, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. no 3 (2015)..

¹³I.S.P Nation, "Learning Vocabulary in Another Language.," in *Cambridge University Press*, 2020.

- b. Improving Reading Comprehension: An extensive vocabulary allows readers to understand complex texts more easily.
- c. Supporting Academic Achievement: In educational context, especially those requiring critical reading and writing, vocabulary knowledge contributes to a better understanding of materials.
- d. Building cognitive skills: Vocabulary development is closely linked to verbal intelligence and critical thinking.¹⁴

In summary, vocabulary is essential for effective communication, comprehension, and intellectual development across various contexts.

5. The Teaching Vocabulary

According to Mofareh, vocabulary teaching is one of the most talked about parts of teaching English as a foreign language. When the teaching and learning process takes place, problems will definitely arise for the teacher. They have problem with how to teach students to obtain satisfactory results.¹⁵ So, Teacher should prepare and find out the appropriate methods that will be applied to students.

Vocabulary teaching in learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about

¹⁴ I.L. Beck, "Bringing Words to Life: Robust Vocabulary Instruction.," in *Guilford Press*, 2013.

¹⁵ Alqahtani Mofareh, "The Importance of Vocabulry in Language Learning and How to Be Taught."

aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary.¹⁶ In this case, vocabulary teaching is still small, so vocabulary teaching needs to be improved so that in the future it will be more attractive to students, because vocabulary is one of the ways that vocabulary is one of the success keys in learning.

In teaching vocabulary, teachers must be able to master the material so that it can be understood by students, and make them interested and happy in teaching and learning process in classroom. A good teacher must know the characteristics of their students, prepare himself with diverse and up-to-date methods or technique, and also need to prepare good methods and appropriate materials in order to achieve language teaching goals.

6. The Principles of Teaching Vocabulary

As for principles of teaching vocabulary, an account for what vocabulary forms need to teach and the principles of how they are taught is crucial.¹⁷ The teachers should make the class to be fun (by gaming), establish groups, call on each student, and teacher always encouraged students to speak to the teacher and to each other in the class.¹⁸ Therefore, by making the class fun, it can make students more

¹⁶ Renandya, *Methodology in Language Teaching*, n.d.

¹⁷ Mr. Baldev Bhatia, "The Principles of Teaching," *Nursing Journal of India* LLX, no. 02 (2011): p.270, <https://doi.org/10.48029/nji.1958.xlix201>.

¹⁸ Sokhira Linda Vinde Rambe, "Exploring Interaction Patterns in EFL Teaching and Learning Context" 4778 (2022).

enthusiastic and understand more easily when the learning process takes place.

There are many theories about the principles of teaching vocabulary. According to Kieran there are six principles in teaching vocabulary, namely:

1. Teacher should choose useful words. Teachers should choose words that will be useful for their students to learn. Useful words are words that learners will meet often, or need to use often in their language use situation.
2. Teachers should let the learners do the work. Far too often it is teachers who do all the work for their learner by providing definitions, sentence etc. While helping students with difficult definitions is necessary, it is probably more meaningful for learners to do the work themselves.
3. Teachers should focus on different aspects of a word. Learners can enrich their knowledge of a word, and perhaps remember it better, by learning more of these different aspects. And if you have taken note of principle two, the learners can be encouraged to discover these different aspects for themselves.
4. Teacher should provide meaningful learning opportunities. It is not enough to simply tell students the meaning of words or get them to only study words out of context. They need opportunities to see

or hear target words in a meaningful context, and opportunities to use target words in meaningful writing and speaking task.

5. Teacher should implement a regular testing schedule. Along with directly and studying new words, and seeing and using them in context, students should be tested regularly. Testing can be used to give students feedback on their success and failure learn and use the target words and motivate them to study vocabulary.
6. Teacher should be patient with their learners a patient teacher can reduce the anxiety levels in a classroom and this can in turn have a positive effect on vocabulary learning.¹⁹

Based on the principles of teaching vocabulary above, it can be concluded that the teacher should the best way to teach the students to make students easier in understanding vocabulary.

7. The Problem in Learning Vocabulary

In learning vocabulary, the students often found the problem in learning that make them less of vocabulary. The problem in learning vocabulary is divided into four problems, that is described as below:

1. The number of words that is needed to be learnt so as to be understood and to be utilized both orally and in writing with proficiency. The vocabulary size is really large, the students

¹⁹ Kieran, "Teaching Vocabulary-Six Basic Principles," *PDF, TXT or Read Online from Scribd*, 2011, p.98-99.

complain that learning vocabulary is boring. The learners have to memorize many vocabularies.

2. The interspace between children's word knowledge levels. Levels of word knowledge are different. Some of the learners are rich of vocabulary but some of the others are lack of vocabulary.
3. Before kids ever start school, there is a difference in word knowledge levels. Many students are divided into beginner, intermediate and advanced level. The teacher has to be able to make a balance between beginner, intermediate, and advanced level.
4. Children are not taught word-learning strategies or how to appreciate words in traditional vocabulary instruction. Traditional vocabulary instruction does not give the variations of learning that makes the students are bored to learn with the same way day by day.²⁰

The problem that faced by students in learning vocabulary are the number of vocabularies that is really large makes the student feel difficult to memorize vocabulary, teacher has no variation in learning well.

8. The Material of Teaching Vocabulary

According to Tomlinson material development is anything which is one by writers, teacher of learners to provide sources of language input

²⁰ Hiebert and Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice."

and promote language learning.²¹Therefore, materials development processes will be success if the curriculum developers have the good concept of material development.

Materials development' refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research.

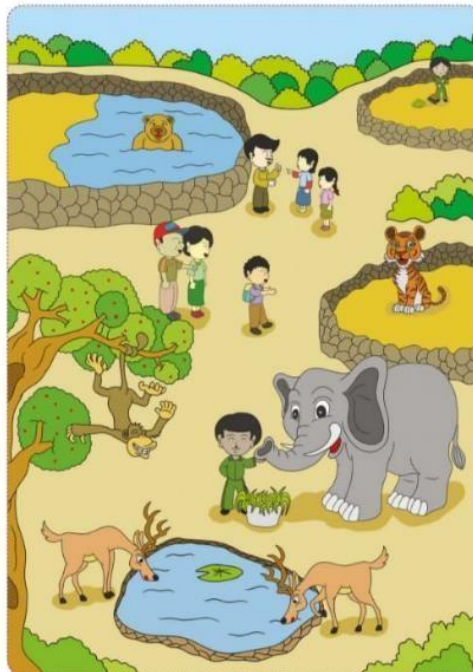
In this research to know the students' vocabulary mastery, researcher limits the materials of vocabulary includes the animal, the researcher uses the Junior High School book *When English Rings a Bell*. It is divided to thirteen chapters, they are: It's English time (Chapter I), We Can Do It, and We Will Do It (Chapter II), We Know What To Do (Chapter III), Come To My Birthday, Please (Chapter IV), I'm So Happy For You! (Chapter V), Our Busy Roads (Chapter VI), My Uncle Is a Zookeeper (Chapter VII), What Are You Doing? (Chapter VIII), Bigger Is Not Always Better (Chapter IX), When I Was a Child (Chapter X), Yes, We Made It (Chapter XI), Don't Forget It, Please! (Chapter XII), We Got a Lot of Histories (Chapter XIII).²²

²¹ Brian Tomlinson, "Materials Development in Language Teaching: Edition 2," 211AD.

²² Siti Wachidah, *Bahasa Inggris, When English Rings a Bell*, 2017, P.86.



We have a study tour in a zoo.
What animals do you see in the picture?



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Figure II.1 The Material

Source: When English Rings a Bell



Observing & Asking Questions



Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

(Adopted from The Little Animal Encyclopedia)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.

(Adopted from The Little Animal Encyclopedia)




Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.


(Adopted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.

(Adopted from The Little Animal Encyclopedia)

 Collecting Information




We will look closely at the descriptions of the animals. We will use a table to analyze the information about them.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in our notebook. **Second**, we will discuss and fill in the table with the information of the animals, like the examples. **Finally**, every one of us will handwrite the analysis in the notebook or type it with a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Asia and Africa	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest animals
2	Tigers				
3	Bears				
4	Monkeys				

 Babara Inggris \ When English Rings a Bell

9. The Vocabulary Mastery Assessment

Having a strong vocabulary allows you to communicate well with others and do well on standardized tests. Teachers teach vocabulary to students in their first language as well as to students learning a foreign

language. Methods for assessing vocabulary vary depending on your goal of testing vocabulary knowledge.

Vocabulary can be assessed using various assessment instruments such as tests and instruments like picture cards, description instruments, multiple choice, wording, and matching. These instruments can be used to measure and assess the learning process and outcomes of students' vocabulary learning.

Vocabulary assessment seems straight forward in the sense that words list are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. There are some examples:

- a. Multiple choice (choose the correct answer)
- b. Completion (write in the missing word)
- c. Translation (give the L1 equivalent of the underlined word)
- d. Matching (match each word with its meaning)

These test items are easy to write and score, and they make efficient of testing time.²³

2. Keyword Method

a. The Definition of Keyword Method

²³ Dymock Sue, "Assrsing Vocabulary, Teaching Literary Effectively in the Modern Classroom for Age," *Https://Doi.Org/10.4324/9781003130758-11.*, 2024.

Keyword method is a memorization strategy that helps students learn new information by combining keywords with interactive visual images or pictures so that you can then remember it.²⁴ The keyword method is one of several methods used of facilitating the learning and later recall of associative information.²⁵ In this method students have to think and look for other words from one word that are related to each other.

In other definition, keyword method is an effective technique for teaching vocabulary, it's also useful for teaching words pairs such as states and capitals, or gauge vocabulary.²⁶ Therefore, the keyword technique is not designed only to increase understanding, but also improve other English language skills.

Based on the definition above, it can be concluded that the keyword method is a technique that uses or exploits memory in a certain way.

b. The Procedure of Keyword Method

Keyword method procedure stated by Dehn, as follows:

1. First, the acoustical link stage, the learner selects or given a concrete word (the keyword) that sounds like the stimulus word.

