



**VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS
SMP N 3 PADANG BOLAK JULU**

A THESIS

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

Written By:

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Reg. Number. 14 203 00091

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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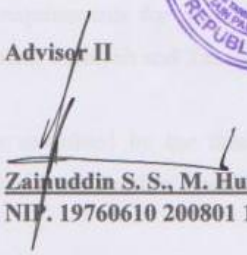
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2019

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To:

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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Noviyana Siregar**, entitled "**Vocabulary Mastery of the Eighth Grade Students' SMP N 3 Padang Bolak Julu**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd.) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

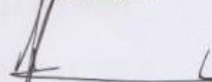
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DECLARATION OF SELF THESIS COMPLETION

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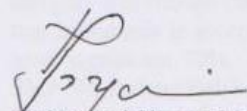
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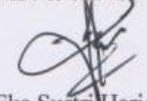

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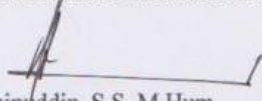

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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ABSTRACT

The problems of research focused on vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu, students in vocabulary master was low, students had lack of motivation in learning vocabulary, and students did not have the suitable strategy in learning vocabulary.

The research methodology of this research is quantitative descriptive research. The subject of this research is eighth grade students SMP N 3 Padang Bolak Julu which consist 35 students as a sample. Instrument in collecting data was test. The kind of the test was multiple choice with the 20 noun and time allocated for the test is 60 minutes. Then the researcher analyzed the data by uses mean score to find out vocabulary mastery of the students and researcher used Z formula to find the hypothesis testing and to know whether the hypothesis is accepted or rejected.

After calculating the data, the researcher find that the vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu 67.64 mean score and the category was enough category. Then, from the hypothesis testing the researcher found that hypothesis is accepted. It can be proved from $Z_{\text{count}} = 0.92 > Z_{\text{table}} = 0.3264$ by level significant 70%. Therefore, vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu are enough category.

Keywords: *Vocabulary, Mastery, and Noun.*

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STUDENTS SMP N 3 PADANG BOLAK JULU**

ABSTRAK

Permasalahan penelitian difokuskan pada penguasaan kosakata siswa kelas VIII SMP N 3 Padang Bolak Julu, siswa dalam penguasaan kosakata rendah, siswa kurang motivasi dalam belajar kosakata, dan siswa tidak memiliki strategi yang sesuai dalam pembelajaran kosakata.

Metodologi dalam penelitian ini adalah penelitian kuantitatif deskriptif. Subjek penelitian ini adalah siswa kelas VIII SMP N 3 Padang Bolak Julu yang berjumlah 35 siswa sebagai sampel. Instrumen dalam mengumpulkan data adalah tes. Jenis tesnya adalah pilihan ganda dengan 20 kata benda dan lokasi waktu untuk tesnya adalah 60 menit. Kemudian peneliti menganalisis data, menggunakan skor rata-rata untuk mengetahui penguasaan kosakata siswa dan peneliti menggunakan rumus Z untuk menemukan pengujian hipotesis dan untuk mengetahui apakah hipotesis diterima atau ditolak.

Setelah menghitung data, peneliti menemukan bahwa penguasaan kosakata siswa kelas VIII SMP N 3 Padang Bolak Julu skor rata-ratanya adalah 67.64 dan kategorinya adalah kategori cukup. Kemudian, dari pengujian hipotesis peneliti menemukan bahwa hipotesisnya diterima. Hal ini dapat dibuktikan dari $Z_{\text{hitung}} = 0.92 > Z_{\text{tabel}} = 0.3264$ dengan level signifikan 70%. Oleh karena itu, penguasaan kosakata siswa kelas VIII SMP N 3 Padang Bolak Julu masuk kategori cukup.

Kata Kunci: *Penguasaan, Kosakata, dan Kata Benda.*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of important language which is studied by students at schools, collage and university. English is very important in this globalization era, because English is one of the human languages in the world that has important role in communication. It has been international language and almost practice in every aspects of human life. English is used in many aspects, such as in business, information technology, government, especially in education.

Vocabulary refers to the collection of word. Vocabulary is important components in teaching English beside the other component like grammar, structure, and pronunciation. Vocabulary plays an important role in learning foreign language. As much as vocabularies that can be mastered by the learners, it will make them easier to develop the four skills in language. They are speaking, listening, reading, and writing.

The first, in speaking skill, people can communicate with other by having many vocabularies and it will make them are able to speak well and have good meaning. In contrary, if they lack of vocabularies, they are not able to do speaking. So the first thing that must be mastered by the students to be able to speak is vocabularies.

The second, in listening skill, while people do the communication, of course they want to know what the others want to communicate to them, even if the language used is foreign language. In doing it, they don't want misunderstanding or misinterpretation will be happened certainly. Moreover they want it run well and can be received. So what why have many vocabularies is more needed to improve this skill.

The third, in reading comprehension, reading is a mental process. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message, getting information from the text is not difficult. However it can be difficult if the readers don't know what is the meaning of the word in the text. So that, by having many vocabularies and good skill, it will make them easier to understand what the text is about.

The last, in writing skill, one of the productive skill in language, having vocabularies mastery is much needed. It will help them in delivering their ideas, expressing the opinions and communicate their thought explicitly in their writing. Written communication is different with oral communication. Although equally is communication activities, that have the purpose to give something to other people, but writing has special character. With writing, someone can communicate with other people, like writing a letter, short message, and others.

Brown says that language is more than a system of communication. It involves whole person, educational, and developmental communicatives

process.¹It means that language is very important in human life, because as human being, people use language to deliver message or ideas from the speaker to the reader in interaction among themselves or with the environment.

Every country has its own language to be used for making relationship with other people in the country. There are many languages in the world, one of the is indonesian language, but indonesian language can not use to communicate with people from other countries, international language is used when everyone want to make relationship with people from other countries.

English is an international language, and it is very important nowadays. These days English is viewed as a language which gives you access to the world. It is the language of globalization, international communication, commerce and trade. Besides, English has a role as a language of science,technology, and art. People who are able to communicate in English would be easier to get more information and knowledge.

In this globalization era, English language takes the important role in communication and the important aspect of education in teaching and learning process. The teaching learning process are not going on without language, the teacher of course uses language to communicate, to interest and to refer the material to the students.²It means that English language takes the important role in

¹H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (New Jersey, 1994), p.70

²Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Ltd Publication, 2009), p.9

communication and the important aspect of education in teaching and learning process, it is impossible for people or everyone to join interaction other in daily life or in teaching learning process without language.

Realizing that English plays a very important role in the world of communication, Indonesian National Education Department has declared English as the first foreign language. English is the considered as compulsory subject taught from elementary school up to university. There are four skills that have been taught to the students at school these are listening, speaking, reading and writing.

Bambang Setiyadi states that vocabulary is the essential area of language learning.³ Vocabulary plays important role in understanding a language. Learning language means learning the words of a language. There is no language without vocabulary. It means vocabulary is central to learn of foreign language. So it means vocabulary is very important.

Vocabulary is always employed in teaching learning a language. It played an important role in the four language skills. It gave contribution to the learners to perform or practice their skills better. It is impossible for the learners to perform their English well if their vocabularies are very poor. They would find any difficulties in expressing because of having limited vocabularies.

³Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.38

Study about English, there are four language skills that must be mastered by students, they are reading, speaking, listening, and writing) it is very important to teach it in elementary school. If the students master vocabulary, they will be easy for learn English. It means that by mastering a great number of vocabularies, the students can learn foreign language easier. In other words, that vocabulary mastery is students' ability to comprehend and use the properties of word in English.

Based on the research at SMP N 3 Padang Bolak Julu, most of the students think that studying English especially vocabulary is bored and it is difficult to be understood. Students in vocabulary master was low, English was very strange language for them, students had lack of motivation in learning vocabulary, and students did not have the suitable strategy in learning vocabulary.⁴

Based on the problems above, the teacher should develop a good teaching vocabulary to students vocabulary mastery. In this study, the researcher decided to do a research entitled "Vocabulary Mastery of The Eighth Grade Students SMP N 3 Padang Bolak Julu".

⁴ Miranda, *students at Grade of SMP N 3 Padang Bolak Julu*, Private Interview, 2 September 2018.

B. Identification of the Problem

Vocabulary as the basic of learning language is very important and should be achievable by the students, but the fact, the researcher found problems in vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu. They are: students in vocabulary master was low, English was very strange language for them, students had lack of motivation in learning vocabulary, and students did not have the suitable strategy in learning vocabulary.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limited the problems that would be focused on the students' noun vocabulary mastery. By mastering noun vocabulary, the researcher found that the process in the class was more interesting and enjoyable to students vocabulary mastery and motivate them in learning English.

D. Formulation of the Problem

Based on the problem above, the researcher formulates the problems on the questions "How is vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu"?

E. Purposes of the Research

Based on the formulation of the problem above, the purpose of this research "To describe vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu".

F. Significances of the Research

The result of this research gave the benefit to some categories below:

1. Theoretically, the result of the research can contribute useful information for the future classroom research with the similar problem of vocabulary skill improvement.

2. Practically

a. For the English Teacher

This research can give additional contribution to English teacher to develop language teaching method and the teachers also able to improve the quality of teaching learning process.

b. For the Headmaster

Through this research the headmaster can develop support the teacher to do best way in teaching.

c. For the Institution

The result of the research can contribute the institution to fulfil the demand of English curriculum. Thus students are able to get satisfactory achievement.

