



THE EFFECT OF USING KEYWORD METHOD ON  
STUDENTS' VOCABULARY MASTERY AT GRADE  
VIII OF MIS NEGERI BATANGTORU

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of  
Graduate of Education (S.Pd.) in English*

By:

**NUR ANNISAKH**  
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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2017



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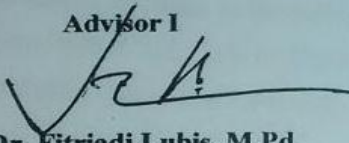
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After reading, studying and giving advice for necessary revision on thesis belongs to **Nur Annisakh**, entitled "*The Effect of Using Keyword Method on Students' Vocabulary Mastery at Grade VIII of MTs Negeri Batangtoru*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.


Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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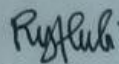


  
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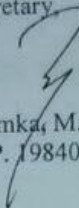
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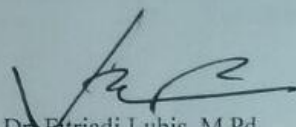
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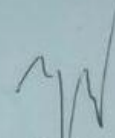


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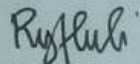
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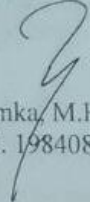
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**LEGALIZATION**

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STUDENTS' VOCABULARY MASTERY AT GRADE  
VIII OF MTs NEGERI BATANGTORU

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Finally,The researcher realizesthat this thesis cannot be considered perfectly without critiques and suggestions from the readers. Therefore, it is such a pleasure for her to get critiques and suggestions from the readers to make this thesis better.

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### **ABSTRACT**

This research focused on the effect of Using Keyword Method on students' vocabulary mastery at grade VIII of MTs Negeri Batangtoru. The students' problems in vocabulary were: 1) students' low in vocabulary, 2) students less interest the teacher's method, 3) students still use mother tongues in the classroom. Finally, the students were difficult in every fields of their learning process such as listening, speaking, reading and writing. The purpose of this research was to know whether there is the significant effect of Using Keyword Method on Students' Vocabulary Mastery at grade VIII of MTs Negeri Batangtoru.

The method used in this research was experimental research. Two classes were chosen randomly as the sample. They were VIII-2 as experimental class that consisted of 24 students and VIII-3 as control class that consisted of 22 students. It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using Keyword Method was higher than control class. Mean score of experimental class before using Keyword Method was 55.62 and mean score after using Keyword Method was 82.62. Meanwhile, the mean score of control class in post test was 68.58. Besides it, the score of  $t_{count}$  was bigger than  $t_{table}$  ( $4.205 > 2.021$ ). It meant that the hypothesis alternative ( $H_a$ ) was accepted. It was concluded that there was a significant effect of using Keyword Method on Students' Vocabulary Mastery at Grade VIII of MTs Negeri Batangtoru.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the problem

English is an international language that is used as a tool of communication. This language is used as a medium to correlate between one country to another. In Indonesia, English is one of the important subjects that should be mastered by the students.

In Indonesia, English have been taught from elementary school, junior high school, senior high school and university level as a compulsory subject and it has a position in Indonesia curriculum. Students are expected to be able to master the four language skills: listening, speaking, reading and writing. By using those English skills, students will be easier in accessing many kinds of information source in English such as article, journal, magazine, novel, textbook and others. In this case, the researcher focused on vocabulary mastery that is one of the problematic in English learning.

There are many materials in teaching vocabulary of MTs Negeri Batangtoru, they are; part of body, genetic relationship, name of things, profession, animal, connotation, denotation.<sup>1</sup>

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<sup>1</sup> Syllabus of junior high school in curriculum KTSP

Vocabulary is all the words in a language. Vocabulary has role as the foundation of language competence, because if there is no vocabulary, there is no language. The first step to master English is by learning and memorizing vocabulary as much as possible.

There are some essentials of vocabulary. The first, vocabulary is important to help students understandable when they are communication. That is impossible if the students can understand what people says if they have not many vocabularies to comprehend well. The second, vocabulary is important to express something or idea of the students. If the students will communicate well, they must have many knowledges about vocabulary. The more vocabularies that students get, it make them easier to communicate with other. The third, vocabulary is important to help students in comprehending the text or the book. Because in the text contain many vocabularies, it is impossible if students can comprehend the text well if they have not many vocabularies. So, the more vocabularies, it makes easier to comprehend text well. The last, the students will write their ideas and vocabulary will help them in expanding their ideas. By having as many as vocabulary, the students will be able to write all the ideas well.

Many efforts has teacher done to give an effect on students' vocabulary mastery, begin from preparing the good facilities and tool for studying especially studying in English, manage the classroom be comfortable so students can be focus

in learning English, giving task about new words that they have not learned yet and ask students to memorize at least ten words in a week, until use the various media in teaching English for fun English class.

Based on private interview with the English teacher in MTs Negeri Batantgtoru, Fitri S.Pd said that students' vocabulary ability is low. It looks from their activities when translating the text, they always use dictionary. The students' vocabulary still less, when the teacher ask them to express their ideas, they silent, because they have not enough vocabulary to give arguments. The second, teacher's method is less suitable in teaching vocabulary. The teacher uses lecturer method in teaching vocabulary. It can not suitable to enrich students' vocabulary ability in the classroom. The students are still passive in the classroom without response from them. They seldom give participation when they study English in the classrom. The last is students still use their mother tongues and combine with Indonesian language when they study English. They interact and communicate to other people with their mother tongue and Indonesian language wherever they are. They often use Indonesian language when they discuss about English in the classroom. It makes the students difficulty in practicing English.<sup>2</sup>

There are some factors in students' vocabulary mastery, such as media and method. method is teacher's way to teach a material or everything teachers do or

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<sup>2</sup> Private Interview with English Teacher, Fitri, S.Pd

should do in order to help their learners learn. A teacher must use various methods in teaching vocabulary in order to take students' attention and make the learning process fun. The application of method is important in vocabulary teaching. Besides that, the existence of media such as picture, audio, video, and other also gives good effect on vocabulary mastery. So, the students' good vocabulary mastery also depends on teacher's policy to apply some methods and use suitable media.

Furthermore the problems above must be solve by the teacher. Its purposes are to solve the problems in the classroom, to solve the weakness of students, and to give an effect on students' vocabulary mastery. In solving the problems, we need some method and media. There are many methods which influence for teaching vocabulary, they are keyword method, grouping, semantic mapping, guessing, concept circle.

From the alternative methods above, the researcher interests to choose keyword method to give effect on students vocabulary mastery. The researcher has some reasons to use keyword method. First, keyword method has not ever been research by people in giving effect on students' vocabulary mastery. It is one of good method in teaching vocabulary, but the method has not been explored by the other researcher whether the method can solve the problem in the vocabulary field or whether the method can give effect on students' vocabulary mastery. The other above methods also good methods, but the method such as grouping, guessing,

concept circle, semantic mapping have ever been explored by the other researcher in giving effect on students' vocabulary mastery. Next, keyword method has not ever been used by the teacher in teaching vocabulary in the classroom. The most teachers often use lecturer method in teaching English. Sometimes the teacher do not specify the method in teaching speaking, listening, reading and writing, especially in teaching vocabulary. Finally, keyword method is a method that combine between sounds and image, so that the students easier understand the new vocabulary.

Based on the explanation above, the reasearcher is interests to apply this method to teach and to give effect on students' problems in vocabulary at Grade VIII MTs Negeri Batangtoru with the title *"The Effect of Using Keyword Method on Students' Vocabulary Ability at Grade VIII of MTs Negeri Batangtoru"*.

## **B. Identification of the problem**

Vocabulary is the total number of words in a language and vocabulary is a list of words with their meanings. It is one of the crucial aspects because the unlimited number of vocabulary in a language.

Based on background of the problems above there are some factors that influence of students' vocabulary mastery; media, teacher's method, students interested and intelligent.

### **C. Limitation of the problem**

As mentioned above, there are some factors that influence of students' vocabulary mastery; media, teacher's method, students interested and intelligent.

In this research the researcher wants to make a study about how to teach vocabulary for students in secondary school with the method. There are many method that can be used in teaching vocabulary as mention above, but the researcher is not discuss all of the methods. Researcher discusses only one method to focus on this research. That is keyword method.

### **D. Formulation of the problem**

Based on the limitation of the problem above, the problem of the research can beformulated as follows;

1. How is the students' vocabulary mastery before using keyword method at Grade VIII MTs Negeri Batangtoru?
2. How is the students' vocabulary mastery after using keyword method at Grade VIII MTs Negeri Batangtoru?
3. Is there any significant effect of using keyword method to students' vocabulary mastery?

**E. The objectives of the research**

The objectives of the research are:

1. To know how is the students' vocabulary mastery before using keyword method at Grade VIII MTs Negeri Batangtoru
2. To know how is the students' vocabulary mastery after using keyword method at Grade VIII MTs Negeri Batangtoru
3. To know how is effect of using keyword method at Grade VIII MTs Negeri Batangtoru

**F. Significances of the research**

There are many significances of research, they are:

1. Theoretically, this research can be referable to the next researchers for studying the other subjects in the field of language teaching.
2. Practically the result of the study is expected to be as follows:
  - a. For the teacher, the result of the research is expected to be useful for the teacher as information and as source of teaching in MTs Negeri Batangtoru, especially in teaching and learning vocabulary by using keyword method.
  - b. For the students, this study can be used to give effect on their vocabulary.

## **G. Outline of The Thesis**

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

The chapter one consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the objectives of the research, significances of the research, and definition of operational variable.

The chapter two consist of theoretical description, review of related findings, conceptual framework and hypothesis.

The chapter three consist of the research methodology, it consists of time and location of the research, method of research, population and sample, instrument of collecting data, instrument of validity, technique of collecting data, and technique of data analysis.

The chapter four consist of the findings and suggestion.

The chapter five consist of discussion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

In arranging a research, theories are very important to explain some concepts or terms are used in concerned research. The terms are as follows :

#### A. Theoretical Description

##### 1. Vocabulary Mastery

###### a. Definition of Vocabulary

Vocabulary is the collection of words that an individual knows. There are some definitions about vocabulary that have some meaning . the first is A.S Hornby says that vocabulary is the total number of words which make up a language. So, language is arranged by so many words and phrases.<sup>1</sup> It means that vocabulary is a language component which gives information or explanation in language terms.

Moreover, there is another definition of vocabulary, it is according to David L. Shepherd, he says vocabulary is one of the most significant aspects of language development.<sup>2</sup> It means that vocabulary is the one that must be taken into consideration in language development. Then vocabulary is word or words that should be mastered by someone, which are used by group of people in environment.

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<sup>1</sup>A.S Hornby ,*Oxford Advance Learner's Dictionary* (Oxford University Press,1987),p.461.

<sup>2</sup>David L. Shepherd, *Vocabulary Meaning and Word Analysis Comprehension High School Reading Methods* (USA: Bell and Howel Company,1973),p.39.

Moreover, there is another definition of vocabulary, it is James Milton says vocabulary is learnt. Learning vocabulary is a second language becomes more understandable when words are considered as a basic form with rule separately.<sup>3</sup> When new vocabulary is being introduced and practiced, there is a good opportunity for the general revision of structure and pronunciation.<sup>4</sup>

Meanwhile Kathleen T. Mc. Whorter says vocabulary can be one of your strongest assets or one of your greats ability. Vocabulary defines and describes you by revealing a great deal about your level education and your experience.<sup>5</sup>

Based on explanation above it can be concluded that vocabulary is the total number or a list of words in a language with their meanings.

#### **b. Kinds of Vocabulary**

According to ThornburyHarmer, there are two kinds of vocabulary as follows: receptive vocabulary or passive vocabulary and productive vocabulary.<sup>6</sup>

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<sup>3</sup>James Milton, *Measuring Second Language Vocabulary Acquisition* (Multilingual Matters, 2009),p.10.

<sup>4</sup>John Heycraft, *An Introduction to English Language Teaching* ( Longman Group Limited,1987),p.50

<sup>5</sup>Kathleen T. Mc. Whorter, *Efficient and Flexible Reading* ( Harper Collins Publishers,1992),p.324.

<sup>6</sup>Jeremy Hermer, *The Practical of English Language Teaching* ( New York : 2000),p.16

Based on explanation above, it can be concluded about receptive or passive vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabulary.

According to Haycraft, vocabulary can be classified into two kinds.

They are:

1) Active vocabulary

Active vocabulary is occurs in speech production. It refers to word which the students can understand, pronounce correctly and use correctly in speaking and writing.

2) Passive vocabulary

Passive vocabulary is vocabulary recognized and understood by the students when it is in context, but the students cannot produce it correctly.<sup>7</sup>

Based on explanation above, it can be concluded about kinds of vocabulary. The first, active vocabulary refers to the words the students should use in speaking and writing. The second, passive vocabulary means words they needs only to comprehend especially in reading and listening. So, vocabulary must be introduced in many words. The students can make the sparkling communication with others.

### c. Purpose of Vocabulary

Vocabulary is important to students. In the Teaching Practice Handbook, there are several purposes of vocabulary :

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<sup>7</sup>*Ibid* p.44

- 1) to express their opinion thinking
- 2) to express idea in their society
- 3) particularly in early stages when students are motivated
- 4) to learn the basic words they need to get by in language.
- 5) to understand nuances of meaning
- 6) to become more proficient in their own choice of words and expressions.<sup>8</sup>

According to Michael J. Wallace, the purpose of mastering vocabulary is divided into three purposes of vocabulary, they are :

- 1) Quantity means number of words to counting a lesson. In the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.
- 2) Need to determine the students' vocabulary for business.
- 3) Presentation to specific understanding in the meaning of the words being learn since meaning involves many things, this requires the teaching in which the words are presented.<sup>9</sup>

Based on the explanation above, there are some purposes of vocabulary. They are : to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation.

On this discussion researcher limit the purposes of vocabulary into five points. The first, to express their opinion thinking, it means that students can express their idea by words. Second, to learn the basic words they need to get by

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<sup>8</sup> Roger Gower, et al. *Teaching Practice Handbook*, (Thailand: Macmillan, 1995), p. 124

<sup>9</sup> Michael J. Wallace, *Teaching Vocabulary* (ELBS, 1989), p. 235.

in language, by learn the basic words students can start to communicate with another people. Third, to understand nuances of meaning, it means students get many meaning to express the opinion. Fourth, to become more proficient in their own choice of words and expressions. Fifth, for counting the lesson, it means the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.

#### **d. Teaching vocabulary**

Teaching vocabulary is an activity to acquire some new words to improve the language. So, teaching vocabulary is an activity to acquire some new words to improve the language.

There are some guidelines for the communicative treatment of vocabulary instruction.

- 1) Allocate the specific class time to vocabulary learning  
In the hustle and bustle of our interactive classrooms, sometimes we get so caught up in lively group work and meaningful communication that we don't pause to devote some attention to words.
- 2) Help students to learn vocabulary in context  
The best internalization of vocabulary comes from encounters (comprehension or production) with word within the context of surrounding discourse.
- 3) Play down the role of bilingual dictionaries  
A corollary to the above is to help students to resist the temptation to overuse their bilingual dictionaries.
- 4) Encourage students to develop strategies or method for determining the meaning of words.

### e. Principles for Teaching Vocabulary

Recognizing what students need in learning is necessary for a teacher. The process of transferring knowledge will not simply succeed if he can not see his students' learning absorbing capability toward the material taught and the teaching portion should be given. According to Nunan, there are several principles for successful in teaching vocabulary as follow :

1. Focus on the most useful vocabulary first
2. Focus on the vocabulary in the most appropriate way.
3. Encourage learner to reflect on and take responsibility for learning.
4. Give attention to the high frequency words across the four strands

of a course.<sup>10</sup>In addition, Michael says that there are the principles for teaching vocabulary, there are:

1. Give most attention to words that are already partly known.
2. Tell the learners if it is a high frequency word that they should remember.
3. Keep teaching simple and clear. No complicated explanations.
4. Relate the present teaching to past knowledge by showing pattern.<sup>11</sup>

Based on the principles above, the principles for teaching vocabulary are six principles. Where are the reseacher can conclusion is the teacher who is duty in help the students in learn about vocabulary, they are able to master what must be teach and give to them in order to they will have high motivation in learn about vocabulary. This principle can apply in a variation

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<sup>10</sup>David Nunan, *Practical English Language Teaching* (New York:Mc.Grow Hill, 2003),p.135-140.

way and variation types of course. In other words, the variation principle in teach about vocabulary is effective to help the students learn vocabulary.