²⁴ Rasidi Ryan Kurniawan, Sugiyadi, "Strategi Keyword Method Untuk Meningkatkan Penguasaan Kosakata," n.d., p.19.

²⁵ John Wiley, *Encyclopedia of Special Education*, 2018.

²⁶ Kenenth A. Kiewra, *Teaching How to Learn the Teacher's Guide to Student Succes*, 2016.

2. Second, the learner is provided with or creates an image of the keyword interacting with the appropriate definition or response. When teachers are creating images they should show an actual picture, instead of just describing the image.
3. When retrieving, students are directed to think of keyword first. They try to recall images containing the keyword.²⁷

According to Kenneth et al. stated teaching vocabulary by keyword method namely:

1. The teacher explains to students about keyword method.
2. Keyword selection: The teacher chooses important and difficult words from the material.
3. Associating Making: The teacher create associations between keywords and other word or phrases that students already know.
4. Use of Visual: The teacher uses picture or videos to reinforce associations.
5. Practice and Repeat: Students practice and repeat the words regularly.
6. Providing Feedback: The teacher provided feedback and motivation to students.²⁸

²⁷ Milton J. Dehn, "Working Memory and Academic Learning," in *Newyork: WILEY*, 2008, 282–284.

²⁸ Kenneth et al., *Teaching How to Learn: The Teacher's Guide to Student Succes*, n.d.

Based on the steps explanation above, researcher choose one of steps that will be include in the lesson plan, namely the steps that have been described by Kenneth et al because can be more effectively applied to make students easier to memorize vocabulary in learning.

c. The Principles of Keyword Method

According to Levin, when using keywords for teaching in class, teachers need to pay attention to the principles of the keyword method:

- a. Support device such as electricity, laptop, and picture.
- b. Teacher's creativity such as finding interesting picture or object.
- c. The content and the resolution should be related to the lesson.
- d. The class arrangement, so that the students easy to learn.²⁹

d. The Advantages and Disadvantages of Keyword Method

According to Scruggs et al, there are several advantages of keyword method. Some of these advantages are as follows:

- a. Procedures for intensification of memory

²⁹ J.R Levin, "Memonic Strategies and Classroom Learning," in *A Twenty-Year Report Card*, 1993, p.235.

- b. Extremely effective in helping people to remember things
- c. The students outperform the results in comparison to students in free-study conditions
- d. Often enables information to be better retained in memory
- e. Memory strategies
- f. It is not as dependent as a memory schema.³⁰

On the other hand, keyword method has some disadvantages there are: (1) Low or lack connection between the conceptual content and the material being learned, (2) Students' performances may be lower than when teachers supply the strategies, (3) focused only on certain aspects of their operation.³¹

Based on the advantages and disadvantages of keyword method above, the teacher must be found a good method and related to the lesson to make the students be easier to memorizing vocabulary and interesting to learning.

e. The Teaching Vocabulary by Using Keyword Method

³⁰ Scruggs, Thomas E, Margo A, and Mastropieri, "Teaching Abstract Vocabulary with the Keyword Method: Effects on Recall and Comprehension.," in *J. Learning Disabilities*, 1990, 228, <https://doi.org/10.1177/002221949002300203>.

³¹ Aisyah, "Improving the Students' Vocabulary Mastery through Keyword Method at Grade Students of SMP Negeri 1 Kutance," n.d., [https://repository.uinsu.ac.id/7755/1/FULL SKRIPSI AISYAH 1.pdf](https://repository.uinsu.ac.id/7755/1/FULL%20SKRIPSI%20AISYAH%201.pdf).

Teaching vocabulary can help the students to understanding the materials. With teaching vocabulary also can make the students to know the new knowledge. In teaching there are three procedures that must be completed. They are pre-teaching, while teaching, and post-teaching. Pre-teaching is a way that involves teaching students prior to lesson, teacher starts the class with greeting. While teaching is the core of learning lesson, teacher use Keyword Method to each vocabulary. Pos-teaching involves going over them after the lesson, teacher closes the learning process. Teaching vocabulary by using Keyword Method can be describes as follows:

Table II.1
Teaching Procedure in Using Keyword Method

Learning Activity	Teachers' Activities	Procedures	Students' Activities
Pre-Teaching	1. The teacher explains to students about keyword method.	1. Explain about the Keyword Method.	1. Students pay attention to the teacher. 2. Students follow the instruction from the teacher.
While-Teaching	1. The teacher chooses important and difficult words from the material.	1. Keyword selection; Chooses important and difficult words from the material.	1. Students pay attention to the teacher. 2. Students follow the instruction from the teacher.

Learning Activity	Teachers' Activities	Procedures	Students' Activities
While-Teaching	2. The teacher creates associations between keywords and other word or phrase that students already know.	2. Associating Making: Creates associations between keywords and other word or phrase.	1. Students pay attention to the teacher. 2. Students finds some words about the material. 3. Students create and combine keyword that they found.
	3. The teacher uses pictures or videos to reinforce associations.	3. Use of Visual: Uses pictures or videos to reinforce associations.	1. Students pay attention to the pictures shows by the teacher. 2. Students find some keywords from the vocabulary in the pictures

Learning Activity	Teachers' Activities	Procedures	Students' Activities
While-Teaching	4. The teacher says to the students to practice and repeat the words regularly.	4. Practice and Repeat: Practice and repeat words regularly	1. Students follow instruction from the teacher. 2. Students practice and repeat the words.
Post-Teaching	1. The teacher provide feedback and motivation to the students.	1. Provide feedback: Provide feedback and motivation.	1. Students listen what the teacher said. 2. Students pay attention to the teacher.

f. The Teaching Vocabulary Using Teachers' Method

1. Definition of Teachers' Method

Teachers' method refers to teaching where the instruction initiate discussion in the classroom and focus is exclusively on knowing content in textbooks and notes.³² Based on above, the researcher concluded that conventional method is the method used by the teacher to teach material based on agreement at school.

2. Procedure of Teachers' Method

³² Stella Ekeanyanwu, "Effects of Conventional and Cooperative Learning Methods on Academic Achievement of Students in Biology Based on School Location," *International Journal on Integrated Education* 4 no.12 (2021).

The English teacher in SMP Negeri 2 Padang Bolak Tenggara still uses teachers' method. The researcher makes the procedure of the teacher method as follow:

1. Teacher asks the students to open their English book.
2. Teacher explains the material, and teacher shows the picture of animals from the book and says it.
3. Teacher asked students to give the examples about the animals.
4. Teacher writes the vocabulary on the white board.
5. The teacher said the pronunciation and after that the students repeat it.
6. Teacher asks the students to write the vocabulary with the meaning on their book and show to the teacher.

B. The Review of Related Finding

There are several findings related to this research, some of which are used as references and comparisons between one research and another.

Some of the researches are:

The first research written by Ummah. This research used experimental study with quantitative approach. The result of the research showed that the mean of students' score in pre-test was 70.63, the mean score of students' score in post-test was 78.05. So, it can be concluded that

there is significant effect of Keyword Method on students' vocabulary mastery.³³

The second, a thesis was done by Aisyah. This research used Classroom Action Research (CAR). The percentage of the students' score of the post- test was 15 students who passed or got score up to 75, it was only 47.5 %. On the other hand, 20 students failed or didn't get score up to 75 and it was 52.5 %. So, post-test of the first cycle was categorized improved.³⁴

The third research was conducted by Nurchurifiani et al.. This research used Classroom Research (CAR). This research was divided in two cycles. Every cycle was held in three meetings. The result of the data, In the cycle 1, the percentage of students who passed the test were 13 students in the percentage was 46.43%. It increased in cycle 2, the students who passed the test in was 21 students in the percentage was 75%. It can be concluded that the implementation keyword technique could improve student's vocabulary mastery.³⁵

The conclusion of the description above, keyword method has the good effect to students' vocabulary. It known from related findings above that showed the positive result of the research. So, the researcher hopes

³³ Haniatul Ummah, "The Effect of Keyword Method on Students' Vocabulary Mastery Viewed From Students' Creativity (An Experimental Study at the Seventh Grade Students of SMP Dharma Lestari Salatiga in the Academic)," 2018.

³⁴ Aisyah, "Improving the Students' Vocabulary Mastery through Keyword Method at Grade Students of SMP Negeri 1 Kutance."

³⁵ Eva Nurchurifiani, "Improving Students' Vocabulary Mastery Through the Keyword Method At The Tenth Grade of SMAN 2 Tulang Bawang Tengah," *Journal Corner of Education, Linguistics, and Literature* 1, no. 2 (2021), <https://doi.org/10.54012/jcell.v1i2.28>.

keyword method has the effect and can improve students' vocabulary mastery.

C. The Conceptual framework

Students in SMP Negeri 2 Padang Bolak Tenggara have some problem which are related to vocabulary skill. They have difficulty in spelling vocabulary. The students cannot understand the meaning of vocabulary well, and they have difficulty to memorize the vocabulary well. To solve the problems above, English teacher need to apply method that make students enthusiastic and focused when learning vocabulary. In this case, researcher using the keyword method, student will arouse high curiosity about this method.

