



**IMPROVING VOCABULARY MASTERY BY USING  
POP-UP BOOK MEDIA AT GRADE VII STUDENTS OF  
SMP NEGERI 2 BATANG ANGKOLA**

**THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as a Fulfillment of the requirement for the Degree of Graduate of  
Islamic Education (S.Pd) In English Program*

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**2020**



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**IMPROVING VOCABULARY MASTERY BY USING  
POP-UP BOOK MEDIA AT GRADE VII STUDENTS OF  
SMP NEGERI 2 BATANG ANGKOLA**

**A THESIS**

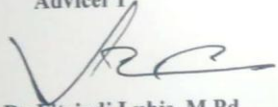
*Submitted to the English Education Study Program of State Collage for Islamic  
Studies Padangsidimpuan in Partial Fullfilment of the Requirement for Degree  
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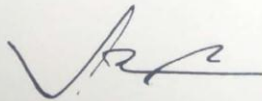
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Therefore, we hope that the thesis will soon be examined by the Thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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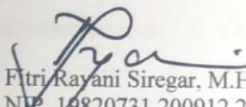
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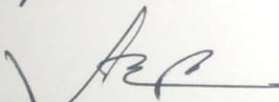
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### **ABSTRACT**

The objective of this research about improving vocabulary mastery by using pop-up book media at grade VII students of SMP Negeri 2 Batang Angkola. The problems of this research were teacher only used conventional teaching without media in learning process, the teacher was explained the material and asked the students opened the dictionary in found out new vocabulary, as a result; students lack of vocabulary mastery, students lack of interested study English, they were feel boring, confused and lazy to study English. So, it made students difficult to get high score in vocabulary. The purpose of this research was to examine the extent of pop-up book media whether it improves students' vocabulary at grade VII students of SMP Negeri 2 Batang Angkola or not.

This research was categorized into classroom action research that consisted of two cycles, this research used model proposed by Kemmis and Mc Taggart design that contained four steps in a cycle of a research; they were planning, action, observation, and reflection. The participants of this research were at grade VII students of SMP Negeri 2 Batang Angkola which consisted of 30 students in class VII-A. the focus of this research was improving students vocabulary mastery. Meanwhile, the data collection were derived among from quantitative (mean score of students' vocabulary tests), and qualitative (observation notes and interview).

Based on the research result, researcher found that the students vocabulary mastery was improved. It was supported by the result of the testing in first cycle was 70.6 (30.0%) and second test in the second cycle was 86,7 (90.0%). It can be concluded that the mean score in the second cycle was higher than first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning vocabulary mastery. Related to the interview result, it could be known that students' vocabulary mastery had improved. It asserted that pop-up book media can improve students' vocabulary mastery at grade VII-A of SMP Negeri 2 Batang Angkola.

**Keyword:** *Improving, Vocabulary Mastery, Pop-Up Book Media*

## TABLE OF CONTENTS

INSIDE TITLE PAGE .....	i
LEGALIZATIONS OF ADVISOR SHEET .....	ii
AGREEMENT OF ADVISOR SHEET.....	iii
DECLARATION LETTER OF WRITING OWN THESIS SHEET .....	iv
PUBLICATION THE LAST OF THE TASK FOR ACADEMIC .....	v
SCHOLAR MUNAQOSAH EXAMINATION SHEET .....	vi
LEGALIZATION OF DEAN SHEET.....	vii
ABSTRACT .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLE .....	xii
LIST OF APPENDICES .....	xi
LIST OF FIGURES.....	xii

### Chapter I Introduction

A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem.....	5
D. Focus of the Research .....	6
E. Formulation of the Research.....	7
F. Objective of the Research .....	7
G. Significance of the Research.....	7
H. Definition of the Key Terms .....	8
I. Indicator Action .....	8

### Chapter II Literature Review

A. Theoretical Description.....	10
1. Vocabulary.....	10
a. Definition of Vocabulary .....	10
b. Purpose of Vocabulary .....	12
c. Kinds of Vocabulary.....	14
d. Principle of Teaching Vocabulary .....	15
e. Choosing of Vocabulary .....	16
f. Material of Teaching Vocabulary .....	17
2. Pop – Up Book Media .....	20
a. Definition of Pop-Up Book Media .....	20
b. Purpose of Pop-Up Book Media.....	22
c. Procedures Pop-Up Book Media .....	22
d. Advantages and Disadvantages Pop-Up Book .....	23
e. Teaching Vocabulary by Using Pop-Up Book .....	24
B. Review of Related Findings .....	27
C. The Conceptual Framework .....	29