**f. Materials of Vocabulary**

In syllabus of junior high school in curriculum KTSP, there are some materials of vocabulary can be divided into Basic vocabulary such as:

1. Part of body
2. Genetic relationship
3. Name of things
4. Profession
5. Animal
6. Connotation
7. Denotation<sup>12</sup>

In the research, to know the students' vocabulary mastery, researcher limits the materials of vocabulary into basic vocabulary includes the name of things, identifying the meaning of the things and identifying the picture of the things.

**a. Identify the meaning of lists words below!**

Direction : Below there are name of things, please identify the meaning of the things!

1. Table
2. Dictionary
3. Shoes
4. Marker

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<sup>12</sup>Syllabus of eight grade of junior high school in curriculum KTSP

5. Spoon
6. Plate
7. Knife
8. Bag
9. Shirt
10. Ring
11. Liontin
12. Pen
13. Picture
14. Bed
15. Chair

**b. Identify the name of the pictures below!**

Direction : Below there are some pictures, please identify the name of the pictures !



Source: Mukarto, et al, *English on Sky for Junior High School*

## 2. Keyword Method

### a. Definition of Keyword Method

Keyword method is a versatile of mnemonic memory that used to help with vocabulary learning by helping students associate two things together to form a memorable definition of key vocabulary words.<sup>13</sup>

Moreover, keyword method is a method that combines sound and images so that learners can more easily remember what they hear or read the new language.<sup>14</sup>

From definition above, the researcher can take conclusion that keyword method is a method which can enrich students vocabulary mastery.

### b. The Procedures of Keyword Method

- 1) Step 1  
Think of “keyword” that sounds like the new word, and imagine it as a picture.
- 2) Step 2  
Think of a picture that describes the meaning of the new word or information.
- 3) Step 3  
Link the picture together mentally. Crazy linking pictures are easy to remember.<sup>15</sup>

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<sup>13</sup>Danielle Aureli, *The Keyword Method a Study of Vocabulary Acquisition in Fifth grade.pdf* accessed on Sunday 06<sup>th</sup> December 2016, at 20.00 a.m, p.6.

<sup>14</sup>Rebecca L. Oxford, *Language Learning Strategies What Ever Teacher Should Know* (New York : The University of Alabama, 1980), p.62.

<sup>15</sup>Anna Yhl Chamot,dkk. *The Learning Strategies Handbook*, ( England : Longman), 1999,p.30.

According to Iris, there are three steps in keyword method, they are:

1. Step 1 Recoding

The teacher selects a keyword, a familiar word that sound similar to the vocabulary word or term the students must learn. This word need to be concrete so that the student can easily picture it.

2. Step 2 Relating

The teacher must relate the keyword to the information, this typically done using an image that shows the keyword method interacting with the information to be recalled.

3. Step 3 Retrieving

The student must be able to retrieve the information when needed. To do this, the teacher often needs to teach the student a retrieval path and have the student practice it several times.<sup>16</sup>

From the explanation above, it can be concluded that keyword method has three procedures. The first is recoding, where in recoding the students ask to imagine sounds into picture. Next is relating, where in relating the student describe the picture. Last is retrieving, in retrieving the students try to practice.

### c. Advantages and Disadvantages of Using Keyword Method

There are some advantages of using keyword method, they are:

1) Remembering for the long-term

The keyword method is undeniably an effective method for accelerating of suitable material. Nor is there any doubt that improves immediate recall. Which can be useful in itself. However, what people want is long-term recall.

2) Using the keyword mnemonic to remember gender

One other aspect of vocabulary learning for many languages is that of gender. The keyword method has successfully been used to remember the gender of nouns, by incorporating a gender tag in the image.

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<sup>16</sup> Iris, Peabody.edu/module/ss2/perspectives-and-resources/q1/link-keyword. Accessed on 04<sup>th</sup> October 2017 at 08.15 a.m

3) Backward recall

The English meaning and the keyword are tied together in mnemonic image, so it is not surprising that remembering the keyword given the English was as high as remembering the English given the keyword.<sup>17</sup>

4) Learn faster

The main advantage of the keyword mnemonic over other methods for remembering information of this type, that is acquire the information faster. Learning new words in a meaningful context is an equally effective strategy for long-term recall.<sup>18</sup>

There are some disadvantages of using keyword method, they are:

- 1) Students and teachers need to work together, so students can obtain the maximum academic benefit
- 2) The whole point of using keyword method is to enhance the recall of information from any lesson for which memory needed
- 3) If the keyword that the teacher has selected does not have a connection with the students' prior knowledge, then the student may have even more difficulty with remembering the definition of the term. Then the student may need the freedom to choose his or her own keywords when studying vocabulary.<sup>19</sup>

#### **d. Teaching Vocabulary by Using Keyword Method**

1) Pre Teaching

Before starting the lesson about vocabulary, firstly the teacher gives greetings for students and prepare the students for studying and follow in teaching learning process. The teacher instruct to students for praying before starting the lesson and check the students' attend list. Next,

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<sup>17</sup>Aurelia, [www.mempowered.com/strategies/using-keyword-method-learn-vocabulary.pdf](http://www.mempowered.com/strategies/using-keyword-method-learn-vocabulary.pdf) , accessed on Monday 05<sup>th</sup> December 2016 at 21.30 p.m

<sup>18</sup>Justin, [www.mempowered.com/strategies/keyword-method.pdf](http://www.mempowered.com/strategies/keyword-method.pdf), accessed on monday 05 december 2016, at 22.00 a.m

<sup>19</sup>Danielle, The Keyword Method-a study of vocabulary acquisition in fifth grade.pdf- accessed on 11 October 22017

teacher gives the explanation to students about lesson plan , about standard competence that have to master the students, about basic competence that have to know the students, the indicators, and also about the method that teacher's use when teaches vocabulary.

## 2) While Teaching

When teaching learning process, the teacher gives the treatment to students about learning vocabulary by using keyword method. Where in keyword method there are 3 procedures. Where in the first procedure is recoding, the teacher selects a keyword, a familiar word that sound similar to the vocabulary word or term the students must learn. This word need to be concrete so that the student can easily picture it. Next relating, the teacher must relate the keyword to the information, this typically done using an image that shows the keyword method interacting with the information to be recalled. The last retrieving, the student must be able to retrieve the information when needed. To do this, the teacher often needs to teach the student a retrieval path and have the student practice it several times.

### 3) Post Teaching

After giving treatment to students, the teacher ask to students how their feeling after teaching vocabulary by using keyword method. Is there any significant effect after using keyword method or not.

## 3. Conventional Method

### a. Definition of Conventional Method

Conventional method is the method or the way usually used by the teachers to teach the material to students. It means that the teacher usually gives all of the explanation of the materials or it is a teacher centered in classroom. In other word, teacher as controller, director, manager, facilitator, and recourse for students in teaching learning process.

Conventional method is a traditional way that is used by a teacher in teaching and learning process. Conventional method is the method or the way that usually used by the teachers to teach the text to students.<sup>20</sup> According to Hudson that conventional method is the method used by the teachers based on mutual agreement in a school.<sup>21</sup> So, the researcher concludes that conventionalmethod is the method used by a teacher in common ways.

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<sup>20</sup>JhonDeriden. Conventional Strategy, retrieved from: <http://www.britania.com/EBchecked/topic/421797/nuclear-strategy/52993/conventional-strategy.pdf>, accesed on 05<sup>th</sup> september2017 at 10.00 a.m.

<sup>21</sup>Hudson, The Meaning of Conventional Strategy, retrieved from: <http://www.conventional-strategy/topic/54372-strategy.pdf>, accesedon 05<sup>th</sup> september 2017 at 10.15 a.m.

### **b. The Purpose of Conventional Method**

There are two purposes of conventional (lecture) method, they are:

1. To convey a subject matter is logically arranged, and irrelevant material or subject matter is avoided.
2. As the curriculum is design by the teacher, it become easy to achieve the desired goals by teacher.<sup>22</sup>

The two purposes are the first important in lecturer method or teacher-centered, in this method, the teacher is centered in learning process. This method students to find a subject matter a material through a teacher.

In addition, Gattegno says that there are three purposes of Conventional (lecture) method, they are:

- 1) To convey the information or material in teaching learning process.
- 2) To increase the students' knowledge and language from teaching learning process in classroom.
- 3) To explain the subject matter or material based on design by teacher in clearly.<sup>23</sup>

Based on the quotations above, it can be concluded that the conventional or lecture teaching method is oldest (traditional) teaching strategy applied in educational institution. This teaching method is one way to communicate the information or subject matter by teacher with lecturing in teaching learning process.

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<sup>22</sup>Hudson, The Meaning of Conventional Teaching (Online), (<http://www.conventional-strategy/topic/54372-strategy>), Accessed on 05<sup>th</sup> september, 2017 at 11.15 a.m.

<sup>23</sup>Caleb Gattegno. *Teaching Foreign Language in Schools*, (New York: Educational Solution, 1972), p.136.

### c. The Procedure of Conventional Method

There are some procedure of conventional method. There are some steps needed to attention before teaching in the classroom, those are:

1. Preparation
  - a. To formulate the objectives to be achieved.
  - b. Determine the main points of the material will be explain.
  - c. Preparing tools.
2. Implementation Phase
  - a. Steps Opening
    - i) Make sure that students understand the objectives to be achieved.
    - ii) Do a persepsi step, that is step linking the subject matter and the subject matter that will be delivered.
  - b. Steps Presentation
    - i) Maintain continuous eye contact with students.
    - ii) The use of communicative language and easily digestible students.
    - iii) Present learning materials in systematic, no bounding to be easily captured by the students.
    - iv) Respond to immediate students responses.
    - v) Keep the class conducive and exciting to learn.
3. Steps Ending or Closing
  - a. Guide students to draw conclusion or summarize the subject matter.
  - b. Stimulate students to be able to respond or provide some sort of review of the learning materials that have been submitted.
  - c. Conduct an evaluation to determine the students ability to master the learning material that had just delivered<sup>24</sup>.

According to Kiki, the procedure of conventional method are:

1. Preparation
  - a. Formulate goals to be achieved.
  - b. Determine the main points of the material to be explain.
  - c. Prepare tools
2. Implementing Phase
  - a. Step opening

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<sup>24</sup>Andreas Prime, Steps Implementing Teaching Method, Available at <http://materiinside/2014/12/langkah-melaksanakan-metode-ceramah.html>, accessed on 05<sup>th</sup> september 2017 at 12.00 a.m

Step opening of the lecture method is a step that determines success or failure in the implementation of a lecture. In practice there are things that must be considered. First, make sure the students to be able to understand what purpose will be achieved. Second, do the apersepsi combining the subject matter and the subject matter that will be delivered.

b. Step presentation

This stage is the core of the lecture method. Teachers must deliver learning materials by either using sentences easily understood.

3. Step ending or closing

Lecture method should be closed so that learning materials are already understood and mastered by the student does not fly everywhere<sup>25</sup>.

Based on the explanation above, the procedures of conventional method can divided by two, those are : the first is preparations, in preparations teacher open class with formulate the objectives to be achived, determine the main points of the material will be explain, preparing tool. The second procedure is implamantation phase, the teacher gives and explain material, the teacher give the students exercises, the students answer the question, the teacher and the students discuss the answer of the question.

**b. Advantages and Disadvantages of Conventional Method**

The are some advantages of conventional teaching. According to Dodik the advantages of conventional teaching are:

1. Teacher easily master classes.
2. Easy to organize the seating /class
3. Can be followed by a large number of students.

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<sup>25</sup> Kiki Amelia, Langkah-langkahMenggunakanMetodeCeramah, Avaiable at <http://lagibelajargoblog./2015/01/langkah-langkah-menggunakan-metode.html>,accessed on,05<sup>th</sup> september 2017 at 12.30 a.m

4. Easy to prepare and implement them.
5. Master's easy to explain the lesson well.
6. More economical in terms of time.
7. Provide opportunities for teachers to use their experience, knowledge and wisdom.
8. Can use comprehensive teaching materials.
9. Helping students to hear accurately.
10. If used correctly it will be able to stimulate and increase student interest in the academic field.
11. Can strengthen students' reading and learning from some other source.<sup>26</sup>

Then, According to Andrean, the advantages of conventional method are:

- 1) Conventioanl is a method that is cheap and easy.
- 2) Conventional can present subject matter is broad.
- 3) Conventioanl can provide material points which need to be highlighted.
- 4) Through convention teachers can control the state of the class, because class is the responsibility of who teachers explian.
- 5) Class organization by using conventional can be set to be more simple.<sup>27</sup>

Based on the explanation above, the researcher can be concluded the advantages of conventional method are eiser for tearcher master the class, the teacher can control the state of the class, the focus of students just for teacher, and helping students to hear accurately.

The disadvantages of conventionalmethod, Andrean says:

1. Material held by students from the explanations will be limited to controlled teachers.

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<sup>26</sup>Dodik HeruSetiawan, Defenition, Adventages and Disadvantages Lecture Method, Avaible at <http://zonainfosemua./2011/01/pengertian-kelebihan-dan-kekurangan.html> accessed on, 06<sup>th</sup> september,2017 at 10.15 a.m

<sup>27</sup>AndreanPrime,Defenition, Adventages and Disadvantages Lecture Method, avaible at <http://materiinside.co.id/2014/12/pengertian-kelebihan-kekurangan-metode-ceramah.html> accessed on 06<sup>th</sup>september 2017 at 11. 00 a.m)

2. Conventional are not accompanied by demonstrations could lead to the occurrence of verbal;
3. Teachers who lack the ability to speak good, conventional often regarded as tedious method;
4. Through Conventional, it is very difficult to know whether all the students already understand what is being described or not.<sup>28</sup>

Then, disadvantages of conventional method, according to Dodikthere are:

1. Easy to be verbal.
2. The visual into a loss, and the auditory (listening) are actually received.
3. When are always used and are used can make bored.
4. The success of this method depends heavily on who is using it.
5. Tend to make students passive.<sup>29</sup>

Based on the explanation above, it can be concluded the disadvantages of conventional method are easy for students boring in class, make students lazy, very difficult to know whether all the students already understand what is being described or not.

Based on the explanation above, conventional method is a teaching without media, technique, strategy, approach. The teachers just explain the material with lecture method, then teacher gives material, the teacher give the students exercises, the students answer the question, and the last teacher and the students discuss the answer of the question.

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<sup>28</sup>*Ibid*, accessed on 06 september 2017 at 11.00 a.m

<sup>29</sup>*Ibid*, accessed on 06<sup>th</sup> september, 2017 at 10.15 a.m

## B. Review of Related Findings

Beside of the theory study above. The researcher found some research in studying vocabulary with some kinds method. First, the research was done in MTs N 2 Padangsidempuan at eight grade. Her name is Nurhanisah, with the researcher's title "Increasing Students' Vocabulary Through Cooperative Learning Type TPS ( Think Pair Share ) At Eight Grade MTs N 2 Padangsidempuan". She is succeed in trying this technique. She gave students two cycles.<sup>30</sup> It seen from the result the increasing score from 48% of mean score to 85%.

Secondly, a thesis by ParidaSiregar in State Collage for Islamic Studies Padangsidempuan 2008. Her thesis about "Improving Students' Vocabulary Mastery Through Collaborative Learning Method". She is success in trying this method with gave two test to her students with high score.<sup>31</sup> It seen from the result the improving the mean score 78.87 has been demonstrated > 75%.

The last, a thesis by Wirda Halwi with the title "Improving Graade V Students' Vocabulary Mastery Using Antonyms and Synonyms". She is succeed tried this method with gave her students two cycles with high score.<sup>32</sup> From 48,21 to 56, and 50 is "t" calculated was -22,5 with 45 degree of freedom.

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<sup>30</sup>Nurhanisah , Improving Students' Vocabulary Through Cooperative Learning Type TPS ( Think Pair Share ) At Eight Grade MTs N 2 Padangsidempuan ( *Unpublished Thesis* : IAIN Padangsidempuan, 2015)

<sup>31</sup>ParidaSiregar, Improving Students' Vocabulary Mastery Through Collaborative Learning, ( *Unpublished Thesis* : STAIN Padangsidempuan, SMA N 1, 2008)

<sup>32</sup>WirdaHalwi, Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms" ( *Unpublished Thesis* : STAIN Padangsidempuan, 2013)

### **C. The Conceptual Framework**

Based on the theoretical review and review of related findings, the researcher arrive at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities derive from the students and teacher. Therefore, mostly the success of the students in learning English should be determined by themselves. Beside the students study English at the school, they should study in out of the school, such as at home or course in the other place. Its purpose is to repeat again what they are getting at the school from the teacher to recognize or memorize the material and to deepen the material that given by the teacher at the school.