So that students will learn with focus, and they will be easy memorizing vocabulary. This method can also be used as an interesting activity to review their vocabulary during learning. In this researcher, the researcher will prove whether this method have effect or not in teaching vocabulary. Based on the above, conceptual framework can be seen from the figure below:

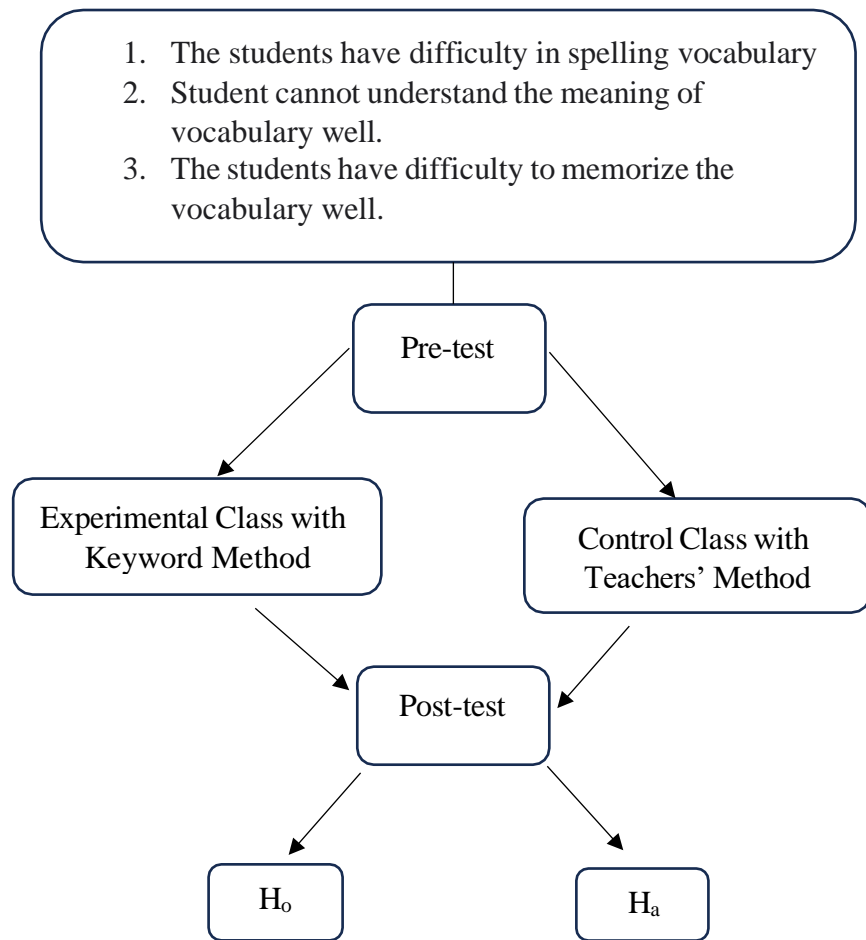


Figure II.2 The Conceptual Framework

D. The Research Hypothesis

A hypothesis is defined as a temporary answer to research problem formulation can be statement between the relationship between two or more variables. The hypothesis of this research states that:

1. Alternative hypothesis (H_a): There is a significant effect of Keyword Method on Vocabulary Mastery at Grade VIII Students of SMP Negeri 2 Padang Bolak Tenggara.

2. Null Hypothesis (H_0): There is no significant effect of Keyword Method on Vocabulary Mastery at Grade VIII Students of SMP Negeri 2 Padang Bolak Tenggara.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

The researcher is located in SMP Negeri 2 Padang Bolak Tenggara. This is located in Siunggam Jae Village, Padang Bolak Tenggara District, North Padang Lawas Regency, North Sumatera Province. This research has been started from March 2024 until it finished.

B. The Research Design

The type of this research is quantitative research with the experimental method. This research was design using pre-test and post-test control group design. Experimental research methods can be interpreted as research methods that are used to find the effect of certain treatments on others under controlled conditions.

In this research, researchers used two classes, namely as an experimental class and a control class. The experiment class was the class taught by using keyword method as treatment. The control class taught by using conventional way or without treatment. The design can be figure out as follow:

Table III.1
Pre-test Pos-test Control Group Design

Class	Pre-test	Treatment	Pos-test
Experimental Class	01	X	02
Control Class	03	-	04

Source: Donald Ary, Introduction to Research in Education

The Formula:

R= The sample of the research

01= Pre-test in experimental class

02= Post-test in experimental class

X= Treatment

03= Pre-test in control class

04= Post-test in control class¹

C. The Population and the Sample

1. The Population

Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics which are applied by researchers to study and then draw conclusions.² The function of population is to provide information about the number of people or living things in an area or region. This information is important for development planning, resource allocation, public policy, and more.

This research was conducted on eighth grade students of SMP Negeri 2 Padang Bolak Tenggara. The population of this study was all eighth graders. There are two classes for eighth grade with a total of 66 students. It can be seen in the following table:

¹ I Donald Ary et al, *Introduction to Research in Education*, ed. Eight Edition (USA WADSWORTH CENGANGE Learning, n.D), n.d.

² Sugiyono, "Statistika Untuk Penelitian," in *Jl. Gegerkalong Hilir No. 84. Bandung AFABETA*, Cv, 2021.

Table III.2
The Population of the eight Grade
SMP Negeri 2 Padang Bolak Tenggara

NO	Class	Population
1.	VIII-A	22
2.	VIII-B	22
3.	VIII-C	22
Total		66

Source: Teacher at the School of SMPN 2 Padang Bolak Tenggara

2. The Sample

This research uses random sampling techniques to select samples randomly. As Sugiyono said, there are two sampling technique, namely probability sampling and nonprobability sampling. Probability sampling is often called random sampling, or a method of taking samples randomly. Random sampling can be done using random numbers or by drawing lots.³

The researcher used two classes as a sample from all population in this research. Those two classes were VIII-B and VIII-C. The experimental class was VIII-B consisted of 22 students and VIII-C consists of 22 students as control class. Thus, total number of sample of this research were 44 students. This research took two classes by using pieces of paper that written the name of classes at the eight grade students of SMPN 2 Padang Bolak Tenggara were VIII-A, VIII-B, and VIII-C, put all paper into glass, and then shakes the glass, after that the researcher took

³ Sugiyono, "Metode Penelitian Kuantitatif & Kualitatif Dan R&D," 2019, 81.

one paper for control class, and took one paper again for experimental class.

Table III.3
Sample of the research

NO	Sample	Total Students
1.	VIII- B	22
2.	VIII- C	22
Total		44

Based on the table above, VIII-B 22 students as experimental class and VIII-C 22 students as control class, and consist 44 students.

D. The Instrument of Collecting Data

In this research, researchers used tests as instruments as tests. A test is a tool or procedure used to find out or measure something using predetermined methods and rules.⁴ So, in this study the researcher used multiple choice test. The instrument in this research is vocabulary test that consists 20 multiple choices of pre-test and 20 multiple choices of post-test. It can be seen from the indicator below:

Table III.4
The Indicators of Vocabulary Pre-test

No.	Topic	Indicators	Number of Items	Total Items
1.	Animals	Spelling	1,4,5,6,7,8,9,14,15,16,17,20.	12
		Meaning	2,3,10,11,12,13,18,19.	8

⁴ Depdiknas, "Sistem Penilaian Kelas SD, SMP, SMA Dan SMK," 2003, p.94.

Table III.5
The Indicators of Vocabulary Post-test

No.	Topic	Indicators	Number of Items	Total Items
1.	Animals	Spelling	2,3,4,5,7,8,9,10,16,17,18,19, 20.	13
		Meaning	1,6,11,12,13,14,15.	7

From the table above, this research can clearly find out their knowledge in vocabulary. The scoring is obtained using the formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{20} \times 100 = 5$$

B= Number of question answers correctly

N= Number of questions⁵

The total of question was 40 questions, (20 for pre-test) if the student can answer all question correctly then the students will get a score of 100 for the pre-test. (20 for post-test) if the student can answer all the questions correctly then the students will get a score of 100 for post-test.

E. The Validity and the Reliability Instrument

1. The Validity

Validity is the most important consideration in developing and evaluating mea-suring instruments. Historically, validity is defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores

⁵ Asrul, Rusydi Ananda, and Rosinta “Evaluasi Pembelajaran, Ciptapustaka Media,” in *Bandung: Ciptapustaka Media*, 2014.

derived from the instrument.⁶ Assessing validity involves accumulating a great deal of evidence to support the proposed interpretations of source.

To validate the test in this research, researcher used Product Moment Correlation Analysis, this technique can be used to measure validity. The method for calculating Product Moment Correlation can be done manually using formula.⁷ Here is how to calculate validity using the Product Moment Correlation formula:

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

Notes :

r_{xy} = Correlation coefficient between variables X and Y

X = Score of the question item.

Y = Total score

N = There are many subjects with X scores and Y scores.⁸

After the researcher calculated using the formula above, it was found that, pre-test question that are valid were item: 1, 2, 3, 4, 5, 6, 7, 10, 14, 17, 19, 20, 23, 26, 28, 29, 32, 33, 36, 38, 39, 40. There were 18 out of 40 questions that were invalid. There were: 8, 9, 11, 12, 13, 15, 16, 18, 21, 22, 24, 25, 27, 30, 31, 34, 35, 37.

⁶ Donald Ary, et al. *Introduction to Research in Education*, ed. Eight Edition (USA WADSWORTH CENGAGE Learning, n.d).

⁷ Puji Winarti, *Evaluasi Pembelajaran*, 2023, 94.

⁸ Puji Winarti

Besides post-test, questions that are valid were item: 1, 2, 3, 4, 7, 9, 10, 11, 13, 15, 17, 20, 22, 23, 29, 31, 33, 34, 35, 37, 39, 40. There were 18 out of 40 questions that were invalid. There were: 5, 6, 8, 12, 14, 16, 18, 19, 21, 24, 25, 26, 27, 28, 30, 32, 36, 38.

So valid question item for pre-test were 22 questions. Then, for post-test, valid question item were 22 questions. Therefore, researcher re-arranged the valid question into the order in instrument student worksheet.

2. The Reliability

Reliability testing is used to test the consistency and accuracy of measurement results. A reliable test is consistent and dependable.⁹ Therefore, in the instrument of the research must be reliable. Researcher used the following formula:

$$r_n = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum Si^2}{Si^2} \right)$$

Notes :

Rn = Test reliability coefficient

n = The Number of items issued in the test

$\sum Si^2$ = The number of variance scores for each item

St2 = Total Variance¹⁰

F. The Procedures of Collecting Data

⁹ Brown H. Douglass, "Language Assessment Principles and Classroom Practice," in *San Francisco State University*, 2004.p.20

¹⁰ Puji Winatari

To collect the data, the researcher used test. In giving the test, it was divided into three kinds; pre-test, treatment and post-test.

a. Pre-test

Pre-test is a test given to see students' basic knowledge before carrying out treatment. Pre-test is also used to determine the level of homogeneity and normality of the sample. There are several steps used by researchers in giving the pre-test. They are:

- 1) Researchers prepare tests that will be taken by students.
- 2) The researcher distributed the test to the experimental class and control class. Each class contains 20 questions.
- 3) Then the researcher explained what the students had to do.
- 4) Students were given time by the researcher to answer the test.
- 5) After the students finished, the researcher collected back the papers that the students had answered.
- 6) Finally, the researcher corrects the answers and gives grades to the students.

b. Treatment

After the pre-test was given, the researcher then gave treatment to the students. The experimental class uses the treatment with keyword method, the control class uses the conventional method.

c. Post-test

The post-test was given after the researcher gave treatment to the experimental class. This was done to determine the difference between the experimental class scores and the control class scores, and also to find out whether it has an influence or not. The researchers also made several steps when giving post-test. They are:

- 1) Researchers prepare tests that will be taken by students.
- 2) The researcher distributed the test to the experimental class and control class. Each class contains 20 questions.
- 3) Then the researcher explained what the students had to do.
- 4) Students were given time by the researcher to answer the test.
- 5) After the students finished, the researcher collected back the papers that the students had answered.
- 6) Finally, the researcher corrects the answers and gives grades to the students.