G. Definition of The Terminologies

1. Students

Students are person who is studying at a college, polytechnic or university.

Also students are person the eighth grade students SMP N 3 Padang Bolak Julu.

2. Vocabulary Mastery

Vocabulary mastery means students' ability to comprehend and use the properties of words in English.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. The Definition of Vocabulary

Vocabulary is one of important aspect of language component besides grammar and structure. Words are the basic building blocks of a language.¹ It is a basis of language that should be achieved by students will use words to create sentences, paragraphs, and whole text. Vocabulary is the knowledge of meanings of words. John Dewey states that “vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses”.² It means the meaning of word is an instrument for thinking about meaning expresses.

Next, according to Literacy Expert Beck “vocabulary means learning meanings of new words” and it can also mean “words that a reader recognizes in print”³, from the definition above, vocabulary is an important instrument to know the meaning of the words. Vocabulary is also all about words, the words in a language or a special set of words you are trying to learn.

¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice Second Edition*, (United State of America: Longman Person Education, 2010), p. 305

²William P. Bintz, *Teaching Vocabulary Across the Curriculum*, (Middle School Journal, 2011), p. 44

³Sandra K. Athans and Denise Ashe Devine, *Fun-tastic Activities for Differentiating Comprehension Instruction Grades 2-6*, (International Reading Association, 2010), p. 59.

Then, vocabulary can be defined as the words must be known by English language learners. It is used for communicating in speaking (expressive vocabulary) and in listening (receptive vocabulary) effectively.⁴ According to Richard and Willy, “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.”⁵ Last, Richard also says “knowing a word means knowing many meanings associated with the word”.⁶ It means the meaning of word is not only one but there is some of meaning that associate with the word.

As the result, from definition above, the researcher concludes vocabulary is a list or collection of words with a meaning. It must be learnt by students because it is important for developing English skills and it determines the learners successfull in using the language learned.

In mastering the four skills in English, the learners should master the vocabulary as the basic skill firstly. According to Jack C. Richard and Willy a Renandya “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and

⁴Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: London, 2000), p. 3.

⁵Richard and Willy, *Teaching Vocabulary , Practice and Theory*, (New York: Cambridge University Press, 2012), p. 114.

⁶*Ibid.*, p. 115.

write”.⁷ It means the meaning of component language proficiency or provides much.

How the learner use the skills are organised by the vocabulary. According to Hornby, vocabulary is a person’s knowledge about all the words using.⁸ As wide as the knowledge of vocabulary that known by the learner it will give effect to their skill in English as state by Davis in Janet Allen that “vocabulary knowledge is related to and affects comprehension. The relationship between word knowledge and comprehension is unequivocal”.⁹ It means the meaning related or affects comprehension.

Besides according to Elfrieda H. Hiebert and Michael L. Kamil, “vocabulary is the knowledge of meaning of words”.¹⁰ The same thing also delivered by Caroline T. Linse that Vocabulary is the individual’s knowledge about the collection of words.¹¹ It means that vocabulary is someone’s knowledge about words.

So it can be concluded that, vocabulary is someone’s knowledge about the words with the meaning of word itself that use to master the skills in language such as speaking, listening, reading, and writing.

⁷Jack C. Richard & Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 225

⁸A.S. Hornby, *Oxford Advance Learner’s Dictionary* (New York: Oxford University Press, 2000),p. 1506

⁹Janet Allen, *Words, Words, Words : Teaching Vocabulary in Grades 4-12*, (USA: Stenhouse Publisher, 2006), p. 5

¹⁰Hiebert, Elfrieda H. and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (Jew Jersey: Lawrence Erlbaum Associates, 2005), p.3

¹¹Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p.121

2. The Concept of Vocabulary Mastery

Mastering vocabularies means mastering the meaning and the ways to use them in context. According to Cameron, vocabulary is central to learn of foreign language.¹² It means that by mastering a great number of vocabularies, the students can learn foreign language easier. In other words, that vocabulary mastery is students' ability to comprehend and use the properties of word in English.

In communication, vocabulary plays an important role, without the mastery of vocabulary it is impossible to make communication through language. Thornbury says, by having adequate vocabulary, one will be able to communicate to other people and express his / her ideas clearly and easily.¹³ It means that vocabulary is the vital part of language, a language is formed by words, so we can make our communication well, we will easy to share our point to our partner speaking.

Vocabulary is one of the most important aspects of foreign language. In learning English vocabulary people have to know vocabulary first. Vocabulary should be mastered in language learning especially in teaching and learning English. It means that in learning vocabulary people have to know the meaning of it and also understand and can use it in the sentence context.

¹²Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge University Press, 2002),

¹³Thornbury, *How to Teach Vocabulary*, (Pearson Education Limited, 2002), p.1

Generally, vocabulary is the knowledge of meaning of words.¹⁴ Learning vocabulary is important because we are able to speak, write, and listen, nicely we have to know vocabulary first. Cameron says that to know a word if they can recognize its meaning when they see it.¹⁵ It means that learning vocabulary is we have to know the meaning of it and also understand and can use it in sentence context.

From the statement above, the researcher assumes that vocabulary mastery is peoples' ability to use or to understand basic form of words of language that they have learned in certain situations which they really have experienced in their lives, including single word, complex word, and compound words. The researcher also says that vocabulary mastery of a foreign language is not only memorizing the words, it should be thought in meaningful content and practice to communicate well.

¹⁴Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary*, (London New Jersey, 2005), p. 3

¹⁵Lyne Cameron, *Ibid*, p. 75

3. Kinds of Vocabulary

Many kinds of vocabulary can be used to know some people about their vocabulary. Another word, with many kinds of vocabulary can be used to identify the level of someone; beginner level, intermediate level, or advance level. So, kinds of vocabulary are one of knowledge to know some people about their ability in vocabulary.

In this research there are some kinds of the vocabulary, Evelyn Marcusen says,¹⁶ “that vocabulary can be divided in two kinds, there high frequency vocabulary and low frequency vocabulary”. They are below:

- a. High frequency vocabulary consist of words that are used very often in normal language, use in all four skill and across the full range situation of used. High frequency of vocabulary consist of 2000 word families, which are about 87% of the running words in normal written text and more than 95% of the words informal spoken texts.
- b. The low frequency on other hand, cover only small proportion of the running words of continuous text. It means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.

¹⁶Evelyn Marcusen, *vocabulary Semantic and language Education*, (Cambridge: University Press, 1997), p. 45

More about kinds of vocabulary Thornbury in Harmer says, there are two kind of vocabulary: Receptive vocabulary or passive vocabulary and Productive vocabulary or active vocabulary.¹⁷ There are further explanation is:

a. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone can understand the ideas of the utterance contextually not word by word.

b. Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.

Based on the statements above the researcher takes conclusion that kinds of vocabulary; An active vocabulary refers to the words students should using in speaking and writing, and passive vocabulary means words they need only to comprehend especially in reading and listening.

¹⁷Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158

4. Aspect of Vocabulary

In understanding vocabulary, the learners need to know some aspect of vocabularies. According to Wren and Martin, words are divided into different classes or kinds,¹⁸ it is called as part of speech that has 8 classes, they are: Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction and Interjection.

Cameron states that vocabulary development is about learning words, the words are a key unit in building up skills and knowledge.¹⁹ Vocabulary is all about words, to build skill and their knowledge especially in speaking because the students can speak English fluently if they master vocabulary in English and develop it.

From the statement above, it can be concluded that vocabulary plays an important role in language which makes language more meaningful. Without vocabulary it is impossible for someone to learn a language. It is clear that vocabulary is their ideas and communicate well each other. According to Thornbury, words fall into of eight different words classes:

- 1) Nouns
- 2) Pronouns
- 3) Verbs
- 4) Adjectives
- 5) Adverbs
- 6) Prepositions

¹⁸Wren & Martin, *High School English Grammar and Composition*, (New Delhi: Ram Nagar, 1986), p. 3

¹⁹Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge University Press, 2002), p. 73

- 7) Conjunctions
- 8) Determiner²⁰

In this research, the researcher focused on noun vocabulary.

All of this is very important but the researcher focused on Noun especially animals, fruits, things in the classroom, and profession. Noun is used to identify a person or thing.²¹ According JayanthiDakshina Murthy, noun is a word used to name a person, place, or thing, an idea or quality of mind is defined as a noun.²² Then, Marcella Frank says “the noun is one most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence, a noun is the head word of the grammatical structure in which it functions”.²³ From the definition above, noun is the name of person, place, things and idea or quality of mind.

Further, according to Surayin, noun: subject and objects. Example: John wants a book. John as a noun, wants as a verbs, and a book as a object.²⁴ So, noun can be as a subject and can be as a object.

²⁰Thornbury, *Ibid*, p. 13

²¹Collins Cobuild, *English Grammar*, (The University of Birmingham: Harper Collins Publishers, 1990), p. 5.

²²JayanthiDakshina Murthy, *Contemporary English Grammar*, (Delhi: Shivam Printers, 2003), p. 5.

²³Marcella Frank, *Modern English Part I Part of Speech*, (New Jersey: Prentice-Hall, 1972), p. 2.