Vocabulary is very important in learning English especially for students. Vocabulary is a bridge to master skills in English. The students must be mastered vocabulary first before they want to master other skills because it will help them in speaking, listening, reading and writing. So that in teaching English has many problems that occur on students at MTsNegeri Batangtoru, such as the students' vocabulary unsatisfactory, the students still use their mother tongue and combine with Indonesian language when they study English also teacher's method is less suitable in teaching English. Therefore the method that can be used is keyword method. The researcher describes the conceptual framework as follow:

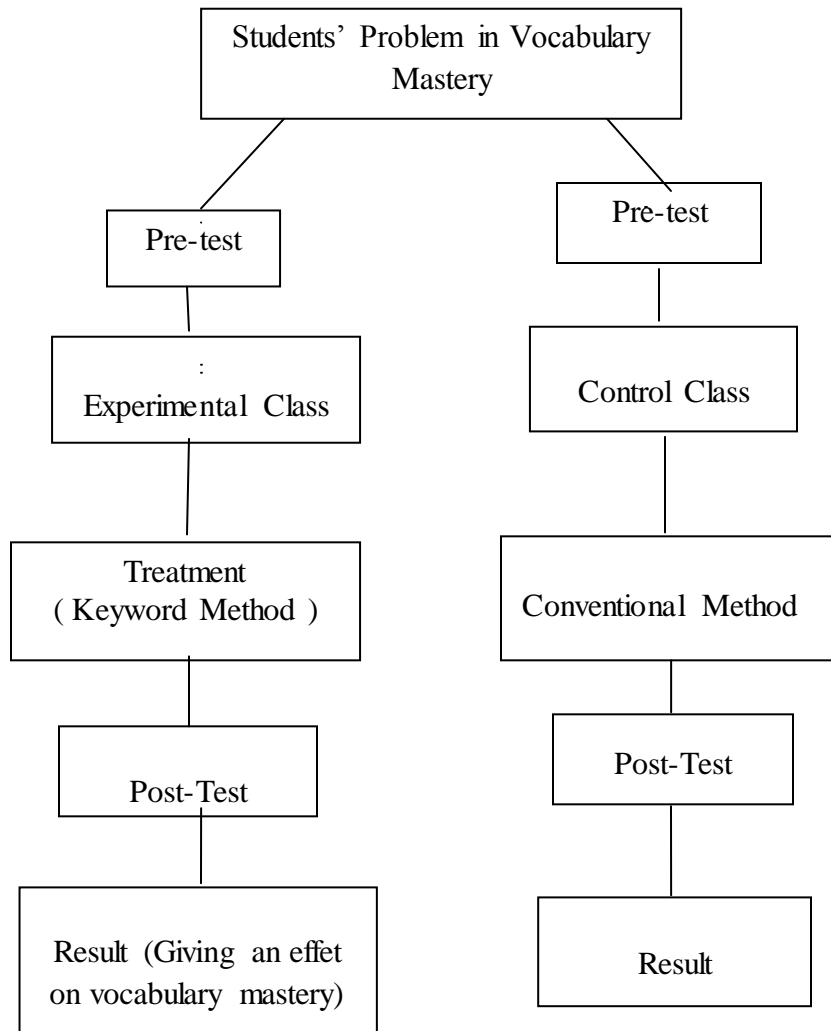


Figure 2. Conceptual Framework

#### D. Hypothesis

Hypothesis is a conventional result of research. The hypothesis of this research are:

1. There is the positive effect of keyword method on students' vocabulary mastery at grade VIII MTs Negeri Batangtoru( $H_a$ ).  $\mu_1 > \mu_2$
2. There is no positive effect of keyword method on students' vocabulary mastery at grade VIII MTsNegeri Batangtoru ( $H_0$ ).  $\mu_1 = \mu_2$

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

The location of this research in MTs Negeri Batangtoru. It was located on Flamboyan Street, Batangtoru. It was about 200 meters from the roadside to insides.

This research havedonefrom 07<sup>th</sup> November 2016 up to 11 December 2017.

#### B. Research Design

The kind of this research is quantitative research with experimental method. Experimentalmethod is a method with a purpose to find the effect of one or more variables to the other variable.

Creswell says, “Experimental research included the experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized.”<sup>1</sup>

From the definition above, it can be concluded that the experiment is kind of research that have aim to know the causal effect relationship between one or more variable to the other variable.

In this research, the researcher chose two classes as experiment class and control class. For the experiment class, they taught by using keywordmethod as

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<sup>1</sup>Jhon Creswell, *Research Design Qualitative, Quantitative and MixedMethods Approaches Second Edition*, USA: Prentice Hall, 2000, p. 14.

a treatment. Meanwhile the class as control class taught by using conventional method or without treatment. The research design of this research can be seen in the following table:

**Table 1. Pretest-Posttest Control Group Design**

R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>		O <sub>4</sub>

Notes:

R = the sample of the research

O<sub>1</sub> = pretest in experimental class

O<sub>2</sub> = posttest in experimental class

X = treatment

O<sub>3</sub> = pretest in control class

O<sub>4</sub> = posttest in control class<sup>2</sup>

## C. Population and Sample

### a. Population

Gay and Airasian stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.<sup>3</sup> Besides it, IbnuHadjar stated that population is the big group of individual that have the same general characteristics.<sup>4</sup> Burhan stated

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<sup>2</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 76

<sup>3</sup>L.R. Gay and Peter Airasian, *Educational Research for analysis and application*, America: Prentice Hall, 1992, p. 122.

<sup>4</sup>IbnuHadjar, *Dasar-dasar Metodologi Penelitian Kwantitatif dalam Pendidikan*, Jakarta: PT Raja Grafindo Persada, 1999, p. 133.

that population is all of the objects that become the target of the research.<sup>5</sup> It means that the population of this research was all of the VIII classes of MTs Negeri Batangtoru. It consisted of 5 classes with 163 students. It can be seen in the following table:

**Table 2. The Population of the Grade VIII Students in MTs Negeri Batangtoru**

No	Class	Students
1	VIII-1	30
2	VIII-2	32
3	VIII-3	35
4	VIII-4	32
5	VIII-5	34
TOTAL		163

Source: School Administration Data of MTs Negeri Batangtoru

#### **b. Sample**

Sample is part of the population to be given the treatment or test. According to Gay and Airasian, sample comprises the individuals, items or events selected from a larger group referred to as a population.<sup>6</sup>

In this research, the researcher chose two classes as a sample. They are divided into experiment class and control class. The researcher used random sampling to take the sample. Random sampling was the process of selecting a

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<sup>5</sup>Burhan Bungin, *Metodologi Penelitian Kuantitatif*, Jakarta: Kencana, 2006, p. 99.

<sup>6</sup>*Ibid*, p. 121.

sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.<sup>7</sup>

So, the researcher's reason used random sampling technique was because of all the samples have the same chance to be chosen and it was the best single way to obtain a representative sample.

Then, the researcher used the trick to take the sample using a lottery technique of taking random sampling. All the populations or all the grade VIII classes are folded, then, the researcher shaked them. After that, the researcher took 2 folded classes. To know the homogeneity of the samples, researcher used homogeneity and normality test.

#### 1. Normality Test

Normality test was used to know whether the data of research was normal or not. To know the normality, the researcher used *Chi-Quadrate* formula. The formula is as follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Chi-Quadrate

$f_o$  = Frequency is gotten from the sample/result of observation (questioner).

$f_h$  = Frequency is gotten from the sample as image from frequency is hoped from the population.

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<sup>7</sup>*Ibid*, p. 123.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result  $x^2_{\text{count}} < x^2_{\text{table}}$ . So, it can be concluded that data is distributed normal.<sup>8</sup>

## 2. Homogeneity Test

Homogeneity test used to know whether control class and experimental class have the same variant or not. If both classes were same, it can be called homogenous. To find the homogeneity, the researcher used *Harley test*. The formula is as follow:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

Hypotheses is accepted if  $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if  $F_{(count)} \geq F_{(table)}$

It determined with significant level 5% (0.05) and dk numerator was ( $n_1 - 1$ ), while dkdetominators is ( $n_2 - 1$ ).<sup>9</sup>

## D. Definition of OperationalVariables

Based on operational variables, the meaning of keyword method and vocabulary are detailed below:

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<sup>8</sup>AgusIrianto, *StatistikKonsepDasardanAplikasinya*. (Jakarta: Kencana, 2009), p. 276.

<sup>9</sup>*Ibid*, p. 276.

### 1. Keyword Method

Keyword method is one of methods to teach vocabulary, where in keyword method students will easy to remember the new vocabulary because combines between sound and images in the new language.

### 2. Vocabulary

Vocabulary is students' knowledge about the words with the meaning of the words.

### **3. Instrument of Collecting Data**

Instrument was a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher used a test. The test measures the current status of individuals on school-taught subject.

The test that is used in this research was essay test. In this research, before validity the test consist of 100 questions, where 50 for pre-test and 50 for post-test. The researcher used students as participant. In doing test, the researcher as an observer then controled all the students when done this test and the students involve this research.

**Table 3. The Indicators of Vocabulary Pre-Test**

<b>No</b>	<b>Indicator</b>	<b>Topic</b>	<b>Number of Items</b>	<b>Item</b>	<b>Score Per Item</b>	<b>Total Score</b>
	identify the definition of words	The name of things	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25	<b>25</b>	<b>2</b>	<b>50</b>
	Identify the pictures	(School and house appliance)	26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50	<b>25</b>	<b>2</b>	<b>50</b>
<b>TOTAL</b>				<b>50</b>		<b>100</b>

**Table 4. The Indicators of Vocabulary Post-test**

<b>No</b>	<b>Indicator</b>	<b>Topic</b>	<b>Number of Items</b>	<b>Item</b>	<b>Score Per Item</b>	<b>Total Score</b>
	identify the definition of words	The name of things	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25	<b>25</b>	<b>2</b>	<b>50</b>
	Identify the pictures		26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50	<b>25</b>	<b>2</b>	<b>50</b>
<b>TOTAL</b>				<b>50</b>		<b>100</b>

#### 4. Validity and Reliability Instrument

##### a. Validity

Gay and Airasian stated that validity is the most important characteristic a test or measuring instrument can possess.<sup>10</sup>

In this research, the researcher used construct validity. Construct validity is determined by expert judgment of item and sample validity.

The test is consisted of 100 questions of essay test questions. It was divided into two groups: 50 for pre-test and 50 for post-test.

To know the validity of the each questions were refer to list  $r$  biserial with  $r_t$  in 5% significant: 0, 396 and 1% significant: 0, 463. So, if  $r_{count} > r_{table}$  the test is classified valid.

To get the validity of the test, the formula of  $r$  point biserial can be used as follow:

$$R_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

- $r_{pbi}$  : coefficient item validity
- $M_p$  : mean score
- $M_t$  : mean score of the total score
- $SD_t$  : Standard Deviation of the total score
- $p$  : Presentation of the right answer of the item tested validity.
- $q$  : Presentation of the wrong answer of the item tested validity.<sup>11</sup>

<sup>10</sup>*Opcit*, p. 161.

<sup>11</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 2008, p. 258

## b. Reliability

Reliability was the degree of accuracy or precision in the measurements made by a research instrument. An instrument of the research must be reliable. A reliable test was consistent and dependable.<sup>12</sup> Reliability of an instrument can be found by using K-R 20 formula.<sup>13</sup> The formula is as follow:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Where:

$R_{11}$ : Reliability of the Instrument

N: Total of Question

$S_t^2$ : Variants Total

$p$ : Proporsi Subject who is right Answer(1)

N

$q$ : Proporsi Subject who is Wrong Answer (0)

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR-20.

## 5. Procedures of Data Collection

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

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<sup>12</sup>H. Douglas Brown, *Language Assessment, principles and classroom practices*, San Fransisco State University: Longman, 2004, p. 20

<sup>13</sup>SuharsimiArikunto, *ProsedurPenelitian*, Jakarta: RinekaCipta, 1998, p. 182

**a. Pre-test**

It was a test that was given before doing the treatment to the students. It needed to know the students' ability in experiment and control class before the researcher gave the treatment to experiment class. It was also used to find out the homogeneity and normality level of the sample. The researcher used some steps in giving pre-test. They are:

- 1) The researcher prepared the test that would be filled by the students. It consisted of 50 questions.
- 2) The researcher distributed the test paper to both class; experiment and control class.
- 3) The researcher explained what the students need to do.
- 4) The researcher gave the times to the students to answer the questions.
- 5) The researcher collected the test paper.
- 6) The researcher checked the answer and counts the students' score.

**b. Treatment**

After giving the pre-test, the researcher gave treatment to students. The experimental class received the treatment taught by using keyword method and control class taught by using conventional method.

### c. Post-test

It was a test that was given after the researcher gave the treatment to experiment class. It used to know the difference score of experiment and control class and the effect of treatment, whether it has an effect or not. The researcher used some steps in giving post-test. They are:

- 1) The researcher prepared the test that will be filled by the students. It consists of 50 questions.
- 2) The researcher distributed the test paper to both class; experiment and control class.
- 3) The researcher explained what the students need to do.
- 4) The researcher gave the times to the students to answer the questions.
- 5) The researcher collected the test paper.
- 6) The researcher checked the answer and counts the students' score.

## 6. Technique of Analyzing Data

The techniques of analyzing data that was used by the researcher are:

### a. Scoring Technique

To know the score, the researcher used the steps were:

- 1) Total maximal score is 100
- 2) True answer will be given 4 score and false answer not give the score. Total score  $4 \times 25 = 100$

$$3) \text{ Maximal score} = \frac{\text{total of true answer}}{\text{total of test}}$$

## b. Requirement test

### 1) Normality test

To know the normality, the researcher used *Chi-Quadrate* formula.

The formula is as follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Chi-Quadrate

$f_o$  = Frequency is gotten from the sample/result of observation (questioner).

$f_h$  = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi-Quadrate, it used significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 3 ( $dk = k - 3$ ). If result  $x^2_{\text{count}} < x^2_{\text{table}}$ . So, it could be concluded that data was distributed normal.

### 2) Homogeneity Test

To find the homogeneity, the researcher used *Harley test*. The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if  $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if  $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if  $F \leq F_{\frac{1}{2}} a(n_1, 1)$  ( $1 = n_2 - 1$ ), while if  $F_{count} > F_{table}$  hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was  $(n_1 - 1)$ , while dkdetominators is  $(n_2 - 1)$ .

### c. Hypothesis test

Hypothesis was the provisional result of the research. So, the researcher needed to analyze the data which have been divided into two groups: experiment class and control class.

Before analyzing the data to find the hypothesis, the researcher will calculate the normality and homogeneity of the post-test. It was used to know whether the data was normal and homogenous or not. If the data was normal and homogenous, the formula that must be used to test hypothesis was t-test. The formula is as follow:<sup>14</sup>

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t: the value which the statistical significanc

$\bar{X}_1$ : the average score of the experimental class

$\bar{X}_2$ : the average score of the control class

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<sup>14</sup>Sugiyono, *Statistika untuk Penelitian*, Bandung: Alfabeta, 2006, p. 138.

$s_1^2$ : deviation of the experimental class

$s_2^2$ : deviation of the control class

$n_1$ : number of experimental

$n_2$ : number of control class

But if the data was not normal and homogenous, the formula that must be used to test hypothesis was Chi-Quadrate. The formula is as follow:<sup>15</sup>

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Chi-Quadrate

$f_o$  = Frequency is gotten from the sample/result of observation (questioner).

$f_h$  = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k - 3$ ). If result  $x^2_{count} < x^2_{table}$ . So, it can be concluded that data is distributed normal.

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<sup>15</sup>*Ibid*, p. 85.

## CHAPTER IV

### RESULT OF THE RESEARCH

To analyze the data, the researcher has collected data through giving a test, they were: pre-test and post-test in the both classes, experimental class and control class. To find out the effect of using keyword method on students' vocabulary mastery at grade VIII of MTs Negeri Batangtoru. The researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

#### A. Description of Data

##### 1. Description of Data before Using Keyword Method

###### a. Score of Pre-Test Experimental Class

In pre- test experimental class, the researcher calculated the result that got by the students in answering the essay test. The scores pre-test experimental class could be seen in the following table.

**Table 5. The Score of Experimental Class in Pre-test**

Total	1333
Highest score	79
Lowest score	33
Mean	55.62
Median	54.89
Modus	53
Range	46
Interval	9
Standard deviation	11.43
Variant	3170.23

Based on the table above the total score of experimental class in pre test was 1333, mean was 55.62, standard deviation was 11.43, variants was 3170.23, median was 54.89, range was 46, modus was 53, interval was 9.