D. Hypothesis Action.....	31
<b>Chapter III Research Methodology</b>	
A. Time and Place of the Research.....	32
B. Research Design .....	32
C. Participants.....	34
D. Instrumentations.....	34
E. Procedures for Classroom Action Research .....	35
1. Action Research in Cycle I .....	36
2. Action Research in Cycle II.....	38
F. Techniques of Data Analysis .....	40
<b>Chapter IV Result of the Research</b>	
A. Description Data .....	44
1. First Cycle .....	44
a. First Meeting .....	45
b. Second Meeting.....	46
2. Second Cycle .....	52
a. First Meeting .....	53
b. Second Meeting.....	54
B. Comparative Result Action .....	58
C. Discussion of the Research Findings .....	63
D. The Threats of Research .....	64
<b>Chapter V Suggestion and Conclusion</b>	
A. The Conclusion .....	65
B. The Suggestion.....	66

**REFERENCES**

**APPENDIXES**

**CURRICULUM VITAE**

# CHAPTER I

## INTRODUCTION

### **A. Background of The Problem**

English as an international language is used all over the world. People in some countries speak English as their first language and some other use it as their foreign language. Nowadays, English has become important inside in life, including economic, business and education. English also as the language of science and technology. The use of English has increased in our country, especially to face the globalization era that motivate every people learning English with the aim that Indonesian people can communicate with another from overseas by using international language.

In 2013 curriculum, English as the foreign language has an important position in all levels of school in Indonesia. It is considered as one of compulsory subject since in the junior high school up to university level. English is also one of subject that must be based on educational curriculum.

In teaching and learning process, there are many materials of English teaching learning. They are listening, speaking, reading and writing skills. These four major skills depend on the vocabulary mastery. Teaching vocabulary is important in junior high school. The teacher must give easier learning at first. It is easier for students to learn and memorize the new vocabulary.

Vocabulary is one language components which should be mastered by students that will become the basic competence in order to successfully master the four skills like listening, speaking, reading and writing. If the students master a

number of vocabularies required at their level, it will be easier for them to master those English skills.

The importance of vocabulary is represents one of very important element necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills. Students should have adequate stock of vocabulary to make them communicate easily. The students have to know English vocabulary items. They can express, thoughts, feelings, or desires in their communication if they have stock of vocabularies. Without vocabulary, anyone will get trouble in her listening, speaking, reading and writing. Without vocabulary also one cannot communicate effectively or express his idea in both oral and written form. Vocabulary has important role which related to develop the four language skills.

The efforts of improving vocabulary mastery of students are; *First*, the government changed the curriculum based on KTSP become K13. *The second*, the headmaster prepare learning facilities and infrastructure, guide the teacher to effective use English in the classroom. *The third*, English teacher use media to make the students easier to understanding material, interesting, and enjoyable, speak English in front of the students like; *hello, hy, how are you?, who is not present today?.* Speak English with students face to face. The improving students' vocabulary mastery will help the students to be more understood in teaching English. Those, the efforts to improve students vocabulary is to increase and rich vocabulary.

The condition of vocabulary mastery is poor. Based on interviewing of the researcher with English teacher. She said:

I seldom teach the students by using media. I explain the material and ask the students opening dictionary in finding out the new vocabulary. Ask the students to do a course book and I correct and incorrect the answer. The students vocabulary is low.<sup>1</sup>

Based on interviewing of the researcher with one of the students, He said:

I lack of interest in studying English vocabulary because teacher seldom to use media in teaching English. Meanwhile, that English was difficult to learn because I did not know the meanings of the words I read, wrote, or heard. I was confused that I passive in the class because I am afraid of making mistakes. And also the teacher rarely used open dictionary to teach in the classroom and most activities were spent by doing exercises on a course book. I am not interesting, tired and lazy to study English.<sup>2</sup>