G. The Technique for Analyzing Data

1. Normality Test

The normality test is used to determine whether the distribution is normal or not. The researcher used *Shapiro-Wilk*. The data was calculated using SPSS 23 with a significant level of 5% or 0.05. The criteria of acceptance and rejection of normality test are:

- a. If the significant value is <0.05 , the distribution is considered normal.

- b. If the significant value is >0.05 , the distribution is considered non-normal.¹¹

2. Homogeneity Test

To test whether the variants of the two samples are homogeneous, the variants equality test is used. The researcher used test of homogeneity of variant with using SPSS 23. The criteria of acceptance rejection of homogeneity test are:

- a. If the significant value (sig) >0.05 the data variance of two classes is homogenous (accepted H_o).
- b. If the significant value (sig) <0.05 the data variance of two classes is not homogenous (accepted H_a).¹²

3. Hypothesis Test

Researcher used the independent sample t-test using SPSS 23 version. If the t_{test} is higher than t_{table} , it can be concluded that H_a is accepted and H_o is rejected. It means there is significant effect of using keyword method in teaching vocabulary at the VIII Grade Students of SMPN 2 Padang Bolak Tenggara. In other hand If the t_{test} is smaller than t_{table} , it can be concluded that H_a is rejected and H_o is accepted. It means that there is no significant effect of using keyword method in teaching vocabulary at the VIII Grade Students of SMPN 2 Padang Bolak Tenggara.

¹¹ Imam Ghozali, *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 23*.

¹² Imam Ghozali

Based on the calculated, the t_{count} is 3.446. To find out whether the hypothesis alternative is accepted or not, the researcher looked at the t_{table} with significance level of 0.05. The t_{table} is 2.086. This means that $t_{\text{count}} > t_{\text{table}}$ ($3.446 > 2.086$). Therefore, the hypothesis alternative (H_a) is accepted, and hypothesis null (H_o) is rejected. This means “There is a significant effect of Keyword method in teaching vocabulary at the VIII Grade students of SMPN 2 Padang Bolak Tenggara”.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher explains the results of the research found, and will answer the question from the formulation of the problem that has been written in chapter I. The result been describe based on the data that has been studied as follows:

A. Description of Data

Description of data refers to the process of describing or explaining data in a particular context. This involves identifying the type of data, its source, its structure, and the meaning or use data.

1. The Description of Data before Using Keyword Method

a. The Pre-Test Score of Experimental Class

In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the questions. The score of pre-tests in experimental class could be seen in the following table:

Table IV.1 The Score of Experimental Class in Pre-Test

No	Pre-Test Experimental	Statistics
1	Total Score	1.250
2	High Score	75
3	Lowest Score	25
4	Range	50
5	Interval	10
6	Mean	56.81
7	Median	60
8	Mode	65
9	Variant	239.394
10	Standard Deviation	15.472

Based on the table above, the total score was 1.250, high score was 75, lowest score was 25, range was 50, interval was 10, mean was 56.81, median was 60, mode was 65, variant was 239.394, and standard deviation was 15.472. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.2
Frequency Distribution of Experimental Class in Pre-Test

Class Interval	Midpoint	Frequency	Percentages
25-34	29.5	2	9.1%
35-44	39.5	3	13.6%
45-54	49.5	4	18.3%
55-64	59.5	6	27.2%
65-74	69.5	4	18.3%
75-84	79.5	3	13.6%
<i>i=10</i>		22	100

From the table above, the students' score in class interval between 25-34 was 2 students (9.1%), class interval between 35-44 was 3 students (13.6%), class interval between 45-54 was 4 students (18.3%), class interval between 55-64 was 6 students (27.2%), class interval between 65-74 was 4 students (18.3%), class interval 75-84 was 3 students (13.6%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

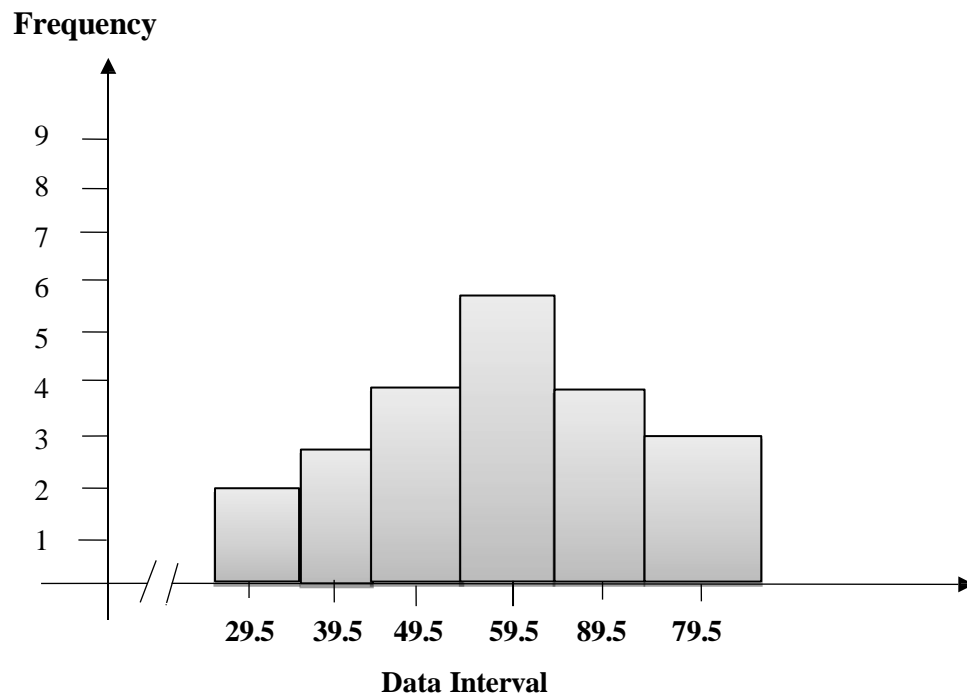


Figure IV.1 The Pre-Test Score of Experimental Class

From the histogram, the students who got score 25-34 was 2 students, the students' score 35-44 was 3 students, the students' score 45-54 was 4 students, the students' score 55-64 was 6 students, the students' score 65-74 was 4 students, the students' score 75-84 was 3 students.

b. The Pre-Test Score of Control Class

In pre-test of control class, the researcher calculated the result that has gotten from the students in answering the question. The score of pre-test control class could be seen in the following table:

Table IV.3
The Score of Control Class in Pre-Test

No	Pre-Test Experimental	Statistics
1	Total Score	1.095
2	High Score	70
3	Lowest Score	20
4	Range	50
5	Interval	10
6	Mean	49.77
7	Median	52.50
8	Mode	65
9	Variant	248.755
10	Standard Deviation	15.771

Based on the table above, the total score was 1.095, high score was 70, lowest score was 20, range was 50, interval was 10, mean was 49.77, median was 52.50, mode was 65, variant was 248.755, and standard deviation was 15.771. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.4
Frequency Distribution of Control Class in Pre-Test

Class Interval	Midpoint	Frequency	Percentages
20-29	24.5	2	13.6 %
30-39	34.5	4	18.3%
40-49	44.5	6	27.2%
50-59	54.5	7	31.8%
60-69	64.5	5	22.8%
70-79	74.5	2	9.1%
<i>i=10</i>		22	100%

From the table above, the students' score in class interval between 20-29 was 2 students (13.6%), class interval between 30-39 was 4 students (18.3%), class interval between 40-49 was 6

students (27.2%), class interval between 50-59 was 7 students (31.8%), class interval between 60-69 was 5 students (22.8%), class interval 70-79 was 2 students (9.1%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure

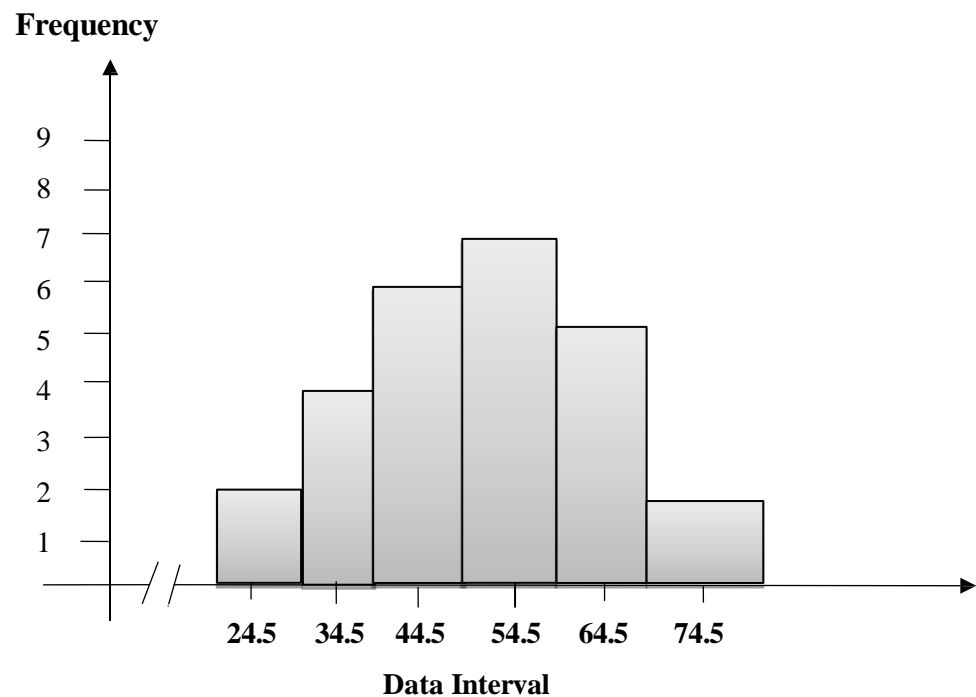


Figure IV.2 The Pre-Test Score of Control Class

From the histogram, the students who got score 20-29 was 2 students, the students' score 30-39 was 4 students, the students' score 40-49 was 6 students, the students' score 50-59 was 7 students, the students' score 60-69 was 5 students, the students' score 70-79 was 2 students.