The researcher got the highest score was 79 and the lowest score was 33. It can be seen on Appendix 18. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 6. Frequency Distribution of Experimental Class (Pre-test)**

No	Interval	Mid Point	F	Percentages
1	36 – 44	40	5	20.83 %
2	45 – 53	49	7	29.16%
3	54 – 62	58	5	20.83%
4	63 – 71	67	4	16.66%
5	72 – 80	76	3	12.5 %
<i>i</i> = 9			24	100%

From the table above, it can be concluded that the most students are in interval 45 – 53 (7 students/29.16%). The least of students is 72 – 80 (3 students/12.5%). Clear description of the data is presented in histogram on the following figure:

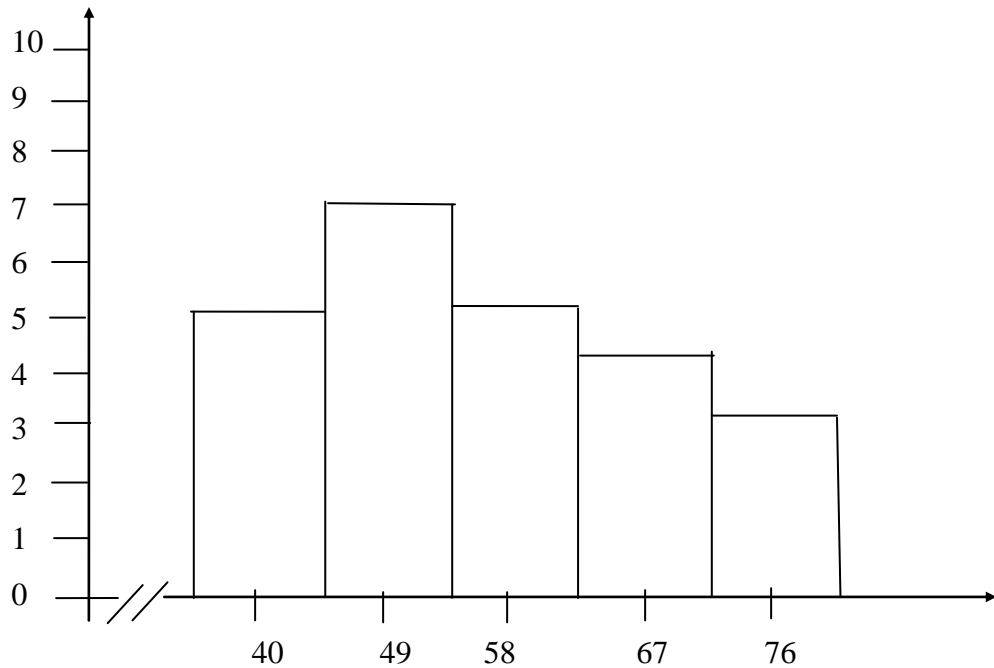


Figure 1: Histogram Results Score of the Students' Vocabulary Mastery in Experimental Class in Pre test.

Based on the histogram above, the frequency of students' score from 36 up to 44 was 5; 45 up to 53 was 7; 54 up to 62 was 5; 63 up to 71 was 4; 72 up to 80 was 3.

#### **b. Pre-test Score of Control Class**

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering essay test. The score of pre-test control class can be seen in the following table:

**Table 7. The Score of Control Class in Pre-Test**

Total	1247
Highest score	74
Lowest score	30
Mean	53.22
Median	53.49
Modus	51.46
Range	44
Interval	9
Standard deviation	11.60
Variant	3281.49

Based on the table above the total score of control class in pre-test was 1247, mean was 53.22, standard deviation was 11.60, variant was 3281.49, range was 44, interval was 9, median was 53.49, and modus was 51.46. The researcher got the highest score was 74 and the lowest score was 30. It can be seen on appendix 19. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

**Table 8. Frequency Distribution of Control Class (Pre-Test)**

No	Interval	Mid Point	Frequency	Percentages
1	30 – 38	34	3	13.63%
2	39 – 47	43	4	18.18%
3	48 – 57	52	6	27.27%
4	58 – 66	62	5	22.72%
5	67 – 75	71	4	18.18 %
<i>i</i> =9			22	100 %

From the table above, it can be concluded that the most students are in interval 48 – 57 (6 students/27.27%). The least of students is 30 – 38 (3 students/13.63%). Clear description of the data is presented in histogram on the following figure:

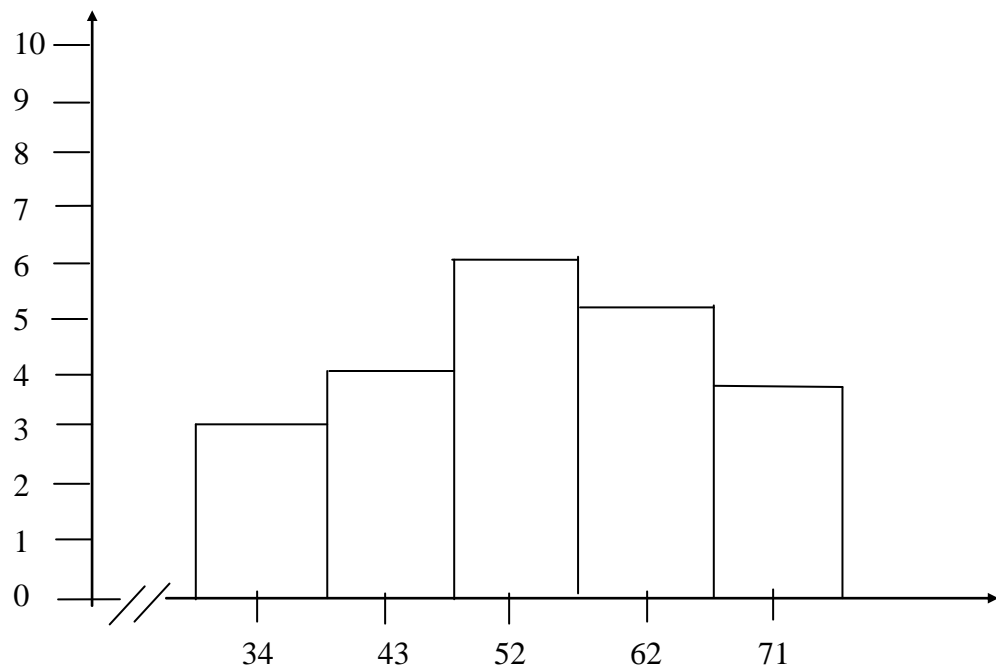


Figure 2: Histogram Score Result of the Students' Vocabulary Mastery in Control Class in Pre test.

Based on the histogram above, the frequency of students' score from 30 up to 38 was 3; 39 up to 47 was 4; 48 up to 57 was 6; 58 up to 66 was 5; 67 up to 75 was 4.

## 2. Description of Data After Using Keyword Method

### a. Score Post- Test of Experimental Class

The calculation of the result that had been gotten by the students in answering the essay (test) after the researcher did the treatment by using keyword method can be seen in the following table:

**Table 9. Score of Experimental Class in Post Test**

Total	1960
Highest score	94
Lowest score	60
Mean	82.62
Median	82.66
Modus	80
Range	34
Interval	7
Standard deviation	7.763
Variant	6891.26

Based on the table above the total score of experiment class in post-test was 1960, mean was 82,62, median was 82.66, modus was 80, range was 34, interval was 7, standard deviation was 7.763, varians was 6891.26. the rsearcher got the highest score was 94 and the lowest score was 60. The calculation can be seen on the appendix 20. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 10. The Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	91 – 97	94	4	16.66%
2	84 – 90	87	7	29.16%
3	77 – 83	80	9	37.5%
4	70 – 76	73	2	8.33%
5	60 – 69	63	2	8.33%
<i>i = 7</i>			24	100%

Based on the table above, it can be drawn at histogram as follow :

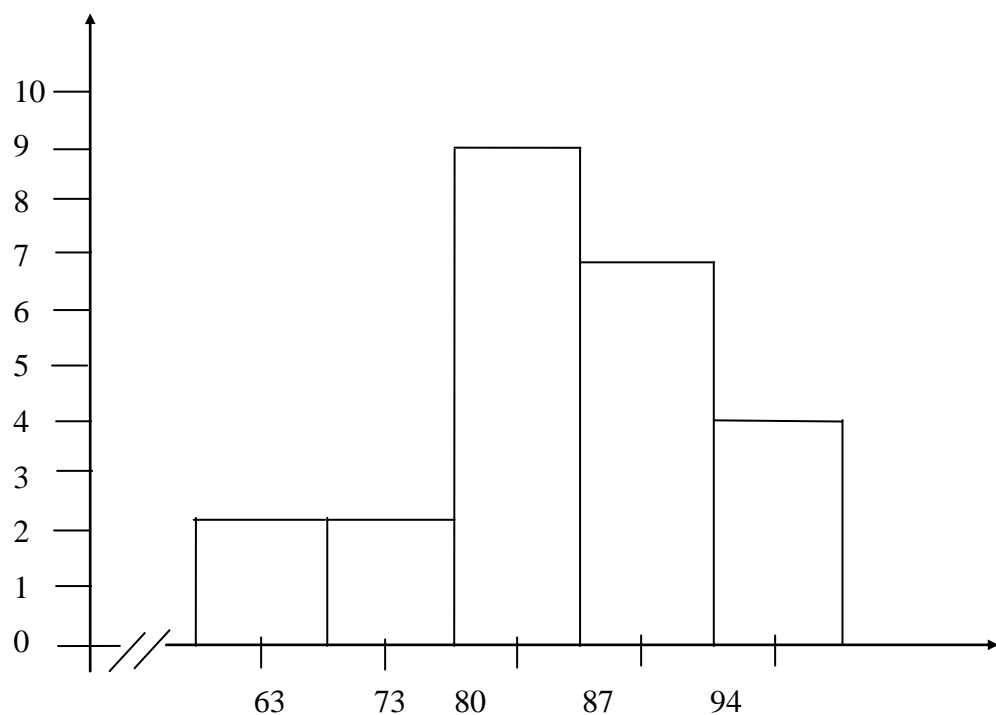


Figure 3: Histogram Score Result of the Students' Vocabulary Mastery by Using Keyword Method in Experimental Class Post Test.

Based on the figure above, the frequency of students' score from 60 up to 69 was 2; 70 up to 76 was 2; 77 up to 83 was 9; 84 up to 90 was 7; 91 up to 97 was 4. Then, the interval which had highest

frequency was 77 – 83(9 students) and the interval which had lowest frequency was 60 – 69 (2 students).

#### b. Score of Control Class in Post Test

As the control class, the researcher took class VIII-3. The result that had been gotten by the students in answering essay(test) after the researcher taught the vocabulary by using conventional method can be seen in the following table:

**Table 11. The Score of Control Class in Post-Test**

Total	1760
Highest score	84
Lowest score	50
Mean	68.58
Median	67.70
Modus	67.50
Range	34
Interval	7
Standard deviation	7.588
Variant	5224.79

Based on the above table the total score of control class in post-test was 1760, mean was 68.58, standard deviation was 7.588, variant was 5224.79, median was 67.70, range was 34, modus was 67.50, and interval was 7. The researcher got the highest score was 84 and the lowest score was 50. It can be seen on appendix 21. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

**Table 12. Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	78 – 84	81	4	18.18%
2	71 – 77	74	3	13.63%
3	64 – 70	67	10	45.45%
4	57 – 63	60	4	18.18%
5	50 – 56	53	1	4.54%
<i>i = 7</i>			22	100%

For the clear description of the data, the researcher presents them in histogram on the following figure:

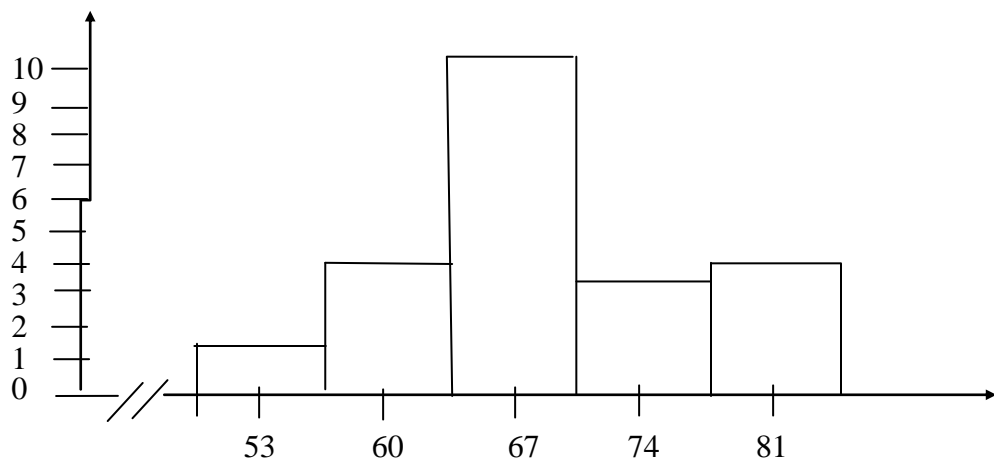


Figure 4: Description of Control Class (Post-Test)

Based on the figure above, the frequency of students' score from 50 up to 56 was 1; 57 up to 63 was 4; 64 up to 70 was 10 ; 71 up to 77 was 3; 78 up to 84 was 4. Then, the interval which had highest frequency was 64 – 70(10 students) and the interval which had lowest frequency was 50 – 56 (1 student).

### 3. Description of the Data Comparison between Pre-Test and Post-Test of Control Class and Experiment Class

#### a. The Comparison Data between Pre-test and Post-test of Experimental Class

In pre test, the researcher did not apply treatment to experimental and control class. By giving pre test to both of classes, the researcher knew the students' vocabulary mastery before giving the treatment.

Based on the description data in pre test of experimental and control class, there was comparison score between pre-test experimental class before and after gave a treatment by using keyword method . It can be seen in the following table:

**Table 14**  
**The Comparison Score of Students' Vocabulary Mastery in Pre-test and Post-test (Experimental Class)**

<b>VIII-2 (EXPERIMENTAL CLASS)</b>			
<b>No.</b>	<b>The Initial Name of Students</b>	<b>Score</b>	
		<b>Pre-test</b>	<b>Post Test</b>
1	AYH	75	65
2	ASR	68	80
3	AF	50	80
4	AH	50	77
5	AA	55	79
6	AML	48	90
7	AS	44	85
8	CA	57	80
9	DA	60	94
10	DE	60	90
11	DS	70	75
12	ES	40	60

13	FH	62	78
14	FA	48	92
15	HA	35	77
16	IR	33	70
17	JA	50	82
18	LM	57	90
19	MJ	68	92
20	MR	79	92
21	NA	50	82
22	NH	74	85
23	PM	40	85
24	RAM	64	84
<b>Total Score</b>		<b>1333</b>	<b>1964</b>

From the table above, it can be concluded that the highest score in pre-test experimental class was 79 (1 student) and the lowest score was 33 (1 student), meanwhile the highest score in post-test was 94 (1 student) and the lowest score was 60 (1 student).

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

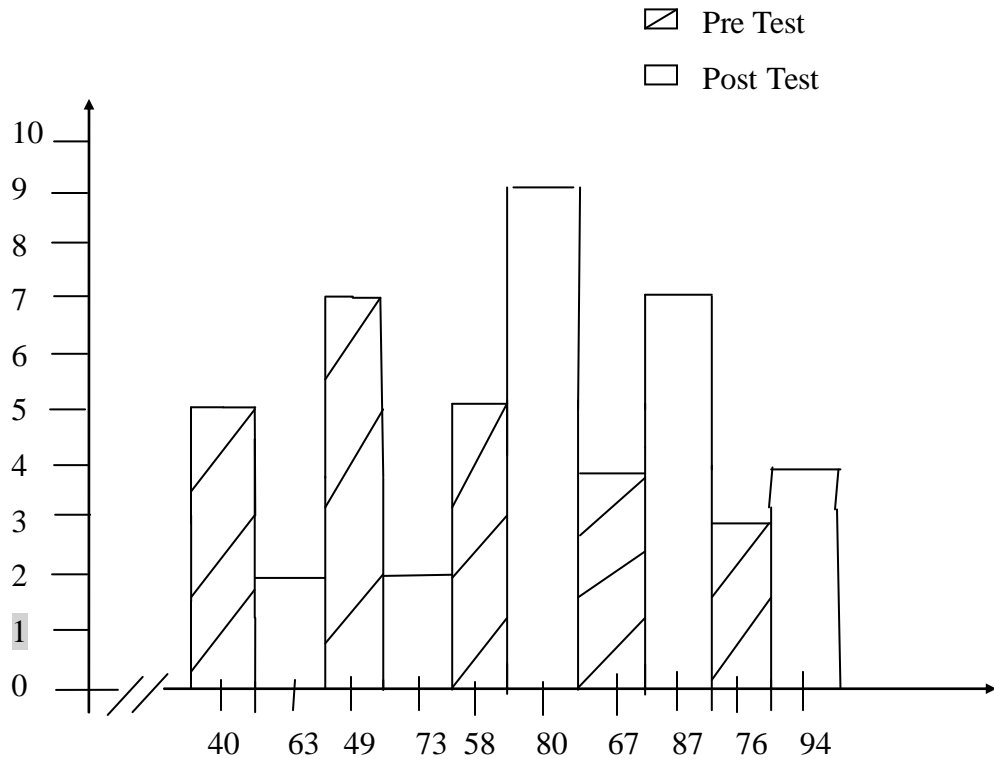


Figure 5: Histogram Results Score of Comparison of the Students' Vocabulary Mastery in Experimental Class in Pre test and Post Test

**b. The Comparison Data between Pre-test and Post-test of Control Class**

Based on the description data in pre-test and post-test of control class, there was the comparison score between pre-test control class before and after gave a treatment by using Conventional Method. It can be seen in the following table:

**Table 15**  
**The Comparison Score of Students' Vocabulary Mastery**  
**in Pre-test and Post-test (Control Class)**

		<b>VIII-3</b> <b>(CONTROL CLASS)</b>	
<b>No.</b>	<b>The Initial Name of Students</b>	<b>Score</b>	
		<b>Pre-test</b>	<b>Post- test</b>
1	AG	35	56
2	AIS	55	60
3	AA	50	60
4	AAR	64	70
5	AA	52	65
6	AM	60	80
7	DS	45	70
8	DPS	42	63
9	DREH	55	75
10	EP	60	70
11	FR	40	70
12	FZ	45	75
13	HP	65	75
14	IPSH	65	84
15	JH	38	80
16	MH	69	75
17	MS	57	84
18	MA	35	70
19	MB	50	65
20	NK	74	60
21	RA	70	70
22	SS	74	68
<b>Total Score</b>		<b>1247</b>	<b>1760</b>

From the table above, it can be concluded that the highest score in pre-test control class was 74 (2 students) and the lowest score was 35 (2 students), meanwhile the highest score in post-test was 84 (2 students) and the lowest score was 56 (1student).