The learners factors that affect use of media include their preferences, perceptual difficulties, experiences and background, interest, level of motivation, individual differences, physical ability. As a teacher, one influences media use through his or her own skills, knowledge, attitude and preferences. Improving vocabulary with media, students can easier to understand about the meaning of word, interesting to learning English, the students will not bored to study English and enjoyable to study, students are able to communicate, the students would be

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<sup>1</sup> Ida Syafitri Tanjung, S.Pd. English Teacher at Grade VII SMP Negeri 2 Batang Angkola, *Private Interview*, (SMP Negeri 2 Batang Angkola: August 22, 2019 at 10:00 a.m)

<sup>2</sup>Rahmad Alpian Lubis, The Student at Grade VII SMP Negeri 2 Batang Angkola, *Private Interview*, , (SMP Negeri 2 Batang Angkola: August 22, 2019 at 10: 45 a.m)

active in the classroom not passive. The students attentions focus to the teacher when the teacher use media.<sup>3</sup>

The kinds of media can be used in teaching learning process such as flashcard, puppet, realia, animation movie, and pop – up book. One kind of media is pop – up book. Pop-up book is a book that offers the potential for motion and interaction through the use of paper mechanism such as fold, scrolls, slides, tabs, or wheel. Through the use Pop – up book media in teaching vocabulary students easy to understand an object that want convey, memorized and interest in learning vocabulary. Pop-up book is the interesting media that can move every pages opened, this media is visual media that can motivate, interesting and increase vocabulary for the students.<sup>4</sup>

The role of pop – up book media in improve teaching vocabulary, to motivate students to learn English, develop creativity, stimulate the child imagination, increasing vocabulary, This media explain to students not only to understanding of the word but also to help the learners to improve their vocabulary, this media also can attract the students' attention.<sup>5</sup>

Based on the explanation above, the researcher has conducted a research on titled: **“Improving Vocabulary Mastery by Using Pop – Up Book Media at Grade VII Students Of SMP Negeri 2 Batang Angkola.”**

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<sup>3</sup>Michael Okello, *Factors Influencing Selection And Use Of Media For Christian Religious Education Teaching And Learning*. Vol. 7, No.8,2017. P. 2. <https://www.iiste.org>

<sup>4</sup>Anindita Dwi Irianti, *“The Effectiveness of ‘Pop Up Card’ In Improving Student’s Achievement In Writing Descriptive Text”* (Semarang, 2015), P. 30, <https://lib.unnes.ac.id>.

<sup>5</sup>Nancy and Bluemel, *“Pop – Up Books A Guide For Teachers And Librarians*, (Santa Barbara: California, 2012), P. 4.



## **B. Identification of the Problem**

Based on background the problem above, vocabulary is the important element in learning English. It is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always the first thing to learn a language. Through vocabulary, the students are able to master the four language skills, they are listening, speaking, reading and writing. That is why the mastery of vocabulary determines of four language skills. By having good vocabulary the students are able to communicate well and clearly with each other.

The other factor to improve vocabulary mastery, the process and teaching English that tended to be monotonous and make the students bored. The students think that English is difficult to learn and the students interest to study English lesson is poor. So, the researcher choose pop-up book as media to improve vocabulary mastery students. Because pop-up book can make the students enjoyable to study English in the classroom.

## **C. Limitation of the Problem**

From the identification of the problem above. The other factor to improve vocabulary mastery, process and teaching learning English that tended to be monotonous and make the students bored, the students think English is difficult to study and the students not interest to study English lesson.

Based on the problem in identification above, the researcher limited the study on the effort to improve vocabulary mastery by using pop-up book media at

grade VII students through action research. In conducting, the researcher collaborated with the English teacher.

The researcher focuses to improve vocabulary mastery by using pop-up book media because at grade VII students still poor and they think English learning is difficult, and the researcher use pop-up book media to teach the students, because pop-up book make the students interest and enjoy for learning.

#### **D. Focus of the Research**

Based on the identification of problem above, the researcher focuses the problem by using pop – up book media at junior high school. The researcher used pop – up book media to increase vocabulary mastery by grade VII. For this matter, there are media which can be used. However, the researcher used pop – up book media to improve vocabulary mastery at grade VII students of SMP Negeri 2 Batang Angkola.