2. The Description of Data after Using Keyword Method

a. The Post-Test Score of Experimental Class

The researcher chooses in class VIII-B to serve as the experimental class. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by keyword method. Look at the following table:

Table IV.5
The Score of Experimental Class in Post-Test

No	Pre-Test Experimental	Statistics
1	Total Score	1.685
2	High Score	100
3	Lowest Score	60
4	Range	40
5	Interval	8
6	Mean	76.59
7	Median	75
8	Mode	65
9	Variant	124.729
10	Standard Deviation	11.168

Based on the table above, the total score was 1.685, high score was 100, lowest score was 60, range was 40, interval was 8, mean was 76.59, median was 75, mode was 65, variant was 124.729, and standard deviation was 11.168. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.6
Frequency Distribution of Experimental Class in Pos-Test

Class Interval	Midpoint	Frequency	Percentages
60-67	63.5	4	18.3%
68-75	71.5	6	27.2%
76-83	79.5	7	31.8%
84-92	87.5	3	13.6%
93-100	96.5	2	9.1%
<i>i=8</i>		22	100%

From the table above, the students' score in class interval between 60-67 was 4 students (18.3%), class interval between 68-75 was 6 students (27.2%), class interval between 76-83 was 7 students (31.8%), class interval between 84-92 was 3 students (13.6%), class interval between 93-100 was 2 students (9.1%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

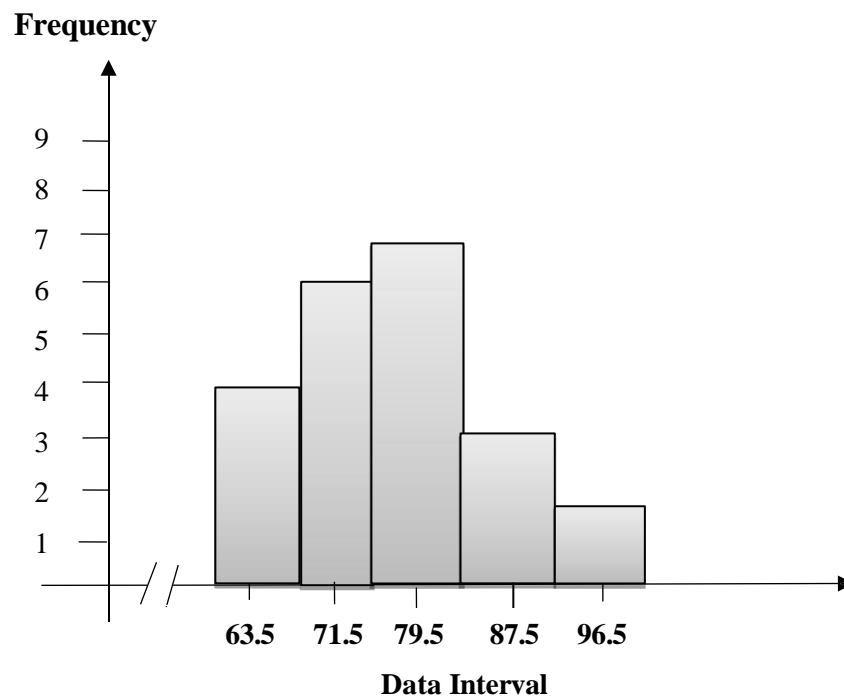


Figure IV.3 The Post-Test Score of Experimental Class

From the histogram, the students who got score 60-67 was 4 students, the students' score 68-75 was 6 students, the students' score 76-83 was 7 students, the students' score 84-92 was 3 students, the students' score 93-100 was 2 students.

b. The Post-Test Score of Control Class

In post-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of post-test control class could be seen in the following table:

Table IV.7
The Score of Control Class in Post-Test

No	Pre-Test Experimental	Statistics
1	Total Score	1.400
2	High Score	80
3	Lowest Score	30
4	Range	50
5	Interval	10
6	Mean	63.63
7	Median	67.50
8	Mode	70
9	Variant	186.147
10	Standard Deviation	13.6438

Based on the table above, the total score was, high score was 80, lowest score was 30, range was 50, interval was 10, mean was 63.63, median was 67.50, mode was 70, variant was 186.147, and standard deviation was 13.6438. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.8
Frequency Distribution of Control Class in Pos-Test

Class Interval	Midpoint	Frequency	Percentages
30-39	35.5	1	4.5%
40-49	45.5	3	13.6%
50-59	55.5	4	18.3%
60-69	65.5	7	31.8%
70-79	75.5	5	22.8%
80-89	85.5	3	13.6%
<i>i=10</i>		22	100%

From the table above, the students' score in class interval between 30-39 was 1 student (4.5%), class interval between 40-49 was 3 students (13.6%), class interval between 50-59 was 1 student (4.5%), class interval between 60-69 was 6 students (27.2%), class interval between 70-79 was 8 students (36.6%), class interval 80-89 was 3 students (13.6%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

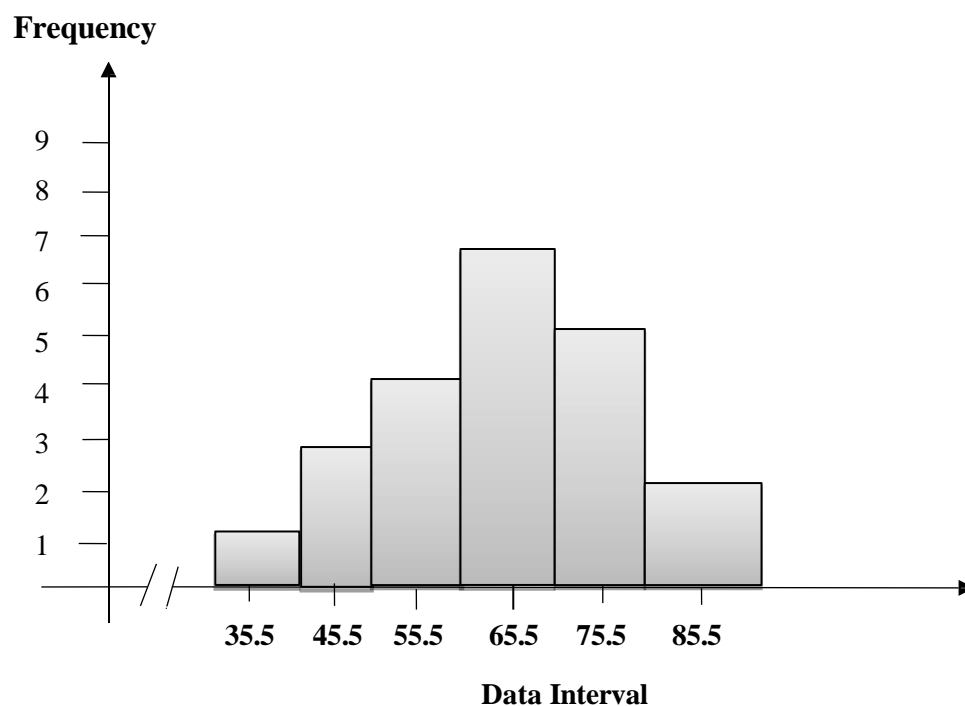


Figure IV.4 The Score Pre Test of Control Class

From the histogram, the students who got score 40-49 was 3 students, the students' score 50-59 was 1 student, the students' score 60-69 was 6 students, the students' score 70-79 was 8 students, the students' score 80-89 was 3 students.

3. Description of Comparison the Score of Pre-Test and Post-Test

a. The Comparison of Score Pre-test and Pos-test in Control Class.

After getting the score of pre-test and pos-test in control class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and pos-test in control class can be seen in the table below:

Table IV.9
The Comparison of Score Pre-test and Pos-test in Control Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.095	1.250
2	Highest Score	70	75
3	Lowest Score	20	25
4	Range	50	50
5	Interval	10	10
6	Mean	49.77	56.81
7	Median	52.50	60
8	Mode	65	65
9	Variant	248.755	239.394
10	Standard Deviation	15.771	15.472

Based on the table above, the researcher found the different between pre-test and pos-test in control class, the most of students got the lowest score in pre-test, the score was 20 and in post-test was 25. The highest score in pre-test was 70, and in post-test was 75. It can be concluded that score of student vocabulary mastery was higher in the post-test than pre-test.

b. The Comparison of Score Pre-test and Pos-test in Experimental Class

After getting the score of pre-test and pos-test in experimental class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and pos-test in experimental class can be seen in the table below:

Table IV.10
Description of Data for Pre-Test and Post-Test in
Experimental Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.250	1.685
2	Highest Score	75	100
3	Lowest Score	25	60
4	Range	50	40
5	Interval	10	8
6	Mean	56.81	76.59
7	Median	60	75
8	Mode	65	65
9	Variant	239.394	124.729
10	Standard Deviation	15.472	11.168

Based on the table above, the researcher found the different between pre-test and pos-test in control class, the most of students got the lowest score in pre-test, the score was 20 and in post-test was 25. The highest score in pre-test was 70, and in post-test was 75. It can be concluded that score of student vocabulary mastery was higher in the post-test than pre-test

B. Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After got the score of pre-test and pos-test in experimental class and control class, the researcher calculated the normality test. The normality test in this research used *Shapiro-Wilk*. The data was calculated using SPSS 23. The result of normality data can be seen in the table below:

Table IV.11
Test of Normality

Class	df	Sig
Pre-test Experiment	22	.026
Pos-test Experiment	22	.447
Pre-test Control	22	.066
Post-test Control	22	.041

In this research the researcher used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is grater than 0.5, the data is considered normal. So, based on the table test of normality above can be seen that the significances $>0,05$.