²⁴Surayin, *Perfect English Grammar*, (Bandung: Yrama Widya, 1999), p. 93.

Noun is name of person, place, or things such as Johnny, Indonesia, house, crowd.²⁵ For example, Johnny came to indonesia and lived in my house. According to Jayanti,²⁶ Noun has eight kinds, they are:

a. Common Noun

Words that are given to name people, things, and places are called as the common noun.²⁷ For example: woman, doctor, teacher, boy, officer, town, city, village, town, and place.

b. Proper Noun

According to Gordon winch, proper noun is a name especially person, place, or things such as Isma, Indonesia, Padangsidempuan, Saturday.²⁸ It is usually begun with capital letter. For example: Mother Terasa, Shelly, Bill Clinton, India, Japan, and America.

c. Concrete Noun

According to Marcella Frank, concrete noun is a word for a physical object that can be perceived by sense, it can be seen, touch and smell the object.²⁹ For example: room, sun, girl, and boy.

²⁵Gordon Winch, *The foundation Grammar Dictionary*, (Australia: New Frontier Publishing, 2004), p. 26

²⁶Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Book Palace: Delhi, 1998), p. 10

²⁷Howard Sargeant, *Basic English Grammar For English Language Learner*, (Book 2), (United States: Saddleback Educational Publishing, 2007), p. 7

²⁸Gordon Winch, *The foundation Grammar.....*, p. 33

²⁹Marcella Frank, *Modern English*, (New York: Prentice Hall, 1977), p. 10

d. Abstract Noun

Something in mind that can not be seen or touched³⁰ like love kindness, happiness, and anger.

e. Countable Noun

The name of a thing that can be count or divided into singular or plural called as countable noun³¹ such as students, book, table, pen, photograph, pencil, studio, woman, and camera.

f. Uncountable Noun

The name of a thing that cannot be count or divided into singular or plural called as uncountable noun³² such as money, milk, rice, coffee, tea, ice, beauty, gold, and life.

g. Material Noun

The name of a material or substance out of which things are made called as material noun.³³ For example: silver, gold, iron, air, water, paper, glass, and wood.

h. Collective Noun

According to Howard Sargeant “words for group people, animals, or things are called collective noun”.³⁴ Such as crowd, mob, team, army, family, and herd.

³⁰Gordon Winch, *The foundation Grammar.....*, p. 7

³¹Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Book Palaca: Delhi, 1998),

p. 10

³²*Ibid*,p. 11

³³*Ibid*,p. 12

Based on definition above nouns has eight kinds and a part of vocabularies which use to complete the sentence. In this research the researcher focused on noun especially animals, fruits, things in the classroom, and profession which is can be classified as common noun and collective noun.

B. Related Findings

In conducting this research, there are many previous studies which support it. Those can contribute the present research in case of method, theories and discussion means.

First, research conducted by Aisyarani.³⁵ There is a significant difference between the vocabulary mastery before and after being taught by using animation video. In the level significance 0.05 or 5% and degree freedom 36 showed that the data of t table (tt) is 2.04 and from t-test is found that t observation (t0) is 9.58. The result of pretest is categorized as sufficient, which is the high score is 90 and the lowest score 35. In the pretest score is found the Mean is 64 and Standard Deviation (SD) is 13.4. Meanwhile the result of posttest is categorized as good.

³⁴Howard Sargeant, *Basic English Grammar for English Language Learner* (Book 2), (United States: Saddleback Educational Publishing, 2007), p. 17

³⁵Aisyarani, *The Vocabulary Mastery of The Eleventh Grade Students of MA Nahdalatul Muslimin in The Academic Year 2013/2014 Taught By Using Animation Video*, (Kudus: np, 2014), p.52

Second, research is conducted Sri Nardani Hsb, et.al.³⁶ The kind of research was quantitative research. The result of research it is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 86.66 is better than 83.25 while, result of t-test was gotten $t_{\text{count}} = 1.69$ and $t_{\text{table}} = 1.667$, cause $t_{\text{count}} > t_{\text{table}}$ ($1.69 > 1.667$) with each the sample are 36 and $dk = (n_1 + n_2 - 2) = 70$ with significant level $\alpha = 5\%$. So, it means hypothesis is accepted.

Third, research conducted by Trilanti, et.al.³⁷ The kind of research was qualitative descriptive. The result of research the ability in understanding vocabulary at first year semester students of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories, because mean score was 22.5 %.

The last, research conducted by Prima Ardy Mukti.³⁸ After he had carried out the action research by implementing cartoon films to improve the students' vocabulary mastery at SMP Negeri 1 Grogol, Sukoharjo. He would like to say that implementing cartoon films in teaching vocabulary could improve the students' vocabulary mastery better for the students who became the object of this research.

³⁶ Sri Nardani Hsb, et.al, The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/F>, Access on 31th Januari 2019

³⁷ Trilanti, et.al, An Analysis on Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/F>, Access on 31th Januari 2019

³⁸ Prima Ardy Mukti, Improving Students' Vocabulary Mastery Using Cartoon Films (A Classroom Action Research Conducted at the Seventh Grade in SMP Negeri 1 Sukoharjo in Academic Year 2010/2011), www.perpustakaan.uns.ac.id, (Surakarta: np, 2012), p.97

The students' improvement on vocabulary mastery was revealed from the difference of the students' mean score before and after the actions. Before the actions, the students' mean score was 5.04. after the researcher did the actions to the students, the students' mean score improved to 8.53.

Based on four previous researcher above, the researcher tries to find the students, vocabulary mastery. In other hand, four of this research are similiar research, but the result and object are different. Meanwhile, this research invertigate in how is vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu.

C. Hypothesis

Hypothesis of this research is "vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu is in enough category".

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This reseach has been done at SMP N 3 Padang Bolak Julu. It is located at Jl. Sipupus, Kecamatan Padang Bolak Julu, Kabupaten Padang Lawas Utara. The time of this research has beendone from September 2018 until March 2019.

B. Research Design

This research used quantitative descriptive. Quantitative research with descriptive method is purpose to describe about situation, phenomenon or happens. So, it can be concluded that quantitative descriptive research means to describe the phenomenon and in this research, the researcher was describe about Vocabulary Mastery of the Eighth Grade Students SMP N 3 Padang Bolak Julu is enough.

C. Population and Sample

a. Population

Population is whole of the subject that is researched. Population of this research was all eight class of SMP N 3 Padang Bolak Julu. Total of populations are 55 students. They were separated in two classes of the eighth grade Students SMP N 3 Padang Bolak Julu. They are: VIII-1, and VIII-2 academic year.

These are amount of population base on SMP N 3Padang Bolak Julu and total of class inside. They were 55 students as seen in the following table:

Table I
Amount of Eight Class of SMP N 3Padang Bolak Julu

No	Class	Male	Female	Total
1	VIII-1	10	10	20
2	VIII-2	15	20	35
Total		25	30	55

b. Sample

The researcher used a random sampling for taking sample of this research. The researcher use random sampling because the population in this research is 55 students. So, the researcher just take the sample 15 students from VIII-1 class and 20 students from VIII-2 class.

Based on the explanation above, the sample of this research can be seen in the table below:

Table II
Sample of the research at grade VIII SMP N 3Padang Bolak Julu

No.	Class	Total Students	Total Sample
1	VIII-1	20	15
2	VIII-2	35	20
Total		55	35

Based on the table above, it could be seen that every class, the total of sample in this research is 35 students.

D. The Instrument of Collecting Data

In order to answer the research problem and to examine the hypothesis that has been formulated, researcher needed the data. In order to get the data, it needs the instrument, in this case the research applied test vocabulary mastery. This research used test as the instrument to collect the data of students' vocabulary mastery. The reseracher used multiple choice test. In this research the test consisted of 20 questions. The tests had given for each students to find out the scores of each students' answer. The researcher gave 5 score for each items and maximum score of test was 100. The indicator of vocabulary mastery can be seen in the following table:

Table III
Indicators Noun of Vocabulary Mastery

No.	Indicators	Items	Numbers of Item	Score	Total Score
1.	Animals	3	9,11,114	5	15
2.	Place	5	5,6,7,10,13	5	25
3.	Things	10	1,2,3,4,8,12,17,18,19,20	5	50
4.	Body	2	15,16	5	10
TOTAL					100

Based on the table of indicators of test above, the researcher give 100 values for the respondents' correct answer of translating totality. Clearly, the technique for collecting data is test.

E. Test Validity

In applying the research, the researcher has validated the test. In this case, the researcher used item validity to establish the validity of the instrument, that is test.

1. Item Validity

To know the validity of the each question has been refered to list r biserial with r in 5% significant: 0. 361 and 1% significant: 0. 463. So, if $r_{account} > r_{table}$ 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 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.

After the researcher had done validity of the test with calculate test based on formula *point biserial*, the researcher got that there were 20 items classified into valid, and 10 item classified into invalid test. So, the researcher took 20 items as test in this research.

F. The Techniques for Collecting Data

After preparing the test, the researcher has given the test to the sample of the research, then has tried to find out the result. There are some steps to collect the data:

1. Preparing the test. Made test in multiple choice test. The test consist of 20 items.
2. Making validity of the test and use item validity.
3. After making the item test valid, giving students the test and the time to do the test.
4. Then determining the time of doing the test. The time of during test in 60 minutes.
5. Giving chance of time for students as ask something left or unclear in doing the test.
6. Asking the students to do test and monitor the students during the test is doing.
7. After students finishing answering the test, collecting their answer to be analyzed.