In this research, Pop- up book media is the interesting media that can move every pages opened. Pop-up book media can explain to students no only to understanding of the word but also to help students to improve vocabulary mastery. Classification of vocabulary is as part of speech, noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. The researcher focus on noun. Noun is the category includes words denoting all kinds of physical object ( people, animals, places, thing) and substances like: apple, London, sister and water. The reason why the researcher choose noun factor, because first to master vocabulary mastery is by learning noun.

### **E. Formulation of the Problem**

To make the problem clearer in this research, the researcher formulation the problem is “What is the extend pop – up book media can improve the students’ vocabulary mastery at grade VII SMP Negeri 2 Batang Angkola or not”.

### **F. Objective of the Research**

Based on the statement of the problem above, the objective of the research is “to find whether pop – up book media can improve the students’ vocabulary mastery at grade VII SMP Negeri 2 Batang Angkola.

### **G. Significance of the Research**

The significance of the research were:

1. Headmaster

An information toward teacher progress in teaching and expected to give some theoretical the school to develop the quality of education.

2. The Teacher

Teacher has important role in teaching learning process, they are expected be able to be good facilitator. So that, the students can accept knowledge or information from material given. Without good skill and strategy, they can’t convey the message well, they also have to prepare the material well and guide students to more understand and interesting especially in teaching vocabulary by pop – up book.

### 3. Researcher

To help the other researcher who is conduct further research in the same topic or media.

## **H. Definition of the Key Terms**

### 1. Improving

Improving is a verb that has made something or become better. So, improving is going through better work to reach something. Improving consists of three steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

### 2. Vocabulary Mastery

Vocabulary Mastery is the total number of words someone knows and understand when they read and listen something.

### 3. Pop – up book Media

Pop-up book Media is a book that offers the potential for motion and interaction through the use of paper mechanism such as fold, scrolls, slides, tabs, or wheel.

## **I. Indicator of Action**

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular school operate how they teach, and how well their students learn. This information was gathered with the goals of gaining insight, developing reflective

practice, effecting positive changes in the school environment out comes and the lives of those involved.

Action means the activities that would be done. The researcher made the teaching program; lesson plan about pop – up book that used to teach vocabulary to improve students' vocabulary mastery till the end of the actions had been done. In this research, the researcher collaborated with the teacher to be a team work who work together to solve the students' problem in increasing students' vocabulary mastery.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Vocabulary

###### a. Definition of Vocabulary

Vocabulary is stock of word that the students should learn because vocabulary an important position in all levels. Vocabulary is a component of a language that maintains all of information about meaning and using word in language. Vocabulary contains sorts of elements that must be understood. However, English vocabulary consist of several hundred thousand words. Therefore, teachers and students are challenge to unveil as many of them.

There are definition of vocabulary by experts. Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. According to Hanson and Pandua, Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with particular activity.<sup>1</sup>Students cannot speak or write more in English without knowing English vocabulary, including how to share the meaning of speaker or from the text, when the students read English text and they don't know the meaning, so they cannot understand what the content is, in addition, they cannot interact well and give response to others.In other words, vocabulary plays a very important role in developing the four language skills ( listening, speaking, reading, and writing).

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<sup>1</sup>Hanson And Pandua, *Teaching Vocabulary Explicitly, pacific Resources For Education And Learning.*(London:Oxford University, 2011). P. 3

About the importance of vocabulary in language acquisition, Thornbury states that learning first languages starts as words and any following languages are also learned in this way<sup>2</sup>. A learner first learns phrases or words in the target language either implicitly or explicitly before starting to use that language.

In addition, Richards and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write.<sup>3</sup> In learning English, students in junior high school should learn a new vocabulary. They have to master a language component in order to comprehend the information, and able to speak and write in English. If the learners lack of vocabulary, they will find some difficulties in expressing ideas in oral and written.

Therefore, it can be concluded that vocabulary not only contains list of words but also contains meaning of words, so that will be used by people to communicate and express their ideas. Considering the six principles, teachers can give an effective teaching vocabulary to students. Moreover, students can understand well the instructions given by teachers in learning vocabulary.