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS version 23. The result in calculating the data can be seen in the table below.

Table IV.12
Homogeneity Test of the Variance

Result	Levene Statistic	df1	df2	Sig
Based on Median	.596	1	42	.444
Based on Mean	.421	1	42	.520
Based on Median and with adjusted df	.421	1	38.123	.520

Based on trimmed mean	.428	1	42	.491
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From the table of homogeneity test of the variance above, based on mean of pos-test experimental class and pos-test control class, sig is .444. Where $.444 > 0.05$. It means that the variances are homogeneous.

2. Hypothesis Test

Based on the result of the data analysis requirements test, it can be seen that both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using independents sample T-test. Researcher used SPSS version 23 application to calculated the hypothesis statistically. The researcher presented the data in the table below:

Table IV.13
Independent Sample Test

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	.596	.444	3.446
	Equal Variances not Assumed			3.446

To see whether a researcher is successful or not, it can look at the the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$ then H_a is accepted and H_o is rejected. and if $t_{\text{count}} < t_{\text{table}}$ then H_a is rejected and H_o is accepted. For the hypothesis of this research can be seen from the table above, where where t_{count} was 3.446 and t_{table} was 2.086 . It means that $t_{\text{count}} > t_{\text{table}}$ ($3.446 > 2.086$) so hypothesis is

accepted. So, there is a significant effect of keyword method to vocabulary mastery at grade VIII of SMP Negeri 2 Padang Bolak Tenggara.

C. Discussion of the result

The researcher discussed the result of this research with the theory that related with keyword method. According to Kenenth, “Keyword method is effective method for teaching vocabulary, it’s also useful for teaching words pairs such as states and capitals, or gauge vocabulary”.¹ It means that this method can make students fun, and good for teaching vocabulary.

Based on the result of this research, the researcher found that keyword method has the significant effect to taught vocabulary. The researcher discussed the result of this research and compared with related findings. The first, the research by Ummah² result of this research showed that keyword method have an effect students’ vocabulary mastery, than Aisyah³ points the positive effect in using keyword method to students’ vocabulary. Moreover, Nurchurifani⁴ also found the effect of the students’ vocabulary mastery with keyword method.

From the result of the research that is previously stated. It was proved that the students who were taught by keyword method got better result. In summary, the researcher found that all the related findings support this research. It can be concluded from the explanation above, that keyword method is

¹ Kenenth

² Haniatul Ummah

³ Aisyah

⁴ Eva Nurchurifani

appropriate I teaching vocabulary to the students. It was found that there is significant effect of keyword method to the vocabulary mastery in this research. It can be seen from the mean score of experimental class was 76.59 and control class 56.81.

D. The Threats of the Research

There were some threats that faced by the researcher when conducting this research, as follow:

1. The students needed more time to answer the test, because the time is limited.
2. The students were not focus when answering the test because noisy and annoyed each other.
3. There are many students dislike to learn English.
4. There are some students that are noisy while teaching and learning process. Although they look like not serious. So, that can disturb the concentration of the others.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes the follow:

1. The vocabulary mastery at the VIII grade students of SMPN 2 Padang Bolak Tenggara before using keyword method was low. It can be seen from the students mean score of pre-tests was 56.81 in experimental class.
2. The vocabulary mastery at the VIII grade students of SMPN 2 Padang Bolak Tenggara after using keyword method had higher score. It can be seen from the students' score of post-tests, the highest score of the post-test by using keyword method in experimental class is 100 and the lowest score is 60 and the mean score became 76.59.
3. The result of the research showed that keyword method gave good effect to students' vocabulary mastery. The research found that the result of t-test where t_{count} was higher than t_{table} ($3.446 > 2.086$). It means that H_a was accepted and H_o was rejected. In other word, there was significant effect of keyword method on vocabulary mastery at the VIII grade students of SMPN 2 Padang Bolak Tenggara. It can be seen from mean score of experimental class in post-test was 76.59, it was higher than control class ($76.59 > 56.81$)

B. Implication

Based on the research conclusion on there are several implications obtained from the results of the study they are:

1. The result of this study Keyword Method can be a good method use to improve students' vocabulary mastery.
2. The result of this study Keyword Method can improve the quality of learning vocabulary.
3. This study can increase teachers' awareness about the importance of using keyword method in teaching vocabulary.

C. Suggestion

After finessing this research, the researcher got a lot of information and experience in learning English. The researcher would like to give suggestions, such as:

1. To head master of SMPN 2 Padang Bolak Tenggara to motivate the teacher, especially English teacher to each as well as possible by using appropriate strategy for every skill like teaching vocabulary with keyword method.
2. To English teacher, the researcher suggest to use the appropriate method to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.

3. Other researcher, the researcher hopes that the others researcher who want to conduct the research related to this research to find the others influence of this technique deeply.

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Appendix 1

Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Padang Bolak Tenggara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Alokasi Waktu : 4x45 Menit

Materi Pelajaran: Animals

Aspek/sub skill : Vocabulary

A. Kompetensi Inti

K1: Menghargai dan menghayati ajaran agama yang dianutnya

K2: Menghargai sesama, berperilaku baik, disiplin, jujur, santun, percaya diri, peduli dan bertanggung jawab.

K3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada Tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskripsi lisan dan tulis, sangat pendek dan sederhana, terkait orang, Binatang, dan benda.

C. Tujuan Pembelajaran

1. Siswa mampu mengetahui dan menghafalkan nama-nama hewan beserta ciri-ciri dan karakternya.
2. Siswa mampu mengingat dan nama-nama hewan beserta ciri-ciri dan karakternya.

3. Siswa mampu menyebutkan dan nama-nama hewan beserta ciri-ciri dan karakternya.
4. Siswa mampu memberikan contoh dan nama-nama hewan beserta ciri-ciri dan karakternya.

D. Materi Pembelajaran

The name of animals

English	Indonesia	English	Indonesia
Bird	Burung	Horse	Kuda
Duck	Bebek	Tiger	Harimau
Monkey	Monyet	Lion	Singa
Elephant	Gajah	Zebra	Zebra
Snake	Ular	Cow	Sapi
Crocodile	Buaya	Camel	Unta
Frog	Katak	Rabbit	Kelinci
Chicken	Ayam	Bear	Beruang
Giraffe	Jerapah	Butterfly	Kupu-kupu
Dragonfly	Capung	Goat	Kambing
Buffalo	Kerbau	Owl	Burung hantu
Dog	Anjing	Sheep	Domba

E. Media dan Alat Pembelajaran

1. Buku siswa kelas VIII Bahasa Inggris, “*when English Rings a Bell for SMP/MTs Grade VIII*”.
2. White Board
3. Marker
4. Pictures

F. Metode Pembelajaran

Keyword Method

G. Sumber Belajar

1. Buku paket Bahasa Inggris
2. Kamus
3. Internet

H. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam pembuka kepada siswa 2. Guru menanyakan kabar siswa 	<ol style="list-style-type: none"> 1. Siswa menjawab salam dari guru 2. .Siswa menjawab kabar, dan 	5 menit

	<ol style="list-style-type: none"> 3. Guru mengajak siswa berdoa 4. Guru mengabsen kehadiran siswa 5. Guru memberikan motivasi 	<p>menanyakan kabar guru juga</p> <ol style="list-style-type: none"> 3. Siswa berdoa Bersama 4. Siswa menjawab absen 5. Siswa menyimak motivasi yang diberikan oleh guru 	
Isi	<ol style="list-style-type: none"> 1. Guru menyampaikan tujuan pembelajaran dan menjelaskan mater yang akan dipelajari 2. Guru menjelaskan metode kata kunci kepada siswa 3. Guru membagi siswa menjadi 4 kelompok yg terdiri dari 5 orang per kelompok 4. Guru memberikan gambar kepada setiap kelompok dan menyuruh siswa untuk mencari kata kunci dari gambar tersebut, seperti karakter Binatang pada 	<ol style="list-style-type: none"> 1. Siswa mendengarkan apa yang disampaikan oleh guru 2. Siswa mendengarkan apa yang dijelaskan oleh guru 3. Siswa membuat kelompok sesuai arahan guru 4. Siswa mengambil gambar dari guru 5. Siswa Bersama kelompoknya mengerjakan intruksi guru 	35 menit

	<p>gambar tersebut</p> <p>5. Guru memberikan waktu kepada siswa untuk memberikan pertanyaan dan menuliskan kata kunci kosakata pada gambar</p> <p>6. Guru memberikan komentar terhadap apa yang dilakukan siswa</p>		
Penutup	<p>1. Guru menanyakan kepada siswa tentang pemahaman mereka terhadap materi</p> <p>2. Guru menyimpulkan Pelajaran Bersama-sama dengan siswa</p> <p>3. Guru menutup kegiatan pembelajaran</p>	<p>1Siswa menjawab pertanyaan guru dan menceritakan permasalahannya</p> <p>2Siswa mendengarkan dan menjawab pertanyaan guru</p> <p>3Siswa membuat rangkuman Bersama guru dan memberikan salam kepada guru.</p>	5 menit

I. Penilaian

1. Sikap
2. Pengetahuan dan keterampilan
3. Penugasan

Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Padang Bolak Tenggara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Alokasi Waktu : 4x45 Menit

Materi Pelajaran: Animals

Aspek/sub skill : Vocabulary

A. Kompetensi Inti

K1: Menghargai dan menghayati ajaran agama yang dianutnya

K2: Menghargai sesama, berperilaku baik, disiplin, jujur, santun, percaya diri, peduli dan bertanggung jawab.

K3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada Tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi lisan dan tulis, sangat pendek dan sederhana, terkait orang, Binatang, dan benda.

C. Tujuan Pembelajaran

1. Siswa mampu mengetahui dan menghafalkan nama-nama hewan beserta ciri-ciri dan karakternya.
2. Siswa mampu mengingat dan nama-nama hewan beserta ciri-ciri dan karakternya.