For the clear description of the data, the researcher presents them in histogram on the following figure:

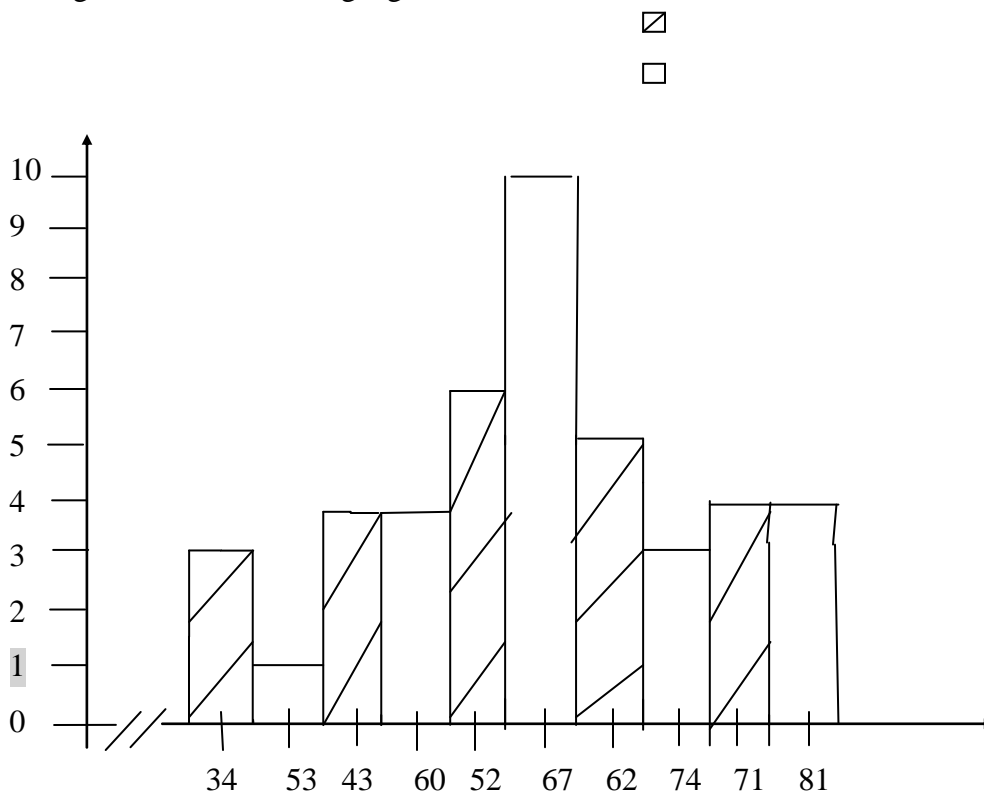


Figure 6: Histogram Results Score in Comparison of the Students' Vocabulary Mastery in Control Class in Pre test and Post Test

### c. The Comparison Data between Post-test by Using Keyword Method and Conventional Method

By giving pre test to both of classes VIII -2 as experimental class and VIII-3 as control class), the researcher knew the students' vocabulary mastery before giving the treatment. In pre test, the researcher did not apply treatment to experimental and control class. After that, the researcher gave a treatment to both of classes, experimental class by using

Keyword Method and control class by using Conventional Method. The researcher got the comparison data between post-test score in experimental and control class after giving the treatment. The comparison data can be seen on the following table:

**Table 16**  
**The Comparison Score of Students' Vocabulary Mastery**  
**in Experimental and Control Class (Post-test)**

<b>VIII-2</b> <b>(Experimental Class By Using</b> <b>Keyword Method)</b>			<b>VIII-3</b> <b>(Control Class By Using</b> <b>Conventional Method)</b>	
<b>No.</b>	<b>The Initial</b> <b>Name of</b> <b>Students</b>	<b>Score</b> <b>Post-</b> <b>Test</b>	<b>The Initial</b> <b>Name of</b> <b>Students</b>	<b>Score</b> <b>Post-Test</b>
1	AYH	65	AG	56
2	ASR	80	AIS	60
3	AF	80	AA	60
4	AH	77	AAR	70
5	AA	79	AA	65
6	AML	90	AM	80
7	AS	85	DS	70
8	CA	80	DRS	63
9	DA	94	DREH	75
10	DE	90	EP	70
11	DS	75	FR	70
12	ES	60	FZ	75
13	FH	78	HP	75
14	FA	92	IPSH	84
15	HA	77	JH	80
16	IR	70	MH	75
17	JA	82	MS	84
18	LM	90	MA	70
19	MJ	92	MB	65
20	MR	92	NK	60
21	NA	82	RA	70
22	NH	85	SS	68
23	PM	85		
24	RAM	84		
<b>Total Score</b>		<b>1964</b>	<b>Total Score</b>	<b>1760</b>

From the table above, it can be concluded that the highest score in post-test experimental class was 94 (1 student) and the lowest score was 60 (1 student), meanwhile the highest score in post-test incontrol class was 84 (2 students) and the lowest score was 56 (1 student). Then, the total score of experimental class was 1964, and the total score of control class was 1760.

For the clear description of the data is presented in the histogram comparison between description data post test of experimental and control class on the following figure:

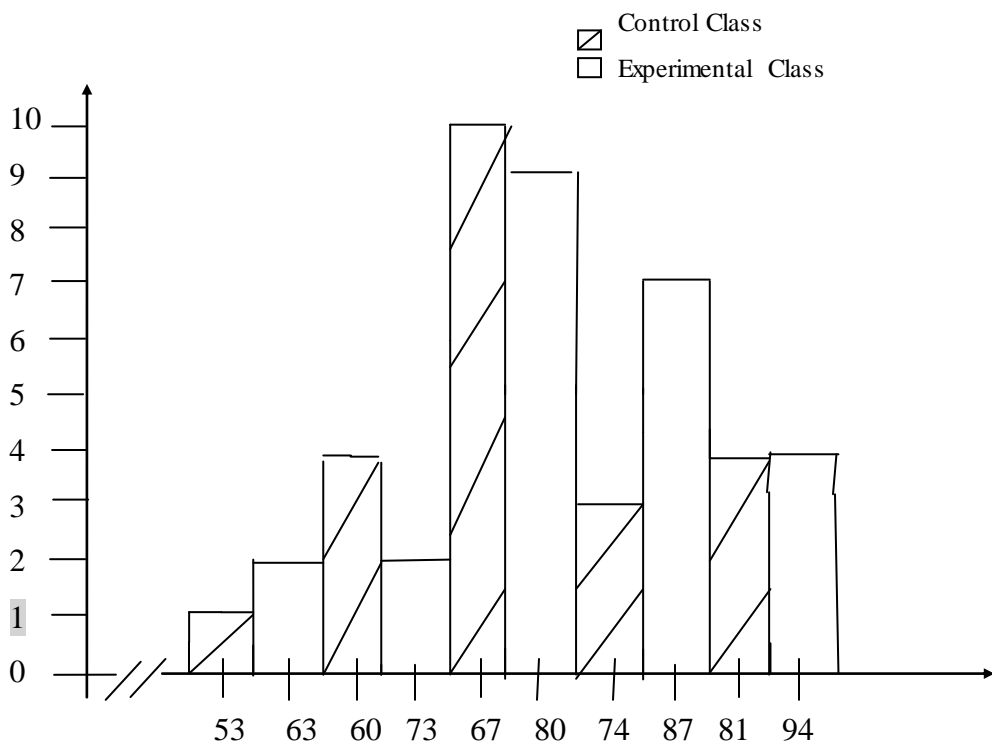


Figure7: Histogram of Comparison The Results Score of the Students' Vocabulary Mastery in Control Class and Experimental Class in Post Test

## B. Data Analysis

### 1. Requirement test

#### a. Normality and Homogeneity of Experimental and Control Class in Pre-Test

**Table 13. Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$\chi^2_{\text{count}}$	$\chi^2_{\text{table}}$	$F_{\text{count}}$	$F_{\text{table}}$
Experimental Class	3.39	15,507	1.035 < 2,02	
Control Class	3.37	15,507		

Based on the table above researcher calculation, the score of experiment class  $Lo = 3.39 < Lt = 15,507$  with  $n = 24$  and control class  $Lo = 3,37 < Lt = 15,507$  with  $n = 22$ , and real level  $\alpha 0.05$ . Because  $Lo < Lt$  in the both class, so  $H_0$  is accepted, it means that experiment class and control class were distributed normal.

#### b. Normality and Homogeneity of Experimental and Control Class in Post-Test

#### Class in Post-Test

**Table 14. Normality and Homogeneity in Post-Test**

Class	Normality Test		Homogeneity Test	
	$\chi_{\text{count}}$	$\chi_{\text{table}}$	$F_{\text{count}}$	$F_{\text{table}}$
Experimental Class	9,045	12,592	1,30 < 2.021	
Control Class	7,188	9.488		

The previous table shows that the score of experimental class  $Lo = 9,045 < Lt = 12,592$  with  $n = 24$  and control class  $Lo = 7,188 < Lt = 12,592$  with  $n = 22$ , and real level  $\alpha 0.05$ . Because  $Lo < Lt$  in the both class, it means  $H_a$  was accepted. It meant that experiment class and control class were distributed normal. The calculation can be seen in appendix 23.

The coefficient of  $F_{count} = 1.30$  was compared with  $F$  table. Where  $F$  table was determined at real  $\alpha = 0.05$ , and the different numerator  $dk = N - 1 = 24 - 1 = 23$  and denominator  $dk N - 1 = 22 - 1 = 21$ . So, by using the list of critical value at  $F$  distribution is got  $F_{0.05} = 2.021$ . It showed that  $F_{count} 1.30 < F_{table} 2.021$ . So, the researcher concluded that the variant from the data of the students' vocabulary mastery at MTs Negeri Batangtoru in experimental and control class was homogenous. The calculation can be seen on the appendix 19.

## 2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "Keyword Method has significant effect on vocabulary mastery at grade VIII

students of MTs Negeri Batangtoru”. The calculation can be seen on the appendix 23. The result of t-test was as follow:

**Table 15. Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0.144	2.021	4.205	2.021

The test hypothesis have two criteria. First, if  $t_{count} < t_{table}$ ,  $H_0$  is accepted. Second,  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on researcher calculation in pre test, researcher found that  $t_{count}$  0.144 while  $t_{table}$  2.021 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 22 - 2 = 44$ . Cause  $t_{count} < t_{table}$  (0.144 < 2.021), it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted.

So, in pre test, the two classes were same. There is no difference in the both classes. But, in post test, researcher found that  $t_{count}$  4.205 while  $t_{table}$  2.021 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 22 - 2 = 44$ . Cause  $t_{count} > t_{table}$  (4.205 > 2.021), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there was the significant effect of Using Keyword Method on Students' Vocabulary Mastery at grade VIII of MTs Negeri Batangtoru. In this case, the mean score of experimental class by using keyword method was 82.62 and mean score of control class was 68.58

that was taught by using conventional method. The calculation can be seen on the appendix 23 and 24.

### C. Discussion

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. It also discussed with the theory that has been stated by the researcher. First, Sri Mujiyatmi Wulan Mei<sup>1</sup> with entitled “*The Use of Keyword as a Method to Improve The Students’ Mastery in English Vocabulary...*” showed that the experimental group got 70.5 for the mean score of pre test. Second, Chairunnisa<sup>2</sup> with entitled “*The Effect of Keyword Method on Students’ Vocabulary Achievement...*” showed that the experimental group got 63 for the mean score of pre-test. Sri Mujiyatmi’s pre-test result was higher than Chairunnisa’s result. The last, Latifah Annur Nasution<sup>3</sup> with entitled “*The Effect of Frayer Model on Students’ Vocabulary Mastery...*” showed that the experimental group got 61.87 for the mean score of pre-test. Chairunnisa’s pre-test result was higher than Latifah Annur. Then, Sri Mujiyatmi’s pre-test result was

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<sup>1</sup> Sri Mujiyatmi Wulan Mei, *The Use of Keyword as a Method to Improve the Students’ Mastery in English Vocabulary to the Fourth Grade of SDN 01 Sumarjalak Plumpang*, Unpublished Thesis, Faculty of Education Department of Mansoura University, accessed on <http://files.eric.ed.gov/fulltext/ED539137.pdf>, retrieved on June 5<sup>th</sup> 2017 at 8.05 pm.

<sup>2</sup> Chairunnisa, *The Effect of Keyword on Students’ Vocabulary Achievement in Reading Descriptive Texts*, Unpublished Thesis, *The Journal Faculty of Education Department of UNIMED University*, assessed on <http://journal.academic.edu/pdf>. Retrieved on march 10<sup>th</sup> march 2017 at 9.10 pm.

<sup>3</sup> Latifah Annur Nasution, *The Effect of Frayer Model on Students’ Vocabulary Matery at X Grade of SMA N 6 Padangsidempuan in Academic year 2015/2016*, Thesis, Padangsidempuan: Faculty and Teacher Training, STAIN Padangsidempuan, 2015.

higher than Chairunnisa. Meanwhile, the researcher "*The Effect of Using Keyword Method on Students' Vocabulary Mastery...*" got the mean score of pre-test of the experimental group was 68.58 and it was the lower pre-test result than Sri Mujiyatmi's result but higher pre-test result than Chairunnisa's and Latifah's result of the related findings. From the above description, it can be seen that the highest mean score of pre-test of the experimental group was gotten by the Sri Mujiyatmi "*The Use of Keyword as a Method to Improve The Students' Mastery in English Vocabulary...*" where the mean score of pre-test was 70.5 and the lowest mean score of pre-test of the experimental group was gotten by Latifah "*The Effect of Frayer Model on Students' Vocabulary Mastery...*" where the mean score of pre-test was 61.87

Then, for the post-test result, *The Use of Keyword Method to Improve the Students' Mastery in Vocabulary*<sup>4</sup> got the experimental class' score was 80.3. *The Effect of Keyword Method on Students' Vocabulary Achievement*<sup>5</sup> got the experimental class' score was 76, and it was lower than "*The Use of Keyword Method to Improve the Students' Mastery in Vocabulary . The Effect of Frayer Model on Students' Vocabulary Mastery*<sup>6</sup> got the experimental class' score was 80.20 , and it higher than *The Use of Keyword Method to Improve the Students' Mastery in Vocabulary* and *The Effect of Keyword Method on Students' Vocabulary Achievement* . Beside

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<sup>4</sup>Sri Mujiyatmi Wulan Mei, *Op.Cit.*

<sup>5</sup>Chairunnisa, *Op.Cit.*

<sup>6</sup>Latifah Annur Nasution, *Op.Cit.*

that, the researcher got the mean score for experimental class after using keyword method was 82.62 and it was the highest score among the related findings.

From the description, it can be seen that the highest mean score of post-test of the experimental group was gotten by the researcher "*The Effect of Using Keyword Method on Students' Vocabulary Mastery*" where the mean score of post-test was 82.62 and the lowest mean score of post-test was gotten by Chairunnisa "*The Effect of Keyword Method on Students' Vocabulary Achievement*" in her thesis where the mean score of post-test was 76. So, among the mean scores of post-test, the mean scores have increased than pre-test.