In the other hand, based on the curriculum junior high school. Vocabulary is a large numbers of words that students have to know, not only memorizing the form of the word but also understand the meaning. It

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<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary*. (Person Education Limited, 2002), P. 13.

<sup>3</sup> Jack C. Richard & Willy A. Renandya, *Methodology InLanguage Teaching And Anthology Of Current Practice*, (USA: Cambridge University Press, 200612), P. 255.

makes the students are able to identify the meaning of the words, Students are able to communicate and understand the meaning. It is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. It seems that the teachers' task to arrange such kind of lesson plan based on the current syllabus in order to help students master English vocabulary. It must be taught in an English class vocabulary.<sup>4</sup>

Based on explanation above, it can be concluded that vocabulary is a core a component of language proficiency and provides much of the basis how well learners listen, speak, read and write. Vocabulary is very important in language acquisition and the first languages as the words. Vocabulary is a large numbers of words that students have to know, not only memorizing the form of the word but also understand the meaning.

#### **b. Purpose of Vocabulary**

There are general purpose and specific purpose of vocabulary. In this case, the purpose of learning vocabulary is to help students easier in expressing the idea, because vocabulary is all the words contained in language that must be mastered 1500-2000 words, the word property owned by speaker or a writer. Vocabulary mastery becomes an important part in English that should be owned by all the students to understand English completely.<sup>5</sup>

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<sup>4</sup>Siti Wachidah, Asep Gunawan Dan Yuli Rulani *Buku Guru: Bahasa Inggris, When English Rings In A Bell*, (Jakarta: Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud, 2017), P. 3-4

<sup>5</sup>Sutaryasah, *Standar Penguasaan Kosakata Untuk 2 Setiap Tingkat*, p. 24.  
<http://digilib.unila.ac.id>



Learning vocabulary not only prepare the material as much as possible, but the major provides training to the students how to use English who has taught it actively, whether oral or written form. There are purpose of vocabulary can be find from the expert:

“The purpose of vocabulary is helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well. It is not always wrong because we are hoped to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. Sometimes, we have difficulties in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentences.”<sup>6</sup>

Indonesian National Education Department also pointed about learning vocabulary:

“ In accordance language learning vocabulary, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regard to subject and also related with specific areas. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort needs to continuously and can be through certain areas.”<sup>7</sup>

From the description above, the purpose of vocabulary is very important to understand the language of relationship with its context, to achieve those students need adequate mastery of vocabulary to make students communicate optimally.

Based on curriculum SMP, there are some purpose of vocabulary in reviewed from *Kompetensi Dasar*. There are five purpose vocabulary, they are:

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<sup>6</sup>A.M. Zainuri, *Vocabulary I*, (Jakarta: English Department, 2003), P.1.

<sup>7</sup>Depdiknas, *Peraturan Menteri Pendidikan Nasional, No 22 tentang Kerangka `Dasar Dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta: 2003), p. 35

- 1) `Students are able tell about name of thing in classroom based on structure function.
- 2) Vocabulary can helps students understand what other people are saying and what she or he reading.
- 3) Vocabulary makes students are able interpret ideas from others and express their own ideas.
- 4) Vocabulary help the students communicate in more engaging way.
- 5) Vocabulary helps the students make a good impression on others.<sup>8</sup>

Based on the purpose above, it can help the students easier to understand and to express their idea if they are enrich vocabulary.

### **c. Kinds of Vocabulary**

In learning vocabulary that found some kinds of vocabulary as variation study based on the vocabulary knowledge. The students must know and understand about the kinds of vocabulary. Based on Thornbury in Harmer, there are kinds of vocabulary, as follows; receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary. The further explain is:

1. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Productive Vocabulary Or Active Vocabulary

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<sup>8</sup>Siti Wachidah, Asep Gunawan Dan YuliRulani,....P. 5

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.<sup>9</sup>

Based on quotation above, the researcher took a conclusion about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical to get vocabulary.

#### **d. Principle of Teaching Vocabulary**

According to Hornby “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.<sup>10</sup>

The teaching of vocabulary is not easy to do. Some people think that vocabulary teach only waste the time because vocabulary number is unlimited. The English teachers had been better teaching English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

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<sup>9</sup>Mofareh Alqahtani, “*The Importance Of Vocabulary In Language Learning And HowTo Be Taught*” III, no. 3 (2015): P. 25, <https://doi.org/10.20472/TE.2015.3.3.002>.