3. Siswa mampu menyebutkan dan nama-nama hewan beserta ciri-ciri dan karakternya.
4. Siswa mampu memberikan contoh dan nama-nama hewan beserta ciri-ciri dan karakternya.

D. Materi Pembelajaran

The name of animals

English	Indonesia	English	Indonesia
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Duck	Bebek	Tiger	Harimau
Monkey	Monyet	Lion	Singa
Elephant	Gajah	Zebra	Zebra
Snake	Ular	Cow	Sapi
Crocodile	Buaya	Camel	Unta
Frog	Katak	Rabbit	Kelinci
Chicken	Ayam	Bear	Beruang
Giraffe	Jerapah	Butterfly	Kupu-kupu
Dragonfly	Capung	Goat	Kambing
Buffalo	Kerbau	Owl	Burung hantu
Dog	Anjing	Sheep	Domba

E. Media dan Alat Pembelajaran

1. Buku siswa kelas VIII Bahasa Inggris, “*when English Rings a Bell for SMP/MTs Grade VIII*”.
2. White Board
3. Marker
4. Pictures

F. Metode Pembelajaran

Teacher’s Method

G. Sumber Belajar

1. Buku paket Bahasa Inggris
2. Kamus
3. Internet

H. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan	1. Guru memberi salam pembuka kepada siswa	1. Siswa menjawab salam dari guru 2. .Siswa menjawab kabar, dan	5 menit

	<ol style="list-style-type: none"> 2. Guru menanyakan kabar siswa 3. Guru mengajak siswa berdoa 4. Guru mengabsen kehadiran siswa 5. Guru memberikan motivasi 	<ol style="list-style-type: none"> menanyakan kabar guru juga 3. Siswa berdoa Bersama 4. Siswa menjawab absen 5. Siswa menyimak motivasi yang diberikan oleh guru 	
Isi	<ol style="list-style-type: none"> 1. Guru menuliskan beberapa kosakata khususnya tentang nama-nama hewan di papan tulis kemudian, guru menjelaskan nya. 2. Guru menanyakan kepada siswa yang ingin bertanya tentang kosakata yang tidak dipahami 3. Guru memberi tahu menjawab pertanyaan siswa 4. Guru memberitahu siswa untuk 	<ol style="list-style-type: none"> 1. Siswa mendengarkan apa yang disampaikan oleh guru 2. Siswa menuliskan materi yang telah dijelaskan oleh guru. 3. Sebagian siswa bertanya kepada guru tentang materi yang belum dipahaminya 4. Siswa mendengarkan jawaban guru 5. Siswa mendengarkan interaksi guru 6. Siswa menjawab pertanyaan guru 	35 menit

	<p>menjawab pertanyaan.</p> <p>5. Guru meminta siswa untuk mengumpulkan lembar jawabannya</p>	<p>7. Siswa mengumpulkan lembar jawabannya kepada guru</p>	
Penutup	<p>4. Guru menanyakan kepada siswa tentang pemahaman mereka terhadap materi</p> <p>5. Guru menyimpulkan Pelajaran Bersama-sama dengan siswa</p> <p>6. Guru menutup kegiatan pembelajaran</p>	<p>1. Siswa menjawab pertanyaan guru dan menceritakan permasalahannya</p> <p>2. Siswa mendengarkan dan menjawab pertanyaan guru</p> <p>3. Siswa membuat rangkuman Bersama guru dan memberikan salam kepada guru.</p>	5 menit

I. Penilaian

1. Sikap
2. Pengetahuan dan keterampilan
3. Penugasan

Appendix 3

INSTRUMENT FOR PRE-TEST

Name :

Class :

Choose the correct answer between a, b, c and d!

1. I small and green. I can jump and eat insects. Who am I?
 - a. Duck
 - b. Frog
 - c. Cat
 - d. Horse
2. A monkey like to eat.....
 - a. Banana
 - b. Apple
 - c. Orange
 - d. Watermelon
3. Which animal has a long neck?
 - a. Bird
 - b. Snake
 - c. Zebra
 - d. Giraffe
4. “Kuda” in English is.....
 - a. Horse
 - b. Fish
 - c. Crocodile
 - d. Frog
5. I am big and grey. I have got big ears and a long nose. Who am I?
 - a. Buffalo
 - b. Elephant
 - c. Cow
 - d. Fish
6. What kind of animal lays eggs?
 - a. Tiger
 - b. Lion
 - c. Cow
 - d. Chicken
7. A rabbit like to eat.....
 - a. Orange
 - b. Carrot
 - c. Watermelon
 - d. Peanut
8. What is the meaning of snake?
 - a. Harimau
 - b. Crocodile
 - c. Graffe
 - d. Ular
9. What animal that we can say “King of Jungle”?

- a. Tiger
- b. Snake
- c. Goat
- d. Lion

10. What is English of beruang?

- a. Frog
- b. Bear
- c. Zebra
- d. Crocodile



11.

What animal is it?

- a. Zebra
- b. Cow
- c. Giraffe
- d. Tiger



12.

What animal is it?

- a. Chicken
- b. Rabbit
- c. Cat
- d. Duck



13.

What animal is it?

- a. Elephant
- b. Horse
- c. Lion
- d. Tiger

14. What is English “owl”?

- | | |
|-------------------|-----------------|
| a. Burung hantu | c. Burung Gagak |
| b. Burung Merpati | d. Burung Elang |

15. What kind of animal live in water?

- | | |
|--------------|-----------|
| a. Cat | c. Fish |
| b. Butterfly | d. Rabbit |

Arrange the words bellow well and correctly! (no 16-20)

16. d-o-h-p-l-i-n

- | | |
|------------|------------|
| a. Dolhpin | c. Dholpin |
| b. Dolphin | d. Dolpinh |

17. n-s-a-k-e

- | | |
|----------|----------|
| a. Snaek | c. Sneak |
| b. Snake | d. Sneka |

18. h-s-e-p-e

- | | |
|----------|----------|
| a. Sehep | c. Seehp |
| b. Seeph | d. Sheep |

19. n-m-o-k-y-e

- | | |
|-----------|-----------|
| a. Monkye | c. Monkye |
| b. Mokney | d. Monkey |

20. e-p-h-n-t-l-a

- | | |
|-------------|-------------|
| a. Elaphent | c. Elapenth |
| b. Elephant | d. Elepanth |

Appendix 4

INSTRUMEN FOR POST-TEST

Choose the correct answer between a, b, c and d!

1. Giraffe is an animal that has..... neck.
 - a. Long
 - b. Big
 - c. Short
 - d. Small
2. Butterfly has a couple of to fly
 - a. Legs
 - b. Hands
 - c. Head
 - d. Wings
3. This animal usually lives in the desert and has a hump on its back. This animal is.....
 - a. Deer
 - b. Zebra
 - c. Camel
 - d. Giraffe
4. Cows and goats like to eat....
 - a. Fruit
 - b. Grass
 - c. Meat
 - d. egg
5. Monkey usually live in.....
 - a. House
 - b. Lnad
 - c. Field
 - d. Forest

Arrange the words bellow well and correctly! (no 6-10)

6. b-f-l-y-u-t-t-e-r
 - a. Butterfyl
 - b. Butterfly
 - c. Butertfly
 - d. Buterflyt
7. c-e-h-c-k-n-i
 - a. Chikcen
 - b. Chicken
 - c. Cihcken
 - d. Chikcen
8. o-r-o-c-c-i-d-e-l
 - a. Croocdile
 - b. Coorcdile
 - c. Crocodile
 - d. Corcodile

9. o-u-m-s-e

a. Msoue

b. Mouse

b. Mosue

d. Muose

10.

c. o-u-m-e-s

a. ousem

c. muose

b. mouse

d. esuom



11.

What animal is it?

a. Tiger

c. Bear

b. Lion

d. Camel



12.

a. Giraffe

c. Kangaroo

b. Tiger

d. Elephant



13.

a. Wolf

c. Bear

b. Monkey

d. Zebra



14.

- | | |
|---------|----------|
| a. Wolf | c. Lion |
| b. Bear | d. Tiger |

15. The animal below that have horns are....

- | | |
|----------|---------|
| a. Snake | c. Duck |
| b. Goat | d. Bear |

16. What is the meaning of “wolf”?

- | | |
|-------------|------------|
| a. Harimau | c. Beruang |
| b. Serigala | d. Kuda |

17. These animals live on land and in water, and like to eat insects. This animal is.....

- | | |
|-------------|------------|
| a. Mosquito | c. Frog |
| b. Snake | d. Giraffe |

18. What kind of animals can fly?

- | | |
|------------|----------|
| a. Buffalo | c. Bear |
| b. Bird | d. Horse |

19. What is the meaning of Giraffee?

- | | |
|------------|------------|
| a. Beruang | c. Jerapah |
| b. Zebra | d. Kelinci |

20. “Beruang” in English is.....