Based on the result, the researcher has got the significant effect of using keyword method on students' vocabulary mastery, so have the researcher who mentioned in related finding. Sri Mujiyatmi *The Use of Keyword Method to Improve the Students' Mastery in Vocabulary*<sup>7</sup> found that  $t_0$  was higher than  $t_t$  ( $1.69 > 1.66$ ), Chairunnisa "*The Effect of Keyword Method on Students' Vocabulary Achievement*"<sup>8</sup> found that  $t_0$  was higher than  $t_t$  ( $2.41 > 1.92$ ), Latifah Annur *The Effect of Frayer Model on Students'*

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<sup>7</sup>Sri Mujiyatmi Wulan Mei, *The Use of Keyword as a Method to Improve the Students' Mastery in English Vocabulary to the Fourth Grade of SDN 01 Sumarjalak Plumpang...*

<sup>8</sup>Chairunnisa, *The Effect of Keyword Method on Students' Vocabulary Achivement in Reading Descriptive Texts...*

*Vocabulary Mastery*<sup>9</sup> found that  $t_0$  was higher than  $t_t$  ( $3.47 > 1.67$ ). From the description, t-test result from Latifah Annur *The Effect of Frayer Model on Students' Vocabulary Mastery* was the highest between Sri Mujiyati *The Use of Keyword Method to Improve the Students' Mastery in Vocabulary* and Chairunnisa "The Effect of Keyword Method on Students' Vocabulary Achievement" result and t-test result from "The Effect of Keyword Method on Students' Vocabulary Achievement" was lowest among them.

Beside that, the researcher also found that  $t_0$  is higher than  $t_t$  where  $t_0$  was 4.205 and  $t_t$  was 2.021 ( $4.205 > 2.021$ ). Where, the researcher result of t-test was the highest among the related findings result. So, the result of t-test of Keyword Method highest than the result t-test of related findings. It can be seen that among the researches, the using of Using Keyword Method gave the effect on students' vocabulary mastery especially at grade VIII of MTs Negeri Batangtoru where it is suitable with the theory from Janet Allen states that, keyword method can enrich students' vocabulary<sup>10</sup> Besides that, the students could active in their class, so that students easy in remembering what students werelearned. This proofs show that keyword method is suitable to be applied in teaching Vocabulary because it has been proven by the previous researchesand the theory. So, keyword method has given the significant effect

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<sup>9</sup> Latifah Annur Nasution, *The Effect of Frayer Model on Students' Vocabulary ...*

<sup>10</sup> Allen, Janet, *Word, Word, Word, Teaching Vocabulary in Grades 4-12* (Portlandmaine: Sthenhouse, 1999), p. 101

on the research that has been done by the researcher or the other researcher who mentioned in related finding.

From the result of the research that is previously stated, it was proved that the students of the experimental group who were taught vocabulary mastery by using keyword method got better result than the control group that were taught vocabulary mastery by using conventional method.

#### **D. Limitation of the Research**

The researcher as a former in doing research has many weakness.

It caused by many aspects, they were:

1. The limited of the time for researcher to explain material to students. Because the time only 45 minutes. So, the researcher's explanation not depply to students.
2. The misplacing of the researcher on placing table in learning material, the researcher placed for the first parts table as a commom vocabulary and the second parts table as a less common vocabulary. For the better, it must for the first table as less common vocabulary and the second table common vocabulary.
3. The researcher was less self confidence while teaching learning process. It caused the first time researcher for practicing teaching vocabulary by using keyword method in the classroom.
4. The researcher not used picture in implementing keyword method in the classroom to students.

Based on the limitation of the research above, the researcher tried with efforts, study hard and with a vengeance as much as possible to do the best in this research. Then, the researcher can complete this thesis also with all of parties from friends, parents and consultation with both of advisors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The score of students' vocabulary mastery before using keyword method at grade VIII of MTs Negeri Batangtoru was low. Before using keyword method , the mean score of experimental was 55,62 and the mean score of control class was 53,22.
2. After using keyword method , the mean score of experimental class was 82,62 . then the mean score of control class 68,58.
3. The result of research showed that the students' score in the experimental class was higher than control class. Eventhough it was not a high difference, the result prove that  $t_0$  was higher than  $t_t$ .  $t_0$  was 4.205 and  $t_t$  was 2.021 ( $4.205 > 2.021$ ). it means that there was a significant effect of using keyword method on students' vocabulary mastery at grade VIII of MTs Negeri Batangtoru. So the hypothesis was accepted.

## **B. Suggestion**

After finishing this research, the researcher got many informations in English teaching and learning process. Therefore, the researcher has suggestion to:

1. From the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to English teacher of MTs Negeri Batangtoru to apply various innovative method in teaching English. It also can be supported by choosing right method and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
2. From the second conclusion, it can be seen that the experimental class was taught by using keyword method , got improvement from 55,62 to 82,62 meanwhile the control class which was taught by conventional method got the improvement from 53,22 to 68,58. So, the researcher suggests to the English teacher of MTs Negeri Batangtoru to use this method in teaching vocabulary.
3. From the last conclusion, it can be seen that score of experimental was higher than control class. The researcher suggests to use keyword method in the both classes. So, the control class will have same result.

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## Appendix 1

Experiment Class

### RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : MTs Negeri Batangtoru  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/Ganjil  
Alokasi Waktu : 2 Pertemuan (4x45 Menit)

#### A. Standar Kompetensi:

Memahami makna kosakata yang di praktekkan dengan bentuk keyword.

#### B. Kompetensi Dasar

- Siswa mampu memahami kosakata dalam bentuk keyword
- Siswa mampu menjelaskan mengapa mereka memilih kata tersebut.

#### C. Indikator

1. Siswa mampu mengidentifikasi defenisi kosakata
2. Siswa mampu mengidentifikasi gambar dari kosakata

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi defenisi kosakata
2. Mengidentifikasi gambar kosakata

#### E. Metode Pembelajaran

*Keyword Method*

#### F. Media, dan Sumber Belajar

1. Media
  - a. *Boardmarker*
  - b. *Whiteboard*
  - c. *Students' worksheet*
2. Sumber Belajar
  - a. Buku yang relevan
  - b. Kamus
  - c. Internet

## **Langkah-Langkah Kegiatan Pembelajaran**

### 1. Pendahuluan

- a. Guru menyiapkan siswa untuk mengikuti proses pembelajaran dengan memberi salam, mengajak siswa untuk mengawali kegiatan dengan berdoa, dan memberi semangat siswa untuk belajar.
- b. Mengabsen siswa

### 2. Inti

- a. menjelaskan topik kosakaya yang akan di pelajari, yaitu "*Name of things ; school and house appliances*".
- b. Guru menuliskan daftar kosakata sesuai dengan topik yang dipelajari.
- c. Guru menyuruh siswa untuk membuat sebuah kosakata tentang *keyword* yang bunyinya berupa kata baru dan bisa di bayangkan dalam bentuk gambar.
- d. Guru menyuruh siswa untuk mendeskripsikan gambar dari kosakata yang telah di buat oleh murid
- e. Guru menyuruh siswa untuk menghubungkan gambar secara bersamaan. Hubungkan dengan benar agar mudah di pahami.

### 3. Kegiatan Penutup

- a. Guru menanyakan kesulitan siswa selama kegiatan pembelajaran serta mengkonfirmasi jawaban hasil kerja siswa.
- b. Guru menutup pertemuan dengan *hamdalah* dan salam.

**Validator**

Padangsidempuan, 2017  
**Peneliti**

**Fitri, S.Pd**

**Nur Annisakh**

**NIP.**

**NIM. 13 340 0021**

## Appendix 2

### Control Class

#### RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: MTs Negeri Batangtoru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Alokasi Waktu	: 2 Pertemuan (4x45 Menit)

#### G. Standar Kompetensi:

Memahami makna kosakata-kosakata yang berkaitan dengan lingkungan sekitar.

#### H. Kompetensi Dasar

Mengungkapkan makna dari kosakata secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

#### I. Indikator

3. Mengidentifikasi defenisi kosakata
4. Mengidentifikasi gambar dari kosakata

#### J. Tujuan Pembelajaran

Padaakhir pembelajaransiswadapat:

3. Mengidentifikasi defenisi kosakata
4. Mengidentifikasi defenisi gambar dari kosakata

#### K. Metode Pembelajaran

1. *Conventional Method*

#### L. Media, dan Sumber Belajar

3. Media
  - d. *Boardmarker*
  - e. *Whiteboard*
  - f. *Students' worksheet*
4. Sumber Belajar
  - d. Buku yang relevan
  - e. Kamus

f. Internet

### **M. Langkah-Langkah Kegiatan Pembelajaran**

#### 4. Pendahuluan

c. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdo'a, dan memberi semangat peserta didik belajar.

d. Mengabsen siswa

#### 5. Inti

a. Menjelaskan topik kosakata yang akan di pelajari, yaitu "*Name of things ; school and house appliances*".

b. Guru menuliskan daftar kosakata sesuai dengan topik yang dipelajari.

c. Guru meminta beberapa siswa membuat contoh ke depan kelas.

d. Siswa membuat contoh sendiri yang berhubungan dengan topik kosakata tersebut.

#### 6. KegiatanPenutup

c. Guru dan/atau siswa membuat kesimpulan tentang materi yang sudah dipelajari.

d. Guru menutup pertemuan dengan *hamdalah* dan salam.

Padangsidempuan,

2017

**Validator**

**Researcher**

**Fitri, S.Pd**

**Nur Annisakh**

**NIP.**

**NIM. 13 340 0021**

### Appendix 3

#### Pre Test

Name :

Class :

#### A. Identify the the definition of words below!

1. Hat :
2. Dictionary :
3. Shoes :
4. Socks :
5. Map :
6. Tie :
7. Safety pin :
8. Amvelope :
9. Crayon :
10. Marker :
11. Eraser :
12. Drawing book :
13. Belt :
14. Mattress :
15. Lamp :
16. Blenket :
17. Bucket :
18. Iron :
19. Comb :
20. Mirror :
21. Dipper :
22. Towel :
23. Bed :
24. Handkerchiep :
25. Cup :

#### B. Identify the name of the pictures below!





28. ...



29. ...



30. ...



31. ...



32. ...



33. ...



34. ...



35. ...



36. ...



37. ...



38. ...



39. ...



40. ...



41. ...



42. ...



43. ...



44. ...



Padangsidimpuan,

2017

**Validator**

**Peneliti**

**Fitri, S.Pd**

**Nur Annisakh**

**NIP.**

**NIM. 13 340 0021**

## Appendix 4

### Post Test

Name :

Class :

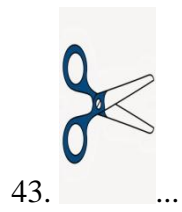
#### C. Identify the the definition of words below!

1. Calender :
2. Flag :
3. Attend list :
4. Glue :
5. Textbook :
6. Stamp :
7. Poster :
8. Story book :
9. Skirt :
10. Calipers :
11. Paper :
12. Billboard :
13. Socks :
14. Carpet :
15. Curtain :
16. Sofa :
17. Soap :
18. Table cloth :
19. Basket :
20. Watch :
21. Hoe :
22. Prayer rug :
23. Comb :
24. Cutting board :
25. Stove :

#### D. Identify the name of the pictures below!









46. ...



47. ...



48. ...



49. ...



50. ...

**Validator**

**Fitri, S.Pd**

**NIP.**

Padangsidempuan,

**Peneliti**

**Nur Annisakh**

**NIM. 13 340 0021**

2017

## Appendix 5

### The Key Answer for Pre Test

A. Mengidentifikasi defenisi dari kata-kata berikut ini!

1. Topi
2. Kamus
3. Sepatu
4. Kaus Kaki
5. Peta
6. Dasi
7. Jarum
8. Peranglo
9. Pensil warna
10. Spidol
11. Penghapus
12. Buku gambar
13. Tali pinggang
14. Kasur olahraga
15. Lampu
16. Selimut
17. Ember
18. Setriks
19. Sisir
20. Kaca
21. Gayung
22. Handuk
23. Tempat tidur
24. Lap tangan
25. Cangkir

B. Mengidentifikasi nama dari benda berikut ini!

26. Bag
27. Ruller
28. Blackboard
29. Table
30. Chalk
31. Chair
32. Broom
33. Ink
34. Flag
35. Laptop
36. Pens
37. Computer
38. Socks

39. Stove
40. Kettle
41. Cup
42. Oven
43. Knife
44. Spoon
45. Blender
46. Fan
47. Cupboard
48. Pillow
49. Plate
50. Mixer

## Appendix 6

### The Key Answer for Post Test

A. Mengidentifikasi defenisi dari kata-kata berikut ini!

1. Pendek
2. Biru
3. Hitam
4. Tiga
5. Lembut
6. Patah
7. Pink
8. Tebal
9. Matahari
10. Sebelas
11. Tebal
12. Besar
13. Gemuk
14. Merah
15. Hijau
16. Emas
17. Coklat
18. Hitam
19. Kuning
20. Tebal
21. Kecil
22. Putih
23. Kecil
24. Delapan
25. Merah

B. Mengidentifikasi nama dari gambar berikut ini!

26. Socks
27. Blouse
28. Black
29. Tree
30. Soap
31. Heart
32. Ink
33. Board
34. Shine
35. Elephent
36. Lip

37. Bag
38. Pet
39. Belt
40. Leaf
41. Golf
42. Broom
43. Snake
44. Pillow
45. Stick
46. Mall
47. Bright
48. Wall
49. Egg
50. Rose

## Appendix 7

### Score of Experimental Class and Control Class Pre- Test

#### 1. Score of VIII-2 in Experimental Class Pre Test before Using Keyword Method

No	The Initial Name of Students(n)	Pre-Test
1	AYH	75
2	ASR	68
3	AF	50
4	AH	50
5	AA	55
6	AML	48
7	AS	44
8	CA	57
9	DA	60
10	DE	60
11	DS	70
12	ES	40
13	FH	62
14	FA	48
15	HA	35
16	IR	33
17	JA	50
18	LM	57
19	MJ	68
20	MR	79
21	NA	50
22	NH	74
23	PM	40
24	RAM	64
		<b>1333</b>

## 2. Score of VIII-3 in Control Class Pre Test

No	The Initial Name of Students(n)	Pre-Test
1	AG	33
2	AIS	55
3	AA	50
4	AAR	64
5	AA	52
6	AM	60
7	DS	45
8	DRS	42
9	DREH	55
10	EP	60
11	FR	40
12	FZ	45
13	HP	65
14	IPSH	65
15	JH	38
16	MH	69
17	MS	57
18	MA	35
19	MB	50
20	NK	74
21	RA	70
22	SS	74
		<b>1247</b>

## Appendix 8

### RESULT OF NORMALITY TEST IN PRE TEST

#### RESULT OF THE NORMALITY TEST OF VIII-2 IN PRE-TEST

1. The score of VIII-2 class in pre test from low score to high score:

33	35	40	40	44	48	48	50	50	50
50	55	57	57	60	60	62	64	68	68
70	74	75	79						

2. High = 79

Low = 33

Range = High - Low

= 79 - 33

= 46

3. Total of Classes =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log (24)$   
 =  $1 + 3,3 (1.38)$   
 =  $1 + 4.55$   
 = 5.55  
 = 5

4. Length of Classes =  $\frac{range}{total\ of\ class}$   
 =  $\frac{46}{5}$   
 =  $9.2 = 9$

5. Mean and Deviation Standard

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
33 - 39	2	37	+2	4	4	8
40 - 48	5	44	+1	5	1	5
49 - 57	7	<b>53</b>	0	0	0	0
58 - 66	4	62	-1	-4	1	4
67 - 75	6	71	-2	-12	4	24
	24	-	-	7	-	41

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 53 + 9\left(\frac{7}{24}\right) \\
&= 53 + 9(0.292) \\
&= 53 + 2.62 \\
&= 55.62
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
&= 9 \sqrt{\frac{41}{24} - \left(\frac{7}{24}\right)^2} \\
&= 9 \sqrt{1.708 - (0.292)^2} \\
&= 9 \sqrt{1.708 - 0.085} \\
&= 9 \sqrt{1.623} \\
&= 9 \times 1.273 \\
&= 11.43
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)^2}{f_h}$
67 - 75	75.5	1.69	0.4545	0.17	3.11	6	1.372
58 - 66	66.5	0.78	0.2823	0.21	3	4	0.666
49 - 57	57.5	0.16	0.0636	0.20	4.7	7	1.125
40 - 48	48.5	-0.61	0.27093	0.18	4.33	5	0.003
33 - 39	39.5	-1.35	0.08851	0.02	1.43	2	0.227
	32.5	-2.11	0.11314				
X <sup>2</sup>							3.393

Based on the table above, the researcher found that  $x^2_{\text{count}}=3.393$  while  $x^2_{\text{table}}= 9.488$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $3.393 < 9.488$ ) with degree of freedom (dk) =  $5 - 1 = 4$  and significant level  $\alpha = 5\%$ , distribution of VIII-2 class (pre-test) is normal.