<sup>10</sup>Hornby,...,P. 125

When teaching or learning vocabulary, several principle should be kept in mind. Cameron writes down the general principles to help students for learning vocabulary, they are:

- a. Keeping the teaching simple and clear. Teachers are not allowed to give complicated explanation.
- b. Relating the present teaching to past knowledge by showing a pattern or analogies.
- c. Using both oral and written presentation – writing it on the blackboard as well as explaining.
- d. Giving most attention to words that are already partly known;
- e. telling the learners if it is a high frequency word that is worth noting for future attention
- f. Young learners can be helped to reflect on the learning process through evaluating their achievement.<sup>11</sup>

Based on that explanation, the teacher who want teach vocabulary to the students, the teacher must do based on the principle above.

### **e. Choosing Vocabulary**

Vocabulary are very important for students to learn are encountered in the context of authentic literacy experiences. It is also important, however, to prioritize words that are useful in multiple context and multiple purposes. Beck and McKeown recommend that teachers consider the following when choosing vocabulary. They are:

- 1) How generally useful is the word?
- 2) How does the word relate to other words, to the ideas that students know or have been learning?
- 3) What does the word bring to a text or situation?<sup>12</sup>

Based on explanation above, Beck and McKeown suggest that to help identify words for instruction can be considered in three tiers. They are

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<sup>11</sup>Cameron L. *Teaching Language To Young Learners*. (Cambridge: University Press, 2001). P.93

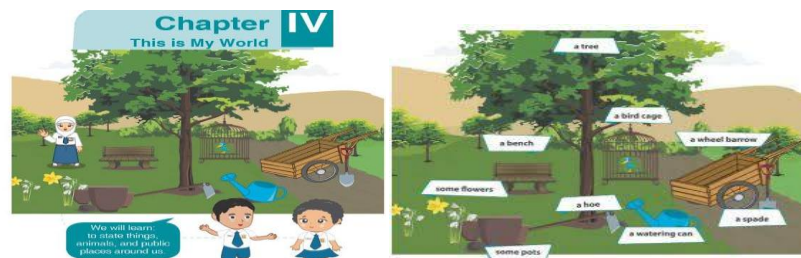
<sup>12</sup> Beck And McKeown, *Vocabulary Selecting Words To Teach*. P. 3.<https://cer.schools.nsw.gov>

consist of the most basic words, contains words that are of high frequency for mature language users and found across a variety of content areas, made up of words whose frequency is quite low and often limited to specific content areas. They have developed a system to help teachers organize, categorize and prioritize the many types of content words they must teach.

**f. Materials of Teaching Vocabulary**

Based on English book K13 there are some topics vocabulary insyllabus of seventh grade of junior high school in curriculum K13. in the curriculum k13, there are some materials of teaching vocabulary they are , name of thing in outside home, name of thing in the home, name of thing in the school and animal. We can see in the below:<sup>13</sup>

1) Name of thing in outside home



Exercise:

**Soal dan Kunci Jawaban Kegiatan 15 dan Kegiatan 16: Mengumpulkan Informasi**

Kegiatan mendeskripsikan kamar tidur ini dilakukan dengan cara yang sama dengan Kegiatan 11 dan Kegiatan 13, mendeskripsikan ruang tamu dan dapur di atas. Guru dapat membuat sendiri kalimat-kalimat serupa secara kreatif, dan seharusnya peserta didik dilibatkan secara aktif. Deskripsi mencakup nama, jumlah, dan letak.