G. Technique of Analysis Data

After collecting the data, the researcher analyzed the data by quantitative data; it was presented in statistic formula. Data were analyzed by statistical analysis with following steps:

1. Correcting the students answers from the test
2. Calculating the range by.

$$\text{Range} = \text{highest value} - \text{lowest value}$$

$$BK = 1 + 3.3 \log n$$

$$BK = \frac{R}{BK}$$

3. Using mean score to analyze the test result.

$$M = \frac{\sum x}{n}$$

Explanation:

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent.¹

¹ Anas Sudijono, *ibid*, p. 81

4. Testing hypothesis with the formula as follow:

$$\text{Z-Test} \quad Z = \frac{\frac{x}{n} - p}{\sqrt{p \frac{(1-p)}{n}}}$$

Explanation:

X = data that includes hypothesis categories

n = all the data

M = hypothesis proportion.²

5. Interpreting to the index of mean score. The interpretation of the result could been seen in the following table.

Table IV
The Classification Quality of the Students' Score

Interval	Predicate
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high ³

²Ahmad NizarRangkuti, *Statistic Penelitian Pendidikan*, (Medan: PerdanaMulyaSarana, 2014), p. 80.

³Ridwan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Muda*, (Bandung: Alfabeta, 2005), p. 89.

After the researcher found the mean score of all students, it would be consult to the criteria as the following:

- 1) If the value of mean score is 0-49, it can be categorized into very low ability.
- 2) If the value of mean score is 50-59, it can be categorized into low ability.
- 3) If the value of mean score is 60-69, it can be categorized into enough ability.
- 4) If the value of mean score is 70-79, it can be categorized into high ability.
- 5) If the value of mean score is 80-100, it can be categorized into very high ability.

The instrument was taken from the students' vocabulary test and the researcher chooses the them of materials that were taught in the first semester by their teachers. A score of one is given to each item that was answered correctly and zero to wrongly answer the items.

H. Outline of the Thesis

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

In chapter one, it consists of background of the problem, identification of the problem, formulation of the problem, limitation of the problem, purpose of research, significances of the research, the definition of the terminologies.

In chapter two, it consists of the theoretical description, which the sub chapters consists of theoritical description of Vocabulary and mastery. Then, review of related findings, conceptual of frame work and hypothesis.

In chapter three, consist methodology of the research, they are; First, place and time of the research. Second, research design. Third, the population and sample, instrument of collecting data, test validity, the techniques for collecting data, the technique of analysis data, and outline of the thesis.

In chapter four, result of the research. The result of the research consists of the description of the data. The result of the research talks about the analysis of data. This chapter consist of description of data, hypothesis testing, discussion and the treats of research.

The last, in chapter five consists of conclusion that give conclusion about the result of research and suggestion to principal of the school and other researcher.

CHAPTER IV

THE RESULT OF RESEARCH

A. Data Description

To understand this research easily, it was described based only one variable. There was vocabulary mastery, and also was continued to the testing hypothesis. It would be describe futher as follow:

Absolutely, to know the extent of vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu, the researcher used test as instrument of the collecting the data. The researcher asked the students to mastery vocabulary about noun based on the multiple choice. So, the total of test in multiple choice is 20. Then, the instrument given for the eighth grade students SMP N 3 Padang Bolak Julu, the score each of them could be seen in the table below:

Table V
The Students' Total Score in Vocabulary Mastery

No.	Students' Initial	Total Score
1.	RT	45
2.	MH	80
3.	RW	70
4.	RS	65
5.	TS	60
6.	PH	50
7.	NAS	75
8.	SG	70
9.	MA	75
10.	RS	85
11.	RGP	75
12.	DNB	65
13.	EP	65
14.	AV	75

No.	Students' Initial	Total Score
15.	DN	60
16.	HD	65
17.	AM	50
18.	AS	75
19.	EW	70
20.	SR	70
21.	LR	65
22.	LS	65
23.	AH	60
24.	NH	55
25.	DS	55
26.	AS	75
27.	HS	75
28.	RRH	55
29.	KS	75
30.	AS	70
31.	MH	60
32.	LH	50
33.	UH	70
34.	LH	70
35.	AH	50

Based on the table above, the total scores of the eighth grade students of SMP N 3 Padang Bolak Julu in vocabulary mastery about noun is 2230. It can also seen that there were students have got 85 as the highest score and there were have 45 as the lowest score. To know the quality score each of the students in vocabulary mastery about noun can be seen as below:

Table VI
The Quality Score of the Students in Vocabulary Mastery

No.	Students' Initial Name	Total Score	Quality Score
1.	RT	45	Very low
2.	MH	80	Very high
3.	RW	70	High
4.	RS	65	Enough
5.	TS	60	Enough
6.	PH	50	Low
7.	NAS	75	High
8.	SG	70	High
9.	MA	75	High
10.	RS	85	Very high
11.	RGP	75	High
12.	DNB	65	Enough
13.	EP	65	Enough
14.	AV	75	High
15.	DN	60	Enough
16.	HD	65	Enough
17.	AM	50	Low
18.	AS	75	High
19.	EW	70	High
20.	SR	70	High
21.	LR	65	Enough
22.	LS	65	Enough
23.	AH	60	Enough
24.	NH	55	Low
25.	DS	55	Low
26.	AS	75	High
27.	HS	75	High
28.	RRH	55	Low
29.	KS	75	High
30.	AS	70	High
31.	MH	60	Enough
32.	LH	50	Low
33.	UH	70	High
34.	LH	70	High
35.	AH	50	Low
Total		2230	

Based on the table above, it is clearly that quality score the students' score in vocabulary mastery about noun is differently. There were many students have very low, low, enough, high and very high. It means of the eighth grade students' SMP N 3 Padang Bolak Julu in 2018-2019 academic year in vocabulary mastery is variously.

B. Calculation Result of Vocabulary Mastery

In the discription of result vocabulary mastery the researcher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and consists of 20 items and every items is given.

The tes score become the data that were needed of testing hypothesis; the data are tabulated as follow:

Table VII
The Resume of Variable Score of Vocabulary Mastery

No.	Statistic	Variable
1.	High Score	85
2.	Low Score	45
3.	Mean Score	67.64
4.	Median	70
5.	Modus	82.16

From the table above, it was known that the high score of variable of vocabulary mastery had been searched by 35 students' based on the total of sample research were high score 85 and low score 45, mean score 67.64, median 70 and modus 82.16.

Based on the calculation means score above 67.64. So application of vocabulary mastery is enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to grouped the variable score of vocabulary mastery which interval 10.

Table VIII
Frequency Distribution of Vocabulary Mastery

No.	Interval Class	Frequency Absolute	Frequency Relative
1.	40 - 48	1	2.85 %
2.	50 – 59	7	19.95 %
3.	60 – 69	10	28.5 %
4.	70 – 79	14	39.9 %
5.	80 – 89	3	8.55 %
	I = 10	35	100 %

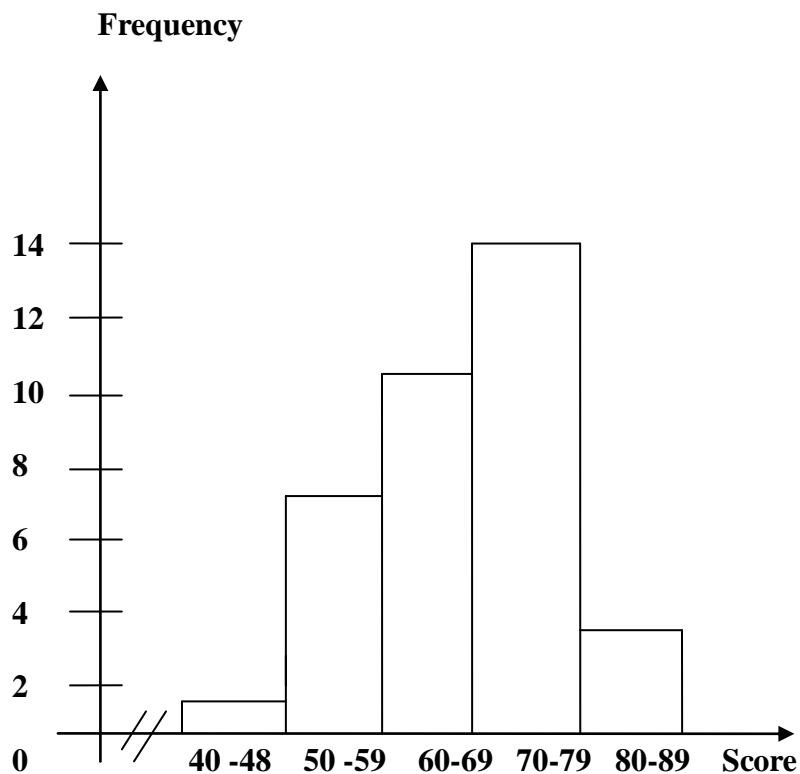


Figure 1 The Histogram of Vocabulary Mastery of the Eighth Grade Students' SMP N 3 Padang Bolak Julu

Based on the table above, it was known that the variable revelation of vocabulary mastery shown that the respondent at 40 – 49 were 1 students (2.85%), interval 50 – 59 were 7 students (19.95%), interval 60 – 69 were 10 students (28.5%), interval 70 – 79 were 14 students (39.9%), interval 80 – 89 were 3 students (8.55%).