#### 6. Median

No	Interval	F	Fk
1	33 – 39	2	2
2	40 – 48	5	7
3	<b>49 – 57</b>	<b>7</b>	14
4	58 – 66	4	18
5	67 – 65	6	24

Position of Me in the interval of classes is number 3, that:

$$Bb = 48.5$$

$$F = 7$$

$$fm = 7$$

$$i = 9$$

$$n = 24$$

$$1/n = 12$$

So :

$$Me = Bb + i \left( \frac{n/2 - F}{fm} \right)$$

$$= 48.5 + 9 \left( \frac{12-7}{7} \right)$$

$$= 48.5 + 9 (0.714)$$

$$= 48.5 + 6.42$$

$$= 54.92$$

## 7. Modus

No	Interval	F	Fk
1	33 – 39	2	2
2	40 – 48	5	<b>7</b>
3	<b>49 – 57</b>	<b>7</b>	14
4	58 – 66	4	18
5	67 – 65	6	24

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 48.5$$

$$d_1 = 5$$

$$d_2 = 4$$

$$i = 9$$

So,

$$M_o = 48.5 + \frac{5}{5+4} 9$$

$$= 48.5 + \frac{5}{9} 9$$

$$= 48.5 + 0.5 (9)$$

$$= 48.5 + 4.5$$

$$= 53$$

## RESULT OF NORMALITY TEST IN PRE TEST

### RESULT OF THE NORMALITY TEST OF VIII-3IN PRE-TEST

1. The score of VIII-3 class in pre test from low score to high score:

35	35	38	40	42	45	45	50	50	52
55	55	57	60	60	64	65	65	69	70
74	74								

2. High = 74

Low = 30

Range = High - Low

= 74 - 30

= 44

3. Total of Classes =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (22)$

=  $1 + 3,3 (1.34)$

=  $1 + 4.42$

= 5.42

= 5

4. Length of Classes =  $\frac{range}{totalofclass} = \frac{44}{5} = 8.8 = 9$

5. Mean and Standard Deviation

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
67 - 75	4	71	+2	8	4	16
58 - 66	5	62	+1	5	1	5
<b>48 - 57</b>	<b>6</b>	<b>52</b>	0	0	0	0
39 - 47	4	43	-1	-4	1	4
30 - 38	3	34	-2	-6	4	12
i = 9	22	-	-	3	-	37

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 52 + 9 \left(\frac{3}{22}\right) \\
 &= 52 + 9 (0.136) \\
 &= 52 + 1.22 \\
 &= 53.22
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2} \\
 &= 9 \sqrt{\frac{37}{22} - \left(\frac{3}{22}\right)^2} \\
 &= 9 \sqrt{1.681 - (0.136)^2} \\
 &= 9 \sqrt{1.681 - 0.018} \\
 &= 9 \sqrt{1.662} \\
 &= 9 \times 1.289 \\
 &= 11.60
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)^2}{f_h}$	
67 - 75	75.5	1.92	0.4726	0.09	2.40	4	1.066	
58 - 66	66.5	1.14	0.3729	0.23	5.3	5		
48 - 57	57.5	0.36	0.1406	0.17	4.13	6	0.016	
39 - 47	47.5	-0.49	0.31207	0.20	4.2	4	0.846	
30 - 38	38.5	-1.26	0.10383	0.08	1.52	3		
	29.5	-2.04	0.02068				0.009	
							1.44	
							X <sup>2</sup>	3.377

Based on the table above, the researcher found that  $x^2_{\text{count}} = 3.377$  while  $x^2_{\text{table}} = 9.488$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $3.377 < 9.488$ ) with degree of freedom (dk) =  $5 - 1 = 4$  and significant level  $\alpha = 5\%$ , distribution of VIII-3 class (pre-test) is normal.

## 6. Median

No	Interval	F	Fk
1	30 – 38	3	3
2	39 – 47	4	<b>7</b>
3	<b>48 – 57</b>	<b>6</b>	13
4	58 – 66	5	18
5	67 – 75	4	22

Position of Me in the interval of classes is number 3, that:

$$Bb = 47.5$$

$$F = 7$$

$$fm = 6$$

$$i = 9$$

$$n = 22$$

$$1/2n = 11$$

So :

$$Me = Bb + i \left( \frac{n/2 - F}{fm} \right)$$

$$= 47.5 + 9 \left( \frac{11-7}{6} \right)$$

$$= 47.5 + 9 (0.666)$$

$$= 47.5 + 5.99$$

$$= 53.49$$

## 7. Modus

No	Interval	F	Fk
1	30 – 38	3	3
2	39 – 47	4	<b>7</b>
3	<b>48 – 57</b>	<b>6</b>	13
4	58 – 66	5	18
5	67 – 75	4	22

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 47.5$$

$$d_1 = 4$$

$$d_2 = 5$$

$$i = 9$$

So,

$$\begin{aligned} M_o &= 47.5 + \frac{4}{4+5} 9 \\ &= 47.5 + 0.44 (9) \\ &= 47.5 + 3.96 \\ &= 51.46 \end{aligned}$$

## Appendix 9

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

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

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII-2 class is:

NO	Xi	Xi <sup>2</sup>
1.	33	1089
2.	35	1225
3.	40	1600
4.	40	1600
5.	44	1936
6.	48	2304
7.	48	2304
8.	50	2500
9.	50	2500
10.	50	2500
11.	50	2500
12.	55	3025
13.	57	3249
14.	57	3249
15.	60	3600
16.	60	3600
17.	62	3844
18.	64	4096
19.	68	4624

20.	68	4624
21.	70	4900
22.	74	5476
23.	75	5625
24.	75	5625
<b>Total</b>	<b>1333</b>	<b>72971</b>

$$n = 24$$

$$\sum xi = 1333$$

$$\sum xi^2 = 72971$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{24(72971) - (1333)^2}{24(24-1)} \\
 &= \frac{1751304 - 1333^2}{24(23)} \\
 &= \frac{1749971}{552} \\
 &= 3170.23
 \end{aligned}$$

B. Variant of the VIII-3 class is:

NO	Xi	Xi <sup>2</sup>
1.	35	1225
2.	35	1225
3.	38	1444
4.	40	1600
5.	42	1764
6.	45	2025
7.	45	2025
8.	50	2500
9.	50	2500
10.	52	2704
11.	55	3025
12.	55	3025
13.	57	3249
14.	60	3600
15.	60	3600
16.	64	4096
17.	65	4225

18.	65	4225
19.	69	4761
20.	70	4900
21.	75	5625
22.	75	5625
<b>Total</b>	<b>1247</b>	<b>68968</b>

$$n = 22$$

$$\sum xi = 1247$$

$$\sum xi^2 = 68968$$

So:

$$\begin{aligned}
 S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
 &= \frac{22(68968) - (1247)^2}{22(22-1)} \\
 &= \frac{1517296 - 1247^2}{22(21)} \\
 &= \frac{1516049}{462} \\
 &= 3281.49
 \end{aligned}$$

The Formula was used to test hypothesis was;

1. VIII-2 and VIII-3

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$F = \frac{3281.49}{3170.23}$$

$$= 1.035$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1.03$  with  $\alpha 5\%$  and  $dk = 23$  and  $21$  from the distribution list  $F$ , researcher found that  $F_{\text{table}} = 2.04$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1.03 < 2.04$ ). So, It means that the variant is homogenous.

## Appendix 10

### $T_{\text{test}}$ OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyze homogeneity test of the both averages was t-test, that:

So:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{55.62 - 53.22}{\sqrt{\left(\frac{(24-1) 3170.23 + (22-1) 3281.49}{24+22-2}\right) \left(\frac{1}{24} + \frac{1}{22}\right)}}$$

$$Tt = \frac{2.4}{\sqrt{\left(\frac{23(3170.23) + 21(3281.49)}{44}\right) (0.041 + 0.045)}}$$

$$Tt = \frac{2.4}{\sqrt{\left(\frac{72915.29 + 68911.29}{44}\right) (0.086)}}$$

$$Tt = \frac{2.4}{\sqrt{\left(\frac{141826.58}{44}\right) (0.086)}}$$

$$Tt = \frac{2.4}{\sqrt{(3223.33)(0.086)}}$$

$$Tt = \frac{2.4}{\sqrt{277.20}}$$

$$Tt = \frac{2.4}{16.64}$$

$$Tt = 0.144$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 0.144$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 22 - 2 = 44$ , researcher found that  $t_{\text{table}} = 2.021$ , because  $t_{\text{count}} < t_{\text{table}}$  ( $0.144 < 2.021$ ). So,  $H_a$  was rejected, it means that there is no difference in average between experimental class and control class in pre test.

## Appendix 11

### Score of Experimental Class and Control Class Post Test

#### 1. Post Test Score of VIII-2 in Experimental Class (after Using Keyword Method)

No	The Initial Name of Students(n)	Post-Test
1	AYH	65
2	ASR	80
3	AF	80
4	AH	77
5	AA	79
6	AML	90
7	AS	85
8	CA	80
9	DA	94
10	DE	90
11	DS	75
12	ES	60
13	FH	78
14	FA	92
15	HA	77
16	IR	70
17	JA	82
18	LM	90
19	MJ	92
20	MR	92
21	NA	82
22	NH	85
23	PM	85
24	RAM	84
<b>Total</b>		<b>1964</b>

#### 2. Post Test Score of VIII-3 Control Class ( by Using Conventional Method)

No	The Initial Name Of Students(N)	Post-Test
1	AG	56
2	AIS	60

3	AA	60
4	AAR	70
5	AA	65
6	AM	80
7	DS	70
8	DRS	63
9	DREH	75
10	EP	70
11	FR	70
12	FZ	75
13	HP	75
14	IPSH	84
15	JH	80
16	MH	75
17	MS	84
18	MA	70
19	MB	65
20	NK	60
21	RA	70
22	SS	68
<b>Total</b>		<b>1760</b>

## Appendix 12

### RESULT OF NORMALITY TEST IN POST TEST

#### RESULT OF THE NORMALITY TEST OF VIII-2 IN POST-TEST

1. The score of VIII-2 class in post test from low score to high score:

60	65	70	75	77	77	78	79	80	80
80	82	82	84	85	85	85	90	90	90
92	92	92	94						

2. High = 94

Low = 60

Range = High – Low

= 94 – 60

= 34

3. Total of Classes =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (24)$

=  $1 + 3,3 (1.38)$

=  $1 + 4.55$

=  $5.55 / 5$

4. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{34}{5} = 6.8 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
91 – 97	4	94	+2	8	4	16
84 – 90	7	87	+1	7	1	7
<b>77 – 83</b>	<b>9</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
70 – 76	2	73	-1	-2	1	2
60 – 69	2	63	-2	-4	4	8
<i>i=7</i>	24	-	-	9		33

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 80 + 7 \left(\frac{9}{24}\right) \\
&= 80 + 7 (0.375) \\
&= 80 + 2.625 \\
&= 82.625
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
&= 7 \sqrt{\frac{33}{24} - \left(\frac{9}{24}\right)^2} \\
&= 7 \sqrt{1.37 - (0.375)^2} \\
&= 7 \sqrt{1.37 - 0.140} \\
&= 7 \sqrt{1.23} \\
&= 7 \times 1.109 \\
&= 7.763
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
91 - 97	97.5	1.91	0.4719	0.12	2.4	4	0.666
84 - 90	90.5	1.01	0.3438	0.3	3.6	7	0.944
77 - 83	83.5	0.11	0.0438	-0.17	1.4	9	5.428
70 - 76	76.5	-0.78	0.21770	0.17	2.6	2	0.230
60 - 69	69.5	-1.69	0.04551		0.72	2	1.777
	59.5	-2.97					
							9.045

Based on the table above, the researcher found that  $x^2_{\text{count}} = 9.045$  while  $x^2_{\text{table}} = 9.488$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $9.045 < 9.488$ ) with degree of freedom (dk) =  $5 - 1 = 4$  and significant level  $\alpha = 5\%$ , distribution of VIII-2 class (post-test) is normal.

#### 6. Median

No	Interval	F	Fk
1	60 – 69	2	2
2	70 – 76	2	<b>4</b>
3	<b>77 – 83</b>	<b>9</b>	13
4	84 – 90	7	20
5	91 - 97	4	24

Position of Me in the interval of classes are number 3, that:

$$Bb = 76.5$$

$$F = 4$$

$$fm = 9$$

$$i = 7$$

$$n = 24$$

$$1/2n = 12$$

So :

$$Me = Bb + i \left( \frac{n/2 - F}{fm} \right)$$

$$= 76.5 + 7 \left( \frac{12 - 4}{9} \right)$$

$$= 76.5 + 7 (0.88)$$

$$= 76.5 + 6.16$$

$$= 82.66$$

## 7. Modus

No	Interval	F	Fk
1	60 – 69	2	2
2	70 – 76	2	<b>4</b>
3	<b>77 – 83</b>	<b>9</b>	13
4	84 – 90	7	20
5	91 - 97	4	24

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 76.5$$

$$d_1 = 4$$

$$d_2 = 7$$

$$i = 7$$

So,

$$\begin{aligned} M_o &= 76.5 + \frac{4}{4+7} 7 \\ &= 76.5 + 0.50 (7) \\ &= 76.5 + 3.5 \\ &= 80 \end{aligned}$$

## Appendix 13

### RESULT OF NORMALITY TEST IN POST TEST

#### RESULT OF THE NORMALITY TEST OF VIII-3 IN POST-TEST

1. The score of VIII-3 class in post test from low score to high score:

56	60	60	60	63	65	65	68	70	70
70	70	70	70	75	75	75	75	80	80
84	84								

2. High = 84

Low = 50

Range = High - Low

= 84 - 50

= 34

3. Total of Classes =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (24)$

=  $1 + 3,3 (1.38)$

=  $1 + 4.55$

=  $5.55 / 5$

4. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{34}{5} = 6.8 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
78 - 84	4	81	+2	8	4	16
71 - 77	3	74	+1	3	1	3
<b>64 - 70</b>	<b>10</b>	<b>67</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
57 - 63	4	60	-1	-4	1	4
50 - 56	1	53	-2	-2	4	4
	22	-	-	5	-	27

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 67 + 7\left(\frac{5}{22}\right) \\
 &= 67 + 7(0.227) \\
 &= 67 + 1.589 \\
 &= 68.58
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2} \\
 &= 7 \sqrt{\frac{27}{22} - \left(\frac{5}{22}\right)^2} \\
 &= 7 \sqrt{1.227 - (0.227)^2} \\
 &= 7 \sqrt{1.227 - 0.051} \\
 &= 7 \sqrt{1.176} \\
 &= 7 \times 1.084 \\
 &= 7.588
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
78 - 84	84.5	2.09	0.4817	0.10	0.21	4	0.226
71 - 77	77.5	1.17	0.3790	0.28	6.42	3	0.532
64 - 70	70.5	0.25	0.0987	-0.15	0.96	10	0.378
57 - 63	63.5	-0.66	0.25463	0.19	2.12	4	0.886
50 - 56	56.5	-1.59	0.05592	0.55	0.24	1	3.166
	49.5	-2.51	0.00621				
						X <sup>2</sup>	7.188

Based on the table above, the reseracher found that  $x^2_{\text{count}} = 7.188$  while  $x^2_{\text{table}} = 9.488$ , because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $7.188 < 9.488$ ) with degree of freedom (dk) =  $5 - 1 = 4$  and significant level  $\alpha = 5\%$ , so distribution of VIII-3 class (post-test) is normal.