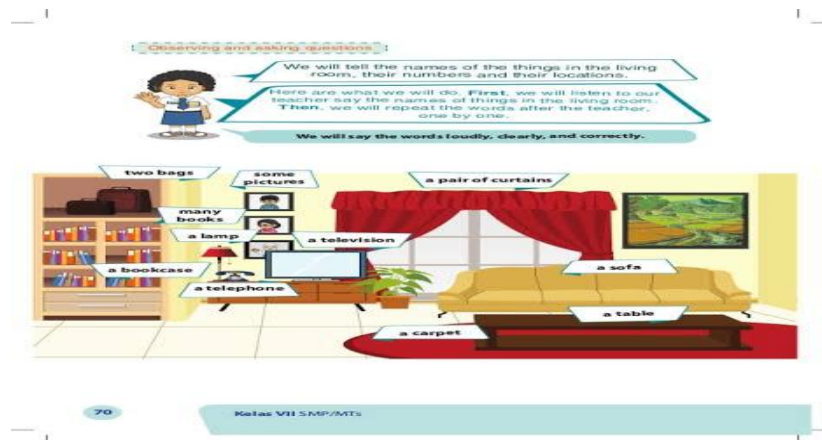
Benda-benda lain yang relevan, antara lain adalah sebagai berikut.

- mattress
- drawers
- hanger
- comb
- slipper
- bedspread / bedcover
- stool
- alarm clock
- dan seterusnya.

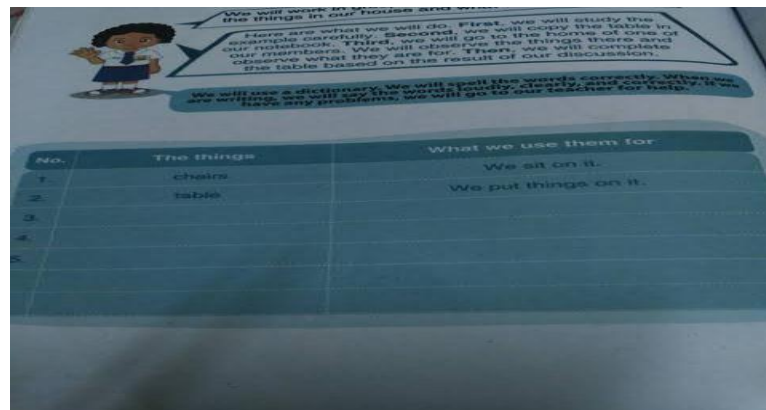
**Perhatikan semua catatan untuk Kegiatan 10.**

<sup>13</sup>Syllabus Seventh Grade Junior High School Based On K13.

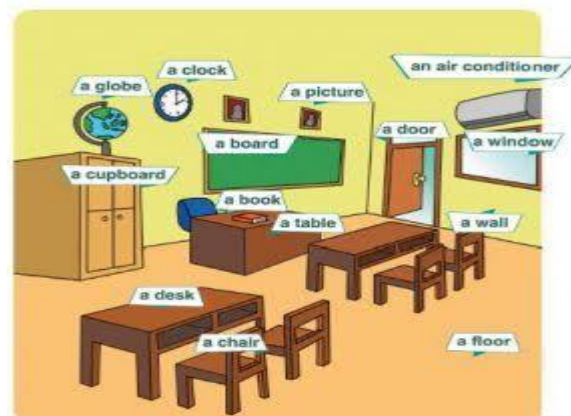
## 2) Name of thing in the home



## Exercise



## 3) Name of thing in the school



## Exercise

**Collecting information**

We will learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. First, we will show the things in our bags to each other. Second, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

I have two rubbers. What about you? how many pens do you have?

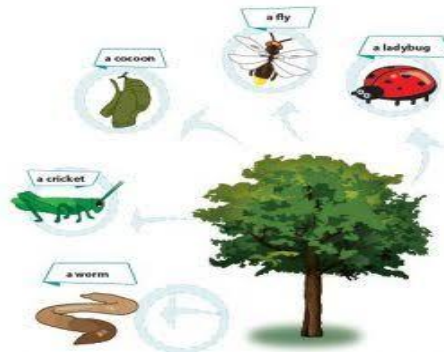
I have three pens.

No.	Names of the things	Numbers of the things in my bag	Numbers of the things in my friend's bag
1.	rubber	2	3
2.			
3.			
4.			
5.			

Bahasa Inggris When English Rings a Bell

63

## 4) Animal



## Exercise

Now, look at the pictures below. Ask and answer about them. For example:  
 A: How many flowers are there in the park?  
 B: There are three flowers there.

**Things in the park**

FIG. 2.6 (D), PSM P, 2009

Based on the pictures above, complete the following chart.