- | | |
|-------------|------------|
| a. Elephant | c. Buffalo |
| b. Goat | d. Bear |

Appendix 5

Key Answer for Pre-test

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

Appendix 6

Key Answer for Post-test

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

Appendix 7

The score of the Experimental Class

No	Nama	Experimental Class (Keyword Method)	
		Pre-Test	Post Test
1	ASH	65	75
2	AAT	70	80
3	AH	55	70
4	EB	60	75
5	EH	25	60
6	FFD	75	90
7	FR	75	100
8	FRH	70	85
9	IFSP	35	70
10	MS	35	65
11	MHS	50	75
12	MS	25	60
13	MM	65	80
14	NSS	75	95
15	PHH	50	65
16	PAD	60	80
17	R	70	90
18	RH	45	65
19	RAH	60	75
20	RPS	65	85
21	SYP	55	65
22	YH	65	80
Total		1.250	1.685

Appendix 8

The score of the Control Class

No	Nama	Experimental Class (Keyword Method)	
		Pre-Test	Post Test
1	AKD	35	45
2	AIH	60	80
3	ASS	25	60
4	DS	60	70
5	HS	65	70
6	IAIH	70	75
7	IPSH	65	80
8	IJD	35	40
9	JAP	35	65
10	JD	40	60
11	MD	65	75
12	MFM	25	30
13	MAH	70	75
14	NSAP	45	65
15	RA	55	70
16	RS	65	80
17	RB	50	60
18	RK	65	70
19	SMT	50	55
20	SAS	20	45
21	TMD	40	60
22	YYS	55	70
Total		1.095	1.250

Appendix 9

Validity Test

No	Pre-Test	Post-Test
1	Valid	Valid
2	Valid	Valid
3	Valid	Valid
4	Valid	Valid
5	Valid	Invalid
6	Valid	Invalid
7	Valid	Valid
8	Invalid	Invalid
9	Invalid	Valid
10	Valid	Valid
11	Invalid	Valid
12	Invalid	Invalid
13	Invalid	Valid
14	Valid	Invalid
15	Invalid	Valid
16	Invalid	Invalid
17	Valid	Valid
18	Invalid	Invalid
19	Valid	Invalid
20	Valid	Valid
21	Invalid	Invalid
22	Invalid	Valid
23	Valid	Valid
24	Invalid	Invalid
25	Invalid	Invalid
26	Valid	Invalid
27	Invalid	Invalid
28	Valid	Invalid
29	Valid	Valid
30	Invalid	Invalid
31	Invalid	Valid
32	Valid	Valid
33	Valid	Valid
34	Invalid	Valid
35	Invalid	Valid
36	Valid	Invalid
37	Invalid	Valid
38	Valid	Invalid
39	Valid	Valid
40	Valid	Valid

Appendix 10

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai pre-test Kelas Experimental

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K : $1 + \log n$

: $1 + 3,3 \log 22$

: $1 + 3,3 \cdot 1,342$

: 5,428 \longrightarrow 5

b. Rentang Data (R)

: Data Terbesar - Data Terkecil

: $75 - 25 = 50$

c. Menentukan Interval

$I = R/K$

: $50/5 = 10$

Descriptive Statistics

		Pretest Experimental	Valid N (listwise)
N	Statistic	22	22
Range	Statistic	50	
Minimum	Statistic	25	
Maximum	Statistic	75	
Sum	Statistic	1250	
Mean	Statistic	56,81	
	Std. Error	2,908	
Std. Deviation	Statistic	15,472	
Variance	Statistic	239,394	

Pretest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	9,1	9,1	9,1
	35	2	9,1	9,1	8,2
	45	1	4,5	4,5	22,7
	50	2	9,1	9,1	31,6
	55	2	9,1	9,1	40,9
	60	3	13,6	13,6	54,5
	65	4	18,2	18,2	72,7
	70	3	13,6	13,6	86,4
	75	3	13,6	13,6	100,00
	Total	22	100,0	100,0	

B. Perhitungan Distrubusi Data Nilai Post test Kelas Experimental

Langkha-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus : $K = 1 + \log n$

: $1 + 3,3 \log 22$

: $1 + 3,3 \cdot 1,342$

: $5,428 \Rightarrow 5$

b. Rentang Data

: Data Terbesar-Data Tertinggi

: $100 - 60 = 40$

c. Menentukan Interval (I)

$I = R/K$

: $40/5 = 8$

Descriptive Statistics

		Posttest Experimental	Valid N (listwise)
N	Statistic	22	25
Range	Statistic	40	
Minimum	Statistic	60	
Maximum	Statistic	100	
Sum	Statistic	1685	
Mean	Statistic	76,59	
	Std. Error	2,381	
Std. Deviation	Statistic	11,168	
Variance	Statistic	124,729	

Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	9,1	9,1	9,1
	65	4	18,2	18,2	27,3
	70	2	9,1	9,1	36,4
	75	4	18,2	18,2	54,5
	80	4	18,2	18,2	72,7
	85	2	9,1	9,1	81,8
	90	2	9,1	9,1	90,9
	95	1	4,5	4,5	95,5
	102	1	4,5	4,5	100,0
	Total	25	100,0	100,0	

C. Perhitungan Distribusi Data Nilai Pre-test Kelas Control

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus : $K = 1 + 3,3 \log n$

: $1 + 3,3 \cdot 1,342$

D. Perhitungan Distribusi Data Nilai Post-test Kelas Kontrol

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K : $1 + \log n$

: $1 + 3,3 \log 22$

: $1 + 3,3 \cdot 1,342$

: 5,428 \longrightarrow 5

b. Rentang Data (R)

: Data Terbesar-Data Terkecil

: $80 - 30 = 50$

c. Menentukan Interval

$I = R/K$

: $50/5 = 10$

Statistics

Posr-test Control Class

N	Valid	22
	Missing	0
Mean		63,63
Std. Error of Mean		1,246
Media		67,50
Mode		70
Std. Deviation		13,6438
Variance		186,147
Range		50
Minimum		30
Maximum		80
Sum		1400

Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	4,5	4,5	4,0
	40	1	4,5	4,5	9,1
	45	2	9,1	9,1	18,2
	55	1	4,5	4,5	22,7
	60	4	18,2	18,2	40,9
	65	2	9,1	9,1	50,0
	70	5	22,7	22,7	72,7
	75	3	13,6	13,6	86,4
	80	3	13,6	13,6	100,0
	Total	22	100,0	100,0	

E. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental	,172	22	,088	,897	22	,026
Post-test Experimental	,176	22	,086	,973	22	,447
Pre-test Control	,180	22	,063	,907	22	,066
Post-test Control	,123	22	,200	,958	22	,041

F. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.595	1	42	,444
	Based on Median	.421	1	42	,520
	Based on Median and with adjusted df	.421	1	38,123	,520
	Based on trimmed mean	.428	1	42	,491

G. Independent Sample Test

Independent Samples Test											
		Levene's Test for Equality of Variance s		t-test for Equality of Means							
		F	Sig.	t	Df	Significanc e		Mean Differ ence	Std. Error Differ ence	95% Confidenc e Interval of the Difference	
						One-Side d p	Two-Side d p			Lo wer	Upp er
Hasil Belajar Siswa	Equal varianc es assume d	.596	.444	3.446	42	<.001	<.001	63.636	2.908	57.587	69.685
	Equal varianc es not assume d			3.446	42	<.001	<.001	63.636	2.908	57.587	69.685

Appendix 11

Tabel Nilai-nilai Distribusi t

α untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji dua pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,74	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,381
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,575

Appendix 12

Pre-Test in Experimental Class



Post-Test in Experimental Class



Treatment in Experimental Class







Post-Test in Control Class



Pre-Test in Control Class



Validating Test



Appendix 13

The Legalization Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B 6129 /Un.28/E.1/PP.00.9/10/2023
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

20 Oktober 2023

Yth.

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)
2. Ida Royani, 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	: Miftahul Mawaddah
NIM	: 2020300013
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The effect of Keyword Method on Vocabulary Mastery at the VIII Grade Students of SMP Negeri 2 Padang Bolak Tenggara

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



Dr. Lili Yulianti Syafrida Siregar, S.Psi., M.A
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Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
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Appendix 14

Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD'ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : 8409 /Un.28/E.1/TL.00.9/12/2024

18 Desember 2024

Lampiran : -

Hal : Riset
Penyelesaian Skripsi

Yth. Kepala SMP Negeri 2 Padang Bolak Tenggara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Miftahul Mawaddah

NIM : 2020300013

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Balakka, Kec.Padang Bolak Julu, Kab. Padang Lawas Utara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Keyword Method on Vocabulary Mastery at The VIII Grade Students of SMP Negeri 2 Padang Bolak Tenggara "**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 11 Desember 2024 s.d. tanggal 11 Januari 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Dekan Bidang Akademik dan Kelembagaan

Drs. Julianti Syafrida Siregar, S.Psi, M.A
19801224 200604 2 001

Appendix 15

Research Reply Letter



PEMERINTAH DAERAH KABUPATEN PADANG LAWAS UTARA

PROVINSI SUMATERA UTARA

UNIT PELAKSANA TEKHNIS (UPT)

DINAS PENDIDIKAN KECAMATAN PADANG BOLAK TENGGARA



SMP NEGERI 2 PADANG BOLAK TENGGARA

JL.GUNUNG TUA-PADANGSIDIMPUAN KM-13

Desa /Kelurahan : Slunggam Julu

Kecamatan

KODE POS.22753

: Padang Bolak Tenggara

SEKOLAH STANDAR NASIONAL (SSN)

NSS : 201122005004

NIS : 200130

NPSN : 10.20.7117

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/350/SMPN2PBT/2024

Yang bertanda tangan dibawah ini :

Nama : NURHALIMAH HARAHAP, S.Pd.,M.Si
NIP : 19850209 201101 2 006
Pangkat/Gol : Penata Tk.I/III.d
Jabatan : Kepala Sekolah

Dengan ini menerapkan bahwa :

Nama : MIFTAHUL MAWADDAH
NIM : 2020300013
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan
Alamat : Balakka, Kec. Padang Bolak Julu, Kab. Padang Lawas Utara

Mahasiswa tersebut benar-benar melaksanakan kegiatan penelitian penyelesaian skripsi di SMP Negeri 2 Padang Bolak Tenggara Kecamatan Padang Bolak Tenggara Kabupaten Padang Lawas Utara pada tanggal 21 Desember 2024 dengan judul “ The Effect Of Keyword Method on Vocabulary Mastery at The VIII Grade Students of SMP Negeri 2 Padang Bolak Tenggara “

Demikian surat Keterangan Penelitian ini di buat dengan sebenarnya untuk dapat dipergunakan seperlunya



Slunggam, 21 Desember 2024
Kepala Sekolah

NURHALIMAH HARAHAP, S.Pd., M.Si
19850209 201101 2 006

CURRICULUM VITAE



A. Identify

1. Name : Miftahul Mawaddah
2. Reg. Number : 20 203 00013
3. Gender : Female
4. Place/Birthday : Balakka, 28th October 2002
5. Child : 1
6. Religion : Islam
7. Address : Balakka, Kec. Padang Bolak Julu, Kab. Paluta
8. Phone Number : 0823-6718-1228

B. Parents

1. Father's Name : Panusunan Siregar
2. Mother's Name : Nurdina Harahap

C. Educational Background

1. Elementary School : SD Negeri 101500 Batugana
2. Junior High School : MtsS PonPes TPI Balakka
3. Senior High School : MAS PonPes TPI Balakka
4. Institute : UIN Syahada Padangsidempuan