C. Hypothesis Testing

The hypothesis of the research are “Vocabulary Mastery of The Eighth Grade Students’ SMP N 3 Padang Bolak Julu”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula Z-test. It can be seen as follow:

$$Z = \frac{\frac{x}{n} - P}{\sqrt{\frac{P(1-P)}{n}}}$$

$$Z = \frac{\frac{27}{35} - 0.70}{\sqrt{\frac{0.70(1-0.70)}{35}}}$$

$$Z = \frac{0.771 - 0.70}{\sqrt{\frac{0.70(0.3)}{35}}}$$

$$Z = \frac{0.071}{\sqrt{\frac{0.21}{35}}}$$

$$Z = \frac{0.071}{\sqrt{0.006}}$$

$$Z = \frac{0.071}{0.077}$$

$$Z = 0.92$$

Calculation Z_{table} :

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$0.025 = 0.3264$$

Based on the calculation it can be concluded that $Z_{count} = 0.18$ was then $Z_{table} = 0.3264$ ($Z_{count} = 0.92 > Z_{table} = 0.3264$ by level 0.05. So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because $Z_{count} = 0.92 > Z_{table} = 0.3264$.

So, it can be stated that vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu in 67.64 is in enough category.

D. Discussion

Based on the theoritical that the vocabulary mastery was very important in communicating, the vocabulary is very important for students and it must be mastered by the students with memorize the vocabulary the students were understand about the vocabulary. Especially for students of the eighth grade SMP N 3 Padang Bolak Julu, they must have good vocabularies.

After analyzing the data it was known that vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu was categorized in to enough category or 67.64%, it was gotten from the research of students' means score in doing the test by analysis vocabulary mastery. This category same with researcher before that had been done by Aisyarani. The result of pretest is categorized as sufficient, which is the high score is 90 and the lowest score 35. In the pretest score is found the Mean is 64 and Standard Deviation (SD) is 13.4. Meanwhile the result of posttest is categorized as good.¹

The second by Sri Nardani Hsb, et.al. The result of research it is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 86.66 is better than 83.25 while, result of t-test was gotten $t_{\text{count}} = 1.69$ and $t_{\text{table}} = 1.667$, cause $t_{\text{count}} >$

¹ Aisyarani, *The Vocabulary Mastery of The Eleventh Grade Students of MA Nahdalatul Muslimin in The Academic Year 2013/2014 Taught By Using Animation Video*, (Kudus: np, 2014), p.52

t_{table} ($1.69 > 1.667$) with each the sample are 36 and $dk = (n_1 + n_2 - 2) = 70$ with significant level $\alpha = 5\%$. So, it means hypothesis is accepted.²

The third by Trilanti, et.al. The kind of research was qualitative descriptive. The result of research the ability in understanding vocabulary at first year semester students of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories mean score was 22.5 %.³

The next, Prima Ardy Mukti. After his had carried out the action research by implementing cartoon films to improve the students' vocabulary mastery at SMP Negeri 1 Grogol, Sukoharjo. The students' improvement on vocabulary mastery was revealed from the difference of the students' mean score before and after the actions. Before the actions, the students' mean score was 5.04. after the researcher did the actions to the students, the students' mean score improved to 8.53.⁴

Therefore, the researcher concluded that vocabulary mastery of the eighth grade students' done by four researchers was different and category among the four researchers above. It can be seen as follow:

² Sri Nardani Hsb, et.al, The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/F>, Access on 31th Januari 2019

³ Trilanti, et.al, An Analysis on Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/F>, Access on 31th Januari 2019

⁴ Prima Ardy Mukti, Improving Students' Vocabulary Mastery Using Cartoon Films (A Classroom Action Research Conducted at the Seventh Grade in SMP Negeri 1 Sukoharjo in Academic Year 2010/2011), www.perpustakaan.uns.ac.id, (Surakarta: np, 2012), p.97

Table IX
Result of Previous Research

No	Name of Researcher	Result of research in vocabulary mastery	Category of means score
1.	Aisyarani	9.58	Good
2.	Sri Nardani Hsb, Eka Sustri Harida, Fitri Rayani Siregar	83.25	Good
3.	Trilanti, Eka Sustri Harida, Fitri Rayani	22.5	Low
4.	Prima Ardyu Mukti	8.53	Good

E. The Threats of the Research

In conducting this research, the researcher realized that there were many threats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, baccuse the students' had the activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were threats the writer, the researcher the helping from the entire advisort, headmaster and English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the researcher takes the conclusion about this research as : the result of this research was categorized into enough category. It can be seen from value precentage from mean score gotten by the students, that is 67.64 mean score.

Then, the hypothesis is “vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu is enough category”. Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from $Z_{\text{count}} = 0.92 > Z_{\text{table}} = 0.3264$ by level significant 70%. Therefore, vocabulary mastery of the eighth grade students SMP N 3 Padang Bolak Julu was enough category.

B. Suggestions

After take the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster, Drs. H. Pardamean Siregar to motivate his teachers, especially English teachers of SMP N 3 Padang Bolak Julu, to keep motivating their students in studying English.

2. It is suggested to the English teachers, especially to the eighth grade English teachers before studying about vocabulary. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in vocabulary mastery. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic and the last that noun is part of vocabulary and vocabulary is basic knowledge to learn English. So, be sure that the students have been understood first.
3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
4. It is important to other researcher also to discuss first to expert people about the research related to this research because to know the knowledge about the research design and topic is bringing to arrange the more perfect the research and better than this research.

CURRICULUM VITAE

A. Identify

Name : Noviyana Siregar
Reg. Num : 14 203 00091
Place/Birth : Lantosan II, Agustus 2th 1996
Sex : Female
Religion : Moeslim
Address : Batugana, Kec. Padang Bolak Julu.

B. Parents

Father's Name : Sukri Yansah Siregar
Mother's Name : Milla Wati Harahap

C. Education Background

1. Graduated from Elementary School SD Negeri 104830 Lantosan II kecamatan Padang Bolak Julu 2007.
2. Graduated from Junior High School SMP N 3 Padang Bolak Julu 2011.
3. Graduated from Senior High School SMA N 1 Padang Bolak Julu 2014.
4. Be University student IAIN Padangsidempuan 2014.

Appendix 1

THE TEST FOR VOCABULARY

Nama :

Class :

Subject :

Instruction: Choose the best answer from noun in multiple choice below!

1. Call the _____ to help the patient to go to the hospital.
 - a. Police office
 - b. Post office
 - c. Ambulance
 - d. Clinic
2. My mother is watching _____ now.
 - a. A TV
 - b. A magazine
 - c. A newspaper
 - d. A radio
3. My mother always remind me to brush my _____ before sleeping.
 - a. Foot
 - b. Teeth
 - c. Shoes
 - d. Dress
4. _____ is a kind of Indonesian food.
 - a. Pizza
 - b. Sushi
 - c. Fried rice
 - d. Kebab
5. I am so sorry, all _____ in this restaurant have been booked.
 - a. Rooms
 - b. Chairs
 - c. Pools
 - d. Tables

6. I need _____ to buy food or drink.
- a. Money
 - b. Paper
 - c. Book
 - d. Wallet
7. Before entering someone's house, we need to take off our _____ outside.
- a. Bags
 - b. Shoes
 - c. Clothes
 - d. Caps
8. Will you and your sister go to the _____ to watch a football match?
- a. Hospital
 - b. Cinema
 - c. Stadion
 - d. Theater
9. I do not know the _____ to buy some books.
- a. House
 - b. Studio
 - c. Clinic
 - d. Place
10. _____ is the place to borrow some books at school.
- a. Canteen
 - b. Classroom
 - c. Library
 - d. Teacher office
11. My mango tree has many _____ .
- a. Branch
 - b. Branches
 - c. Branchs
 - d. Branched
12. My mother has _____ in her kitchen that are sharp.
- a. Knive
 - b. Knife
 - c. Knives
 - d. Knifes

13. My teacher asked the students to bring two _____ for the experiment.

- a. Mice
- b. Mouse
- c. Mouses
- d. Mices

14. Indonesia consists of thousand _____ .

- a. Island
- b. Islanded
- c. Islandes
- d. Islands

15. The _____ in an ocean are more than in a lake or a river.

- a. Fish
- b. Fishes
- c. Fishs
- d. Fiesh

16. Mrs. Jenna buy three _____ for the flowers in her living room.

- a. Vas
- b. Vases
- c. Vass
- d. Vase

17. I do not know his _____ .

- a. Addresses
- b. Adress
- c. Address
- d. Addres

18. I love to go to some _____ to buy books.

- a. Library
- b. Libraries
- c. Bookstore
- d. Bookstores

19. I like to go to village because I can feed the _____ .

- a. Sheeps
- b. Sheep
- c. Ship
- d. Ships

20. Bunga is celebrating her birthday.
Now Bunga feels
a. Happy
b. Easy
c. Angry
d. Hungry
21. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.
Amir: Thank you Nita.
a. Body
b. Feet
c. Finger
d. Hand
22. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.
a. Angry
b. Noisy
c. Funny
d. Quiet
23. My younger brother went to dentist two days ago because his were in pain.
a. Teeth
b. Ears
c. Hands
d. Fingers
24. The exam was too for her. She got an A!
a. Easy
b. Expensive
c. Difficult
d. High
25. Tina's bicycle is broken. Tina is really now.
a. Charm
b. Happy
c. Sad
d. Confused
26. You can find in your kitchen.
a. Pillow
b. Stove
c. Television
d. Sofa