#### 6. Median

No	Interval	F	Fk
1	50 – 56	1	1
2	57 – 63	4	<b>5</b>
3	<b>64 – 70</b>	<b>10</b>	15
4	71 – 77	3	18
5	78 - 84	4	22

Position of Me in the interval of classes is number 3, that:

$$Bb = 63.5$$

$$F = 5$$

$$fm = 10$$

$$i = 7$$

$$n = 22$$

$$1/2n = 11$$

So :

$$Me = Bb + i \left( \frac{n/2 - F}{fm} \right)$$

$$= 63.5 + 7 \left( \frac{11 - 5}{10} \right)$$

$$= 63.5 + 7 (0.6)$$

$$= 63.5 + 4.2$$

$$= 67.70$$

## 7. Modus

No	Interval	F	Fk
1	50 – 56	1	1
2	57 – 63	4	<b>5</b>
3	<b>64 – 70</b>	<b>10</b>	15
4	71 – 77	3	18
5	78 - 84	4	22

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 63.5$$

$$d_1 = 4$$

$$d_2 = 3$$

$$i = 7$$

So,

$$\begin{aligned} M_o &= 63.5 + \frac{4}{4+3} 7 \\ &= 63.5 + 0.571 (7) \\ &= 67.5 + 4 \\ &= 67.50 \end{aligned}$$

## Appendix 14

### HOMOGENEITY TEST ( POST TEST )

#### 1. EXPERIMENT CLASS

NO	Xi	Xi <sup>2</sup>
1.	60	3600
2.	65	4225
3.	70	4900
4.	75	5625
5.	77	5929
6.	77	5929
7.	78	6084
8.	79	6241
9.	80	6400
10.	80	6400
11.	80	6400
12.	82	6724
13.	82	6724
14.	84	7056
15.	85	7225
16.	85	7225
17.	85	7225
18.	90	8100
19.	90	8100
20.	90	8100
21.	92	8464
22.	92	8464
23.	92	8464
24.	94	8836
<b>Total</b>	<b>1964</b>	<b>156511</b>

$$n = 24$$

$$\sum xi = 1964$$

$$\sum_{xi}^2 = 156511$$

So:

$$\begin{aligned}
S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{24(156511) - (1964)^2}{24(24-1)} \\
&= \frac{3756264 - 1964^2}{24(23)} \\
&= \frac{3754300}{552} \\
&= 6801.26
\end{aligned}$$

## 2. CONTROL CLASS

NO	Xi	Xi <sup>2</sup>
25.	56	3136
26.	60	3600
27.	60	3600
28.	60	3600
29.	63	3969
30.	65	4225
31.	65	4225
32.	68	4624
33.	70	4900
34.	70	4900
35.	70	4900
36.	70	4900
37.	70	4900
38.	70	4900
39.	75	5625
40.	75	5625
41.	75	5625
42.	75	5625
43.	80	6400
44.	80	6400
45.	84	7056
46.	84	7056
<b>Total</b>	<b>1545</b>	<b>109791</b>

$$n = 22$$

$$\sum xi = 1545$$

$$\sum xi^2 = 109791$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{22(109791) - (1545)^2}{22(22-1)} \\ &= \frac{2415402 - 1545^2}{22(21)} \\ &= \frac{2413857}{462} \\ &= 5224.79 \end{aligned}$$

The formula was used to test hypothesis was :

2. VIII-2 and VIII-3.

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

So:

$$\begin{aligned} F &= \frac{6801.26}{5224.79} \\ &= 1.30 \end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1.30$  with  $\alpha 5\%$  and  $dk = 23$  and  $23$  from the distribution list  $F$ , researcher found that  $F_{\text{table}} = 2.02$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1.30 < 2.02$ ). So, there is no difference in variant between the VIII-2 class and VIII-3 class. It means that the variant is homogenous.

## Appendix 15

### T<sub>test</sub> OF THE BOTH AVERAGES IN POST – TEST

The formula was used to analyze homogeneity test of the both averages in post test was t-test, as below:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{86.62 - 68.58}{\sqrt{\left(\frac{(24-1) 3170.23 + (22-1) 3281.49}{24+22-2}\right) \left(\frac{1}{24} + \frac{1}{22}\right)}}$$

$$Tt = \frac{9.83}{\sqrt{\left(\frac{23(3170.23) + 21(3281.49)}{44}\right) (0.041 + 0.045)}}$$

$$Tt = \frac{18.04}{\sqrt{\left(\frac{52715.29 + 48911.29}{44}\right) (0.086)}}$$

$$Tt = \frac{18.04}{\sqrt{\left(\frac{101626.58}{44}\right) (0.086)}}$$

$$Tt = \frac{18.04}{\sqrt{(2309.69)(0.086)}}$$

$$Tt = \frac{18.04}{\sqrt{198.63}}$$

$$Tt = \frac{18.04}{4.29}$$

$$Tt = 4.205$$

Based on calculation above, the result of the homogeneity test of the both averages, it was found that  $t_{\text{count}} = 4.205$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 22 - 2 = 44$ , reseracher found that  $t_{\text{table}} = 2.021$ , cause  $t_{\text{count}} > t_{\text{table}} (4.205 > 2.021)$ . It means that  $H_a$  was accepted, it means there was

the difference average between experimental class and control class in post test. it can be concluded that there was the significant effect of using Keyword Method on students' vocabulary mastery at grade VIII of MTs Negeri Batangtoru.

Appendix 15

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	<b>11,070</b>	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

**APPENDIX 16**

**Z-Table**

<b>Z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
-										
<b>3.</b>	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
<b>9</b>	5	5	4	4	4	4	4	4	3	3
-										
<b>3.</b>	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
<b>8</b>	7	7	7	6	6	6	6	5	5	5
-										
<b>3.</b>	0.0001	0.0001	0.0001	0.0001	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
<b>7</b>	1	0	0	0	9	9	8	8	8	8
-										
<b>3.</b>	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
<b>6</b>	6	5	5	4	4	3	3	2	2	1
-										
<b>3.</b>	0.0002	0.0002	0.0002	0.0002	0.0002	0.0001	0.0001	0.0001	0.0001	0.0001
<b>5</b>	3	2	2	1	0	9	9	8	7	7
-										
<b>3.</b>	0.0003	0.0003	0.0003	0.0003	0.0002	0.0002	0.0002	0.0002	0.0002	0.0002
<b>4</b>	4	2	1	0	9	8	7	6	5	4
-										
<b>3.</b>	0.0004	0.0004	0.0004	0.0004	0.0004	0.0004	0.0003	0.0003	0.0003	0.0003
<b>3</b>	8	7	5	3	2	0	9	8	6	5
-										
<b>3.</b>	0.0006	0.0006	0.0006	0.0006	0.0006	0.0005	0.0005	0.0005	0.0005	0.0005
<b>2</b>	9	6	4	2	0	8	6	4	2	0
-										
-	0.0009	0.0009	0.0009	0.0008	0.0008	0.0008	0.0007	0.0007	0.0007	0.0007

3. 1	7	4	0	7	4	2	9	6	4	1
- 3. 0	0.0013 5	0.0013 1	0.0012 6	0.0012 2	0.0011 8	0.0011 4	0.0011 1	0.0010 7	0.0010 4	0.0010 0
- 2. 9	0.0018 7	0.0018 1	0.0017 5	0.0016 9	0.0016 4	0.0015 9	0.0015 4	0.0014 9	0.0014 4	0.0013 9
- 2. 8	0.0025 6	0.0024 8	0.0024 0	0.0023 3	0.0022 6	0.0021 9	0.0021 2	0.0020 5	0.0019 9	0.0019 3
- 2. 7	0.0034 7	0.0033 6	0.0032 6	0.0031 7	0.0030 7	0.0029 8	0.0028 9	0.0028 0	0.0027 2	0.0026 4
- 2. 6	0.0046 6	0.0045 3	0.0044 0	0.0042 7	0.0041 5	0.0040 2	0.0039 1	0.0037 9	0.0368 0	0.0035 7
- 2. 5	0.0062 1	0.0060 4	0.0058 7	0.0057 0	0.0055 4	0.0053 9	0.0052 3	0.0050 8	0.0049 4	0.0048 0
- 2. 4	0.0082 0	0.0079 8	0.0077 6	0.0075 5	0.0073 4	0.0071 4	0.0069 5	0.0067 6	0.0065 7	0.0063 9
- 2. 3	0.0107 2	0.0104 4	0.0101 7	0.0099 0	0.0096 4	0.0093 9	0.0091 4	0.0088 9	0.0086 6	0.0084 2
-	0.0139	0.0135	0.0132	0.0128	0.0125	0.0122	0.0119	0.0116	0.0113	0.0110

2.	0	5	1	7	5	2	1	0	0	1
2										
-										
2.	0.0178	0.0174	0.0170	0.0165	0.0161	0.0157	0.0153	0.0150	0.0146	0.0142
1	6	3	0	9	8	8	9	0	3	6
-										
2.	0.0227	0.0222	0.0216	0.0211	0.0206	0.0201	0.0197	0.0192	0.0187	0.0183
0	5	2	9	8	8	8	0	3	6	1
-										
1.	0.0287	0.0280	0.0274	0.0268	0.0261	0.0255	0.0250	0.0244	0.0238	0.0233
9	2	7	3	0	9	9	0	2	5	0
-										
1.	0.0359	0.0351	0.0343	0.0336	0.0328	0.0321	0.0314	0.0307	0.0300	0.0293
8	3	5	8	2	8	6	4	4	5	8
-										
1.	0.0445	0.0436	0.0427	0.0418	0.0409	0.0400	0.0392	0.0383	0.0375	0.0367
7	7	3	2	2	3	6	0	6	4	3
-										
1.	0.0548	0.0537	0.0526	0.0515	0.0505	0.0494	0.0484	0.0474	0.0464	0.0455
6	0	0	2	5	0	7	6	6	8	1
-										
1.	0.0668	0.0655	0.0642	0.0630	0.0617	0.0605	0.0593	0.0582	0.0570	0.0559
5	1	2	6	1	8	7	8	1	5	2
-										
1.	0.0807	0.0792	0.0778	0.0763	0.0749	0.0735	0.0721	0.0707	0.0694	0.0681
4	6	7	0	6	3	3	5	8	4	1
-										
-	0.0968	0.0951	0.0934	0.0917	0.0901	0.0885	0.0869	0.0853	0.0837	0.0822

<b>1.3</b>	0	0	2	6	2	1	1	4	9	6
-										
<b>1.2</b>	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-										
<b>1.1</b>	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-										
<b>1.0</b>	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-										
<b>0.9</b>	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-										
<b>0.8</b>	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-										
<b>0.7</b>	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-										
<b>0.6</b>	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-										
<b>0.5</b>	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-										
<b>-</b>	0.3445	0.3409	0.3372	0.3336	0.3299	0.3263	0.3227	0.3191	0.3156	0.3120

<b>0.4</b>	8	0	4	0	7	6	6	8	1	7
-										
<b>0.3</b>	0.3820	0.3782	0.3744	0.3707	0.3669	0.3631	0.3594	0.3556	0.3519	0.3482
	9	8	8	0	3	7	2	9	7	7
-										
<b>0.2</b>	0.4207	0.4168	0.4129	0.4090	0.4051	0.4012	0.3974	0.3935	0.3897	0.3859
	4	3	4	5	7	9	3	8	4	1
-										
<b>0.1</b>	0.4601	0.4562	0.4522	0.4482	0.4443	0.4403	0.4364	0.4325	0.4285	0.4246
	7	0	4	8	3	8	4	1	8	5
-										
<b>0.0</b>	0.5000	0.4960	0.4920	0.4880	0.4840	0.4800	0.4760	0.4721	0.4681	0.4641
<b>0</b>	0	1	2	3	5	6	8	0	2	4

### Z-Table

<b>z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
<b>0.8</b>	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830



<b>3,6</b>	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
<b>3,7</b>	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
<b>3,8</b>	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
<b>3,9</b>	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

**APPENDIX 17**

**Percentage Points of the t Distribution**

<b>Two Tail Test</b>						
	<b>0,50</b>	<b>0,20</b>	<b>0,10</b>	<b>0,05</b>	<b>0,02</b>	<b>0,01</b>
<b>One Tail Test</b>						
<b>dk</b>	<b>0,25</b>	<b>0,10</b>	<b>0, 005</b>	<b>0,025</b>	<b>0,01</b>	<b>0,05</b>
<b>1</b>	1,000	3,078	6,314	12,706	31,821	63,657
<b>2</b>	0,816	1,886	2,920	4,303	6,965	9,925
<b>3</b>	0,765	1,638	2,353	3,182	4,541	5,841
<b>4</b>	0,741	1,533	2,132	2,776	3,747	4,604
<b>5</b>	0,721	1,486	2,015	2,571	3,365	4,032
<b>6</b>	0,718	1,440	1,943	2,447	3,143	3,707
<b>7</b>	0,711	1,415	1,895	2,365	2,998	3,499
<b>8</b>	0,706	1,397	1,860	2,306	2,896	3,355
<b>9</b>	0,703	1,383	1,833	2,262	2,821	3,250
<b>10</b>	0,700	1,372	1,812	2,228	2,764	3,165
<b>11</b>	0,697	1,363	1,796	2,201	2,718	3,106
<b>12</b>	0,695	1,356	1,782	2,178	2,681	3,055
<b>13</b>	0,692	1,350	1,771	2,160	2,650	3,012
<b>14</b>	0,691	1,345	1,761	2,145	2,624	2,977
<b>15</b>	0,690	1,341	1,753	2,132	2,623	2,947
<b>16</b>	0,689	1,337	1,746	2,120	2,583	2,921
<b>17</b>	0,688	1,333	1,743	2,110	2,567	2,898
<b>18</b>	0,688	1,330	1,740	2,101	2,552	2,878
<b>19</b>	0,687	1,328	1,729	2,093	2,539	2,861
<b>20</b>	0,687	1,325	1,725	2,086	2,528	2,845
<b>21</b>	0,686	1,323	1,721	2,080	2,518	2,831
<b>22</b>	0,686	1,321	1,717	2,074	2,508	2,819
<b>23</b>	0,685	1,319	1,714	2,069	2,500	2,807
<b>24</b>	0,685	1,318	1,711	2,064	2,492	2,797
<b>25</b>	0,684	1,316	1,708	2,060	2,485	2,787
<b>26</b>	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	<b>2,021</b>	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	2,576

## Appendix 18

### DOCUMENTATION







## **CURRICULUM VITAE**

### **A. Identity**

Name : Nur Annisakh  
Reg. Numb : 13 340 0021  
Place / Birth : Pematangsiantar / 08 October 1995  
Sex : Female  
Religion : Islam  
Address : Perkebunan Hapesong, Batangtoru

### **B. Parents**

Fathers' Name : Alm. Supardi  
Mother's Name : Rasidah

### **C. Educational Background**

1. Elementary School : SDN No. 144609 ( 2001-2007)
2. Junior High School : MTs Negeri Batangtoru ( 2007-2010)
3. Senior High School : SMA Negeri Batangtoru ( 2010-2013)
4. Institute : IAIN Padangsidempuan ( 2013-2017)



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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2210 /In.14/E.4c/TL.00/11/2017  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

27 November 2017

Yth. Kepala MTs Negeri Batangtoru  
Kabupaten Tapanuli Selatan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Nur Annisakh  
NIM : 13 340 0021  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Pekebunan Hapesong Batangtoru

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Using Keyword Method on Students' Vacabulary Mastery at Grade VIII of MTs Negeri Batangtoru". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas. Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.  
NIP. 19720920 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN  
MADRASAH TSANAWIYAH NEGERI BATANGTORU  
Jln. Flamboyan Desa Telo Kecamatan Batang toru  
E-Mail : mtanbatangtoru@yahoo.co.id Kode Pos :22738

Nomor : B-256 /MTs.09.02/kp.01.1/12/2017  
Lamp : -  
Prihal : Surat Balasan

Kepada Yth :  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan

di-  
tempat

Aas. Wr. Wb

Dengan hormat

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Nomor. B- 2210/In.14/E.4c/TL.00/11/2017.Tentang penelitian untuk penulisan Skripsi di MTsN Batangtoru maka dengan ini kepala MTsN Batangtoru menerangkan bahwa :

Nama : NUR ANNISAKH  
NIM : 13 340 0021  
Fakultas : Tarbiyah dan Ilmu Keguruan/TBI  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Perkebunan Hapesong Batangtoru

Adalah benar telah melaksanakan Riset di MTsN Batangtoru. Dalam menyelesaikan skripsinya dengan judul :

**" THE EFFECT OF USING KEYWORD METHOD ON STUDENTS' VOCABULARY MASTERY AT GRADE VIII OF MTs NEGERI BATANGTORU".**

Demikian disampaikan, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

Batangtoru, 11 Desember 2017

Kepala



**LOLAN HARAHAP, S.Pd**

**NIP. 19680710 199703 1 001**



KEMENTERIAN AGAMA  
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Nomor : An.14/E.6a/PP.00.9/09/2016 Padangsidempuan, 27 September 2016  
Sifat : Biasa/E.6a/pn  
Lampiran : -  
Hal : Pengesahan Judul dan Pembimbing skripsi

Kepada Yth Bapak/Ibu  
1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)  
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)  
Di -  
Padangsidempuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkjian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Nur Annisakh/ NIM. 13 340 0021  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : **The Effect of Using Keyword Method on Students' Vocabulary Mastery at Grade VIII of MTs Negeri Batangtoru**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

Sekretaris Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M.Hum  
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Mengetahui  
a.n. Dekan  
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si  
NIP. 19720920 200003 2 002

**Pernyataan Kesediaan sebagai Pembimbing**

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Pembimbing I

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Pembimbing II

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