27. My mother is a tailor. She sews and makes
- a. Books
 - b. Foods
 - c. Chairs
 - d. Clothes
28. My father always reads every morning in living room.
- a. Newspaper
 - b. Radio
 - c. Computer
 - d. Television
29. My friend's are sick, so he cannot hear anything well.
- a. Cheeks
 - b. Nose
 - c. Eyes
 - d. Ears
30. Ahmad : Do you have a ?
Shopkeeper : Of course, we do. You can find it in the book section over here.
- a. Football shoes
 - b. Black pen
 - c. Red apples
 - d. Drawing book

Appendix 2

THE ANSWER KEY OF VOCABULARY TEST

1. C
2. A
3. B
4. C
5. D
6. A
7. B
8. C
9. D
10. C
11. B
12. C
13. A
14. D
15. A
16. B
17. C
18. D
19. B
20. A
21. B
22. C
23. A
24. A
25. C
26. B
27. D
28. A
29. D
30. D

Appendix 3

THE TEST FOR VOCABULARY AFTER TRYOUT

Nama :

Class :

Subject :

Instruction: Choose the best answer from noun in multiple choice below!

1. My mother is watching _____ now.
 - a. A TV
 - b. A magazine
 - c. A newspaper
 - d. A radio
2. I am so sorry, all _____ in this restaurant have been booked.
 - a. Rooms
 - b. Chairs
 - c. Pools
 - d. Tables
3. I need _____ to buy food or drink.
 - a. Money
 - b. Paper
 - c. Book
 - d. Wallet
4. Before entering someone's house, we need to take off our _____ outside.
 - a. Bags
 - b. Shoes
 - c. Clothes
 - d. Caps
5. Will you and your sister go to the _____ to watch a football match?
 - a. Hospital
 - b. Cinema
 - c. Stadion
 - d. Theater

6. I do not know the _____ to buy some books.
- House
 - Studio
 - Clinic
 - Place
7. _____ is the place to borrow some books at school.
- Canteen
 - Classroom
 - Library
 - Teacher office
8. My mother has _____ in her kitchen that are sharp.
- Knive
 - Knife
 - Knives
 - Knifes
9. My teacher asked the students to bring two _____ for the experiment.
- Mice
 - Mouse
 - Mouses
 - Mices
10. Indonesia consists of thousand _____ .
- Island
 - Islanded
 - Islandes
 - Islands
11. The _____ in an ocean are more than in a lake or a river.
- Fish
 - Fishes
 - Fishs
 - Fiesh
12. Mrs. Jenna buy three _____ for the flowers in her living room.
- Vas
 - Vases
 - Vass
 - Vase
13. I love to go to some _____ to buy books.
- Library

- b. Libraries
- c. Bookstore
- d. Bookstores

14. I like to go to village because I can feed the ____ .

- a. Sheeps
- b. Sheep
- c. Ship
- d. Ships

15. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.

Amir: Thank you Nita.

- a. Body
- b. Feet
- c. Finger
- d. Hand

16. My younger brother went to dentist two days ago because his were in pain.

- a. Teeth
- b. Ears
- c. Hands
- d. Fingers

17. You can find in your kitchen.

- a. Pillow
- b. Stove
- c. Television
- d. Sofa

18. My mother is a tailor. She sews and makes

- a. Books
- b. Foods
- c. Chairs
- d. Clothes

19. My father always reads every morning in living room.

- a. Newspaper
- b. Radio
- c. Computer
- d. Television

20. Ahmad : Do you have a ?

Shopkeeper : Of course, we do. You can find it in the book section over here.

- a. Football shoes
- b. Black pen
- c. Red apples
- d. Drawing book

Appendix 4

THE ANSWER KEY OF VOCABULARY TEST

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

Appendix 5

Validity test

No	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	26	27	28	29	30	X _i	X _i ²	
1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	24	576	
2	1	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	0	1	0	1	17	289	
3	1	1	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	1	1	0	17	289	
4	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	24	576	
5	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	20	400	
6	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	23	529	
7	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	24	576	
8	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	23	529	
9	1	1	1	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	22	484	
10	1	1	1	0	1	1	0	1	1	1	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	22	484	
11	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	22	484	
12	1	1	0	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	1	1	0	1	0	1	16	256	
13	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	27	729	
14	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	23	529	
15	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	6	36
16	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	5	25
17	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	0	22	484	
18	1	1	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	0	1	0	0	0	11	121	
19	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	19	361	
20	0	1	1	0	0	1	1	0	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	0	16	256	
N=20	17	19	13	13	18	14	13	16	17	12	2	4	9	11	9	8	4	16	19	10	1	1	1	1	1	1	1	1	1	ΣX _{i=3} 83	ΣX _i ² = 8013		
p	0,8	0,9	0,6	0,6	0,6	0,9	0,7	0,6	0,8	0,8	0,6	0,1	0,2	0,4	0,5	0,4	0,4	0,2	0,8	0,9	0,5	0,6	0,5	0,5	0,8	0,8	0,7	0,8	0,7	0,6			
pq	0,1	0,0	0,3	0,3	0,3	0,1	0,3	0,3	0,2	0,1	0,4	0,9	0,8	0,5	0,4	0,5	0,6	0,8	0,2	0,0	0,5	0,3	0,4	0,4	0,2	0,2	0,1	0,2	0,4				

Appendix 6

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

A. Calculation of Pre-test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{383}{20} = 19,15$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{8013}{20} - \left(\frac{383}{20}\right)^2}$$

$$SD_t = \sqrt{400,65 - (19,15)^2}$$

$$SD_t = \sqrt{400,65 - 366,72}$$

$$SD_t = \sqrt{33,93} = 5,82$$

3. Mean Score (M_p)

Item 1

$$M_{p1} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{p1} = \frac{24+17+17+24+20+23+24+23+22+22+22+16+27+23+6+11+19}{17}$$

$$M_{p1} = \frac{340}{17} = 20$$

Item 2

$$M_{p2} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{p2} = \frac{24+17+17+24+20+23+24+23+22+22+22+16+27+23+6+22+11+19+16}{19}$$

$$M_{p2} = \frac{378}{19} = 19,89$$

Item 3

$$M_{p3} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{p3} = \frac{24+17+17+23+24+23+22+23+5+22+11+16}{13}$$

$$M_{p3} = \frac{249}{13} = 19,15$$

Item 4

$$M_{p4} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{p4} = \frac{24+17+17+24+20+23+24+23+22+16+27+23+22}{13}$$

$$M_{p4} = \frac{282}{13} = 21,69$$

Item 5

$$M_{p5} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{p5} = \frac{24+24+23+24+23+22+22+22+16+27+23+22+19}{13}$$

$$M_{p5} = \frac{191}{13} = 22,38$$

Item 6

$$M_{p6} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{p6} = \frac{24+17+17+24+20+23+24+23+22+22+22+16+27+23+5+22+19+16}{18}$$

$$M_{p6} = \frac{366}{18} = 20,33$$

Item 7

$$M_{p7} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{p7} = \frac{24+17+17+24+23+24+23+22+27+6+22+11+19+16}{14}$$

$$M_{p7} = \frac{275}{14} = 19,64$$

Item 8

$$M_{p8} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{p8} = \frac{24+17+24+20+23+24+23+22+22+16+27+23+22}{13}$$

$$M_{p8} = \frac{287}{13} = 22,07$$

Item 9

$$M_{p9} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{p9} = \frac{24+17+17+24+23+24+23+22+22+22+16+27+23+22+19+16}{16}$$

$$M_{p9} = \frac{341}{16} = 21,31$$

Item 10

$$M_{p10} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{p10} = \frac{24+17+17+24+20+23+24+23+22+22+22+27+23+6+22+19+16}{17}$$

$$M_{p10} = \frac{351}{17} = 20,65$$

Item 11

$$M_{p11} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{p11} = \frac{24+20+23+24+23+22+22+27+23+22+19+16}{12}$$

$$M_{p11} = \frac{265}{12} = 22,08$$

Item 12

$$M_{p12} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{p12} = \frac{20+27}{2}$$

$$M_{p12} = \frac{47}{2} = 23,5$$

Item 13

$$M_{p13} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{p13} = \frac{24+20+22+27}{4}$$

$$M_{p13} = \frac{93}{4} = 23,25$$

Item 14

$$M_{p14} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{p14} = \frac{24+20+23+24+22+22+27+22}{9}$$

$$M_{p14} = \frac{206}{9} = 22,89$$

Item 15

$$M_{p15} = \frac{\text{total score of students' score that true item answer}}{n15} =$$

$$M_{p15} = \frac{24+17+24+20+23+16+27+23+22+11+19}{11}$$

$$M_{p15} = \frac{226}{11} = 20,54$$

Item 16

$$M_{p16} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{p16} = \frac{20+23+22+22+22+27+23+11+19}{9}$$

$$M_{p16} = \frac{189}{9} = 21$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{17}}$$

$$M_{pl} = \frac{24+20+23+22+16+27+22+16}{8}$$

$$M_{pl} = \frac{170}{8} = 21,25$$

Item 18

$$M_{pl8} = \frac{\text{total score of students' score that true item answer}}{n_{18}}$$

$$M_{pl8} = \frac{17+20+23+11}{4}$$

$$M_{pl8} = \frac{71}{4} = 17,75$$

Item 19

$$M_{pl9} = \frac{\text{total score of students' score that true item answer}}{n_{18}}$$

$$M_{pl9} = \frac{17+17+24+24+23+22+22+22+16+27+23+5+22+11+19+16}{16}$$

$$M_{pl9} = \frac{310}{16} = 19,37$$

Item 20

$$M_{p20} = \frac{\text{total score of students' score that true item answer}}{n_{20}}$$

$$M_{p20} = \frac{24+17+17+24+20+23+24+23+22+22+22+16+27+23+5+22+11+19+16}{19}$$

$$M_{p20} = \frac{377}{19} = 19,84$$

Item 21

$$M_{p21} = \frac{\text{total score of students' score that true item answer}}{n_{21}}$$

$$M_{p21} = \frac{24+24+23+24+23+22+16+27+23+16}{10}$$

$$M_{p21} = \frac{222}{10} = 22,2$$

Item 22

$$M_{p22} = \frac{\text{total score of students' score that true item answer}}{n_{22}}$$

$$M_{p22} = \frac{24+17+24+23+24+23+22+22+22+27+23+22+19}{13}$$

$$M_{p22} = \frac{292}{13} = 22,46$$

Item 23

$$M_{p23} = \frac{\text{total score of students' score that true item answer}}{n_{23}}$$

$$M_{p23} = \frac{24+17+24+20+24+23+22+22+27+22+16}{11}$$

$$M_{p23} = \frac{241}{11} = 21,90$$

Item 24

$$M_{p24} = \frac{\text{total score of students' score that true item answer}}{n_{24}}$$

$$M_{p24} = \frac{24+24+23+24+23+22+22+22+27+23+19}{11}$$

$$M_{p24} = \frac{253}{11} = 23$$

Item 25

$$M_{p25} = \frac{\text{total score of students' score that true item answer}}{n_{25}}$$

$$M_{p25} = \frac{24+17+17+24+24+23+22+22+22+16+27+23+22+11+19+16}{16}$$

$$M_{p25} = \frac{329}{16} = 20,56$$

Item 26

$$M_{p26} = \frac{\text{total score of students' score that true item answer}}{n_{26}}$$

$$M_{p26} = \frac{24+17+17+24+20+23+24+23+22+22+22+16+27+23+22+19}{16}$$

$$M_{p26} = \frac{345}{16} = 21,56$$

Item 27

$$M_{p27} = \frac{\text{total score of students' score that true item answer}}{n_{27}}$$

$$M_{p27} = \frac{24+17+24+23+24+23+22+22+27+6+5+22+11+19+16}{15}$$

$$M_{p27} = \frac{285}{15} = 19$$

Item 28

$$M_{p28} = \frac{\text{total score of students' score that true item answer}}{n_{28}}$$

$$M_{p28} = \frac{24+17+17+24+20+23+24+23+22+22+22+16+27+23+22+19+16}{17}$$

$$M_{p28} = \frac{361}{17} = 21,23$$

Item 29

$$M_{p29} = \frac{\text{total score of students' score that true item answer}}{n_{29}}$$

$$M_{p29} = \frac{24+17+24+20+23+24+23+22+22+22+23+6+22+19+16}{15}$$

$$M_{p29} = \frac{307}{15} = 20,47$$

Item 30

$$M_{p30} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{p30} = \frac{24+17+24+20+24+23+22+22+22+16+27+23}{12}$$

$$M_{p30} = \frac{264}{12} = 22$$

4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

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

$$r_{pbi} = \frac{20 - 19,15}{5,82} \sqrt{\frac{0,8}{0,1}}$$

$$r_{pbi} = \frac{0,85}{5,82} \sqrt{8}$$

$$r_{pbi} = 0,146 \times 2,82 = 0.411$$

Item 2

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

$$r_{pbi} = \frac{19,89 - 19,15}{5,82} \sqrt{\frac{0,9}{0,0}}$$

$$r_{pbi} = \frac{0,74}{5,82} \sqrt{0,9}$$

$$r_{pbi} = 0,127 \times 0,95 = 0.120$$

Item 3

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

$$r_{pbi} = \frac{19,15 - 19,15}{5,82} \sqrt{\frac{0,6}{0,3}}$$

$$r_{pbi} = \frac{0}{5,82} \sqrt{2}$$

$$r_{pbi} = 0 \times 1,414 = 0$$

Item 4

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

$$r_{pbi} = \frac{21,69 - 19,15}{5,82} \sqrt{\frac{0,6}{0,3}}$$

$$r_{pbi} = \frac{2,54}{5,82} \sqrt{2}$$

$$r_{pbi} = 0,436 \times 1,41 = 0.614$$

Item 5

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

$$r_{\text{pbi}} = \frac{22,38 - 19,15}{5,82} \sqrt{\frac{0,6}{0,3}}$$

$$r_{\text{pbi}} = \frac{3,23}{5,82} \sqrt{2}$$

$$r_{\text{pbi}} = 0,554 \times 1,41 = 0,781$$

Item 6

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

$$r_{\text{pbi}} = \frac{20,33 - 19,15}{5,82} \sqrt{\frac{0,9}{0,1}}$$

$$r_{\text{pbi}} = \frac{1,18}{5,82} \sqrt{9}$$

$$r_{\text{pbi}} = 0,202 \times 3 = 0,606$$

Item 7

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

$$r_{\text{pbi}} = \frac{19,64 - 19,15}{5,82} \sqrt{\frac{0,7}{0,3}}$$

$$r_{\text{pbi}} = \frac{0,49}{5,82} \sqrt{2,33}$$

$$r_{\text{pbi}} = 0,084 \times 1,52 = 0,127$$

Item 8

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

$$r_{\text{pbi}} = \frac{22,07 - 19,15}{5,82} \sqrt{\frac{0,6}{0,3}}$$

$$r_{\text{pbi}} = \frac{2,92}{5,82} \sqrt{2}$$

$$r_{\text{pbi}} = 0,501 \times 1,41 = 0,706$$

Item 9

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

$$r_{\text{pbi}} = \frac{21,31 - 19,15}{5,82} \sqrt{\frac{0,8}{0,2}}$$

$$r_{\text{pbi}} = \frac{2,16}{5,82} \sqrt{4}$$

$$r_{\text{pbi}} = 0,371 \times 2 = 0,742$$

Item 10

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

$$r_{\text{pbi}} = \frac{20,65 - 19,15}{5,82} \sqrt{\frac{0,8}{0,1}}$$

$$r_{\text{pbi}} = \frac{1,5}{5,82} \sqrt{8}$$

$$r_{\text{pbi}} = 0,257 \times 2,82 = 0,724$$

Item 11

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

$$r_{\text{pbi}} = \frac{22,08 - 19,15}{5,82} \sqrt{\frac{0,6}{0,4}}$$

$$r_{\text{pbi}} = \frac{2,93}{5,82} \sqrt{1,5}$$

$$r_{\text{pbi}} = 0,503 \times 1,22 = 0,613$$

Item 12

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

$$r_{\text{pbi}} = \frac{23,5 - 19,15}{5,82} \sqrt{\frac{0,1}{0,9}}$$

$$r_{\text{pbi}} = \frac{4,35}{5,82} \sqrt{0,11}$$

$$r_{\text{pbi}} = 0,747 \times 0,33 = 0,246$$

Item 13

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

$$r_{\text{pbi}} = \frac{23,25 - 19,15}{5,82} \sqrt{\frac{0,2}{0,8}}$$

$$r_{\text{pbi}} = \frac{4,1}{5,82} \sqrt{0,25}$$

$$r_{\text{pbi}} = 0,704 \times 0,5 = 0,352$$

Item 14

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

$$r_{\text{pbi}} = \frac{22,89 - 19,15}{5,82} \sqrt{\frac{0,4}{0,5}}$$

$$r_{\text{pbi}} = \frac{3,74}{5,82} \sqrt{0,8}$$

$$r_{\text{pbi}} = 0,642 \times 0,89 = 0,571$$

Item 15

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

$$r_{\text{pbi}} = \frac{20,54 - 19,15}{5,82} \sqrt{\frac{0,5}{0,4}}$$

$$r_{\text{pbi}} = \frac{1,39}{5,82} \sqrt{1,25}$$

$$r_{\text{pbi}} = 0,238 \times 1,118 = 0.266$$

Item 16

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

$$r_{\text{pbi}} = \frac{21 - 19,15}{5,82} \sqrt{\frac{0,4}{0,5}}$$

$$r_{\text{pbi}} = \frac{1,84}{5,82} \sqrt{0,8}$$

$$r_{\text{pbi}} = 0,316 \times 0,89 = 0.281$$

Item 17

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

$$r_{\text{pbi}} = \frac{21,25 - 19,15}{5,82} \sqrt{\frac{0,4}{0,6}}$$

$$r_{\text{pbi}} = \frac{2,1}{5,82} \sqrt{0,66}$$

$$r_{\text{pbi}} = 0,744 \times 0,81 = 0.602$$

Item 18

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

$$r_{\text{pbi}} = \frac{17,75 - 19,15}{5,82} \sqrt{\frac{0,2}{0,8}}$$

$$r_{\text{pbi}} = \frac{-1,4}{5,82} \sqrt{0,25}$$

$$r_{\text{pbi}} = -0,240 \times 0,5 = -0.12$$

Item 19

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

$$r_{\text{pbi}} = \frac{19,37 - 19,15}{5,82} \sqrt{\frac{0,8}{0,2}}$$

$$r_{\text{pbi}} = \frac{0,22}{5,82} \sqrt{4}$$

$$r_{\text{pbi}} = 0,037 \times 2 = 0.074$$

Item 20

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

$$r_{\text{pbi}} = \frac{19,84 - 19,15}{5,82} \sqrt{\frac{0,9}{0,0}}$$

$$r_{\text{pbi}} = \frac{0,69}{5,82} \sqrt{0,9}$$

$$r_{\text{pbi}} = 0,130 \times 0,94 = 0.122$$

Item 21

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

$$r_{\text{pbi}} = \frac{22,2 - 19,15}{5,82} \sqrt{\frac{0,5}{0,5}}$$

$$r_{\text{pbi}} = \frac{3,05}{5,82} \sqrt{1}$$

$$r_{\text{pbi}} = 0,524 \times 1 = 0.524$$

Item 22

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

$$r_{\text{pbi}} = \frac{22,46 - 19,15}{5,82} \sqrt{\frac{0,6}{0,3}}$$

$$r_{\text{pbi}} = \frac{3,31}{5,82} \sqrt{2}$$

$$r_{\text{pbi}} = 0,568 \times 1,41 = 0.800$$

Item 23

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

$$r_{\text{pbi}} = \frac{21,90 - 19,15}{5,82} \sqrt{\frac{0,5}{0,4}}$$

$$r_{\text{pbi}} = \frac{2,75}{5,82} \sqrt{1,25}$$

$$r_{\text{pbi}} = 0,311 \times 1,118 = 0.347$$

Item 24

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

$$r_{\text{pbi}} = \frac{23 - 19,15}{5,82} \sqrt{\frac{0,5}{0,4}}$$

$$r_{\text{pbi}} = \frac{3,85}{5,82} \sqrt{1,25}$$

$$r_{\text{pbi}} = 0,661 \times 1,118 = 0.738$$

Item 25

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

$$r_{\text{pbi}} = \frac{20,56 - 19,15}{5,82} \sqrt{\frac{0,8}{0,2}}$$

$$r_{\text{pbi}} = \frac{1,41}{5,82} \sqrt{4}$$

$$r_{\text{pbi}} = 0,242 \times 2 = 0.484$$

Item 26

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

$$r_{\text{pbi}} = \frac{21,56 - 19,15}{5,82} \sqrt{\frac{0,8}{0,2}}$$

$$r_{\text{pbi}} = \frac{2,41}{5,82} \sqrt{4}$$

$$r_{\text{pbi}} = 0,414 \times 2 = 0.828$$

Item 27

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

$$r_{\text{pbi}} = \frac{19 - 19,15}{5,82} \sqrt{\frac{0,7}{0,2}}$$

$$r_{\text{pbi}} = \frac{-0,15}{5,82} \sqrt{3,5}$$

$$r_{\text{pbi}} = -0,025 \times 1,87 = -0.046$$

Item 28

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

$$r_{\text{pbi}} = \frac{21,23 - 19,15}{5,82} \sqrt{\frac{0,8}{0,1}}$$

$$r_{\text{pbi}} = \frac{2,08}{5,82} \sqrt{8}$$

$$r_{\text{pbi}} = 0,35 \times 2,82 = 0.987$$

Item 29

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

$$r_{\text{pbi}} = \frac{20,47 - 19,15}{5,82} \sqrt{\frac{0,7}{0,2}}$$

$$r_{\text{pbi}} = \frac{1,32}{5,82} \sqrt{3,5}$$

$$r_{\text{pbi}} = 0,226 \times 1,87 = 0.422$$

Item 30

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

$$r_{\text{pbi}} = \frac{22 - 19,15}{5,82} \sqrt{\frac{0,6}{0,4}}$$

$$r_{\text{pbi}} = \frac{2,85}{5,82} \sqrt{1,5}$$

$$r_{\text{pbi}} = 0,48 \times 1,22 = 0.585$$

Table Validity of test

No	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1.	20	19,15	5,82	0,8	0,1	0,411	0.361	Valid
2.	19,89	19,15	5,82	0,9	0,1	0,120	0.361	Invalid
3.	19,15	19,15	5,82	0,6	0,2	0	0.361	Invalid
4.	21,69	19,15	5,82	0,6	0,7	0,614	0.361	Valid
5.	22,38	19,15	5,82	0,9	0,7	0,781	0.361	Valid
6.	20,33	19,15	5,82	0,7	0,2	0,606	0.361	Valid
7.	19,64	19,15	5,82	0,6	0,5	0,127	0.361	Invalid
8.	22,07	19,15	5,82	0,8	0,7	0,706	0.361	Valid
9.	21,31	19,15	5,82	0,8	0,5	0,742	0.361	Valid
10.	20,65	19,15	5,82	0,6	0,8	0,724	0.361	Valid
11.	22,08	19,15	5,82	0,1	0,6	0,613	0.361	Valid
12.	23,5	19,15	5,82	0,2	0,4	0,246	0.361	Invalid
13.	23,25	19,15	5,82	0,4	0,5	0,352	0.361	Valid
14.	22,89	19,15	5,82	0,5	0,5	0,571	0.361	Valid
15.	20,54	19,15	5,82	0,4	0,6	0,266	0.361	Invalid
16.	21	19,15	5,82	0,4	0,3	0,281	0.361	Invalid
17.	21,25	19,15	5,82	0,2	0,6	0,602	0.361	Valid
18.	17,75	19,15	5,82	0,8	0,2	-0,12	0.361	Invalid
19.	19,37	19,15	5,82	0,9	0,6	0,074	0.361	Invalid
20.	19,84	19,15	5,82	0,5	0,7	0,122	0.361	Invalid
21.	22,2	19,15	5,82	0,6	0,1	0,524	0.361	Valid
22.	22,46	19,15	5,82	0,5	0,4	0,800	0.361	Valid
23.	21,90	19,15	5,82	0,5	0,6	0,367	0.361	Valid
24.	23	19,15	5,82	0,8	0,6	0,738	0.361	Valid
25.	20,56	19,15	5,82	0,4	0,6	0,484	0.361	Valid

26.	21,56	19,15	5,82	0,8		0,828	0.361	Valid
27.	19	19,15	5,82	0,7		-0,046	0.361	Invalid
28.	21,23	19,15	5,82	0,8		0,987	0.361	Valid
29.	20,47	19,15	5,82	0,7		0,422	0.361	Valid
30.	22	19,15	5,82	0,6		0,585	0.361	Valid

DOCUMENTATION











KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : B - 2253 /In.14/E/TL.00/12/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP N 3 Padang Bolak Julu
Kota Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Noviyana Siregar
NIM : 1420300091
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Bahuga

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Vocabulary Mastery of the Eighth Grade Students SMP N 3 Padang Bolak Julu".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidimpuan, Desember 2018
Dekan



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



**PEMERINTAH KABUPATEN PADANGLAWAS UTARA
DINAS PENDIDIKAN**



**SMP NEGERI 3 PADANG BOLAK JULU
DESA PARUPUK JULU KECAMATAN PADANGBOLAK JULU Kode Pos 22753**

SURAT IZIN PENELITIAN

Nomor : 071/003/SMP N 3 / 2018

Saya yang bertanda tangan di bawah ini :

Nama : **Drs.H.PARDAMEAN SIREGAR**
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Unit Kerja : SMP N 3 Padang Bolak Julu

Menyatakan benar

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Program Studi : Tadris / Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Desa Batugana

Melaksanakan tugas penelitian di SMP N 3 Padang Bolak Julu dengan judul " **Vocabulary Mastery of The Eighth Grade Students SMP N 3 Padang Bolak Julu**".

Demikian surat izin penelitian ini diperbuat agar dapat dipergunakan dengan sebenarnyas dan seperlunya.

Parupuk, 15 Desember 2018
Kepala SMP N 3 Padang Bolak Julu



Drs.H.PARDAMEAN SIREGAR
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Padangsidimpuan, 11 Oktober 2017

jenis : Biasa

keperluan : -

hal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Eka Sustri Harida, M.Pd (Pembimbing I)
2. Zainuddin, S.S., M. Hum (Pembimbing II)

Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. 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 : Noviyana Siregar

Nim : 14 203 00091

Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-4

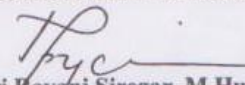
Judul Skripsi : **VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS'**
SMP N 3 PADANG BOLAK JULU

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

Ketua Jurusan Tadris Bahasa Inggris

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Wakil Dekan Bidang Akademik

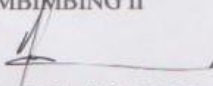

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