There	be	a/an	thing/s	place
There	is	a	pond	in the park.
There	are		flowers.	in the park.

In this research, the research limited of the materials of vocabulary includes the name of things outside home, name of things in the home and animal.

## **2. Pop-Up Book Media**

### **a. Definition of Pop-Up Book Media**

Pop – up book is media that can be played by the students and a type of book which has interesting movable page form and it has been using for a long time. Pop- up book can be used as media in the teaching and learning activities. By using the pop – up book, its can bring awareness and educate to students to be creative in the classroom.<sup>14</sup>This media was not only practical to use in teaching and learning vocabulary but also had several features(3 dimensional, interesting, and colorful) that were expected to be a helpful teaching media for the students. By using pop – up book , the students could see like real and alive picture than the pictures in general.<sup>15</sup>

There are some definitions about pop-up book,Nancy states that pop – up book can improve students vocabulary (English skill) because that one interesting books can be used for teaching to motivate students, develop creativity, stimulate the students imagination, and also increase vocabulary.<sup>16</sup>

Daryanto addition Pop-up books are included in the characteristics of a three-dimensional learning media, as the same group as media without projection which it presentations are visually three dimensionals, that can be

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<sup>14</sup>Meiga Ratih Tirtanawati, *Media Prestasi Vol, XV No 2 Desember, 2015*. P, 3

<sup>15</sup>Sheila Wijayanti, Bambang Suharjito, and I Putu Sukmaantara, “Using Pop-up Pictures to Improve the Eighth Grade Students ’ Vocabulary” 3, no. 8 (2016): P. 2-3, <https://repository.unej.ac.id>.

<sup>16</sup>Nancy Larson Bluemel, “*Pop – Up Books A Guide For Teachers And Librarians*, (Santa Barbara: California, 2012), P. 4.



formed as the original object and also can be tangible which represents the original form.<sup>17</sup>Therefore, pop – up book included unique and interesting learning media to help students understand the material that had been taught.

Based on Conrado R. Ruiz Jr Pop-up books are an illustration which when activated by the opening of a page, pulling tab, or lifting a flap raises above the level of the page.<sup>18</sup>Using pop – up book in teaching enables students to involve in direct experience. Students can see, touch the object at the same times as hearing the new words. It help students to internalize the concept easier by making something early abstract to be concrete.

Based on explanation above, the pop – up book is a book that has a three dimensional element that can move when the pages of book opened, a beautiful image display and also interesting media for the process teaching learning.

#### **b. Purpose of Pop-Up Book Media**

Generally as the beginner to understand the sentence is not easy. Especially if the students lack of vocabulary, that is why to know the vocabulary is strongly important to understand the language. However it is crucial to know the media to present the vocabulary to students.

Pop-up book is a type of book which has interesting movable book form and it has been using for a long time. Then, it's pictures are used

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<sup>17</sup>Adelaide, International Conference, "The Development Of Pop Up Book Media to Improve 4th Grade Students' Learning Outcomes of Civic Education," *Asia Pacific Journal of Contemporary Education and Communication Technology*4, no. 1 (2018): 29, <https://doi.org/10.25275/apjcectv4i1edu5>.

<sup>18</sup>Annisarti Siregar and Elva Rahmah, "Model Pop up Book Keluarga Untuk Mempercepat Kemampuan Membaca Anak Kelas Rendah Sekolah Dasar," *Ilmu Informasi Perpustakaan Dan Kearsipan* 5, no. 1 (2016): P. 10, <http://ejournal.unp.ac.id/index.php/iipk/article/view/6288>.

to help students to illustrate the real object. Ramon Llul said pop – up book are made for educational purpose. It was used to educating and conveying ideas for students. Therefore it was considered more appropriate to use.<sup>19</sup>

According to Ruth Gairns and Stuart Redman, the purpose of pop up book media is that this book has a great medium to memorize the materials easily. It is because of pop-up book can help to see the relation between the theory and practice.<sup>20</sup>

From the definition above, the purpose of pop-up book media is to improve vocabulary, it is important part of education. Students would be able to figure the subject material more and memorize well

### **c. Procedures of Pop-Up Book Media**

In presenting vocabulary, the teacher should be able to present vocabulary well and as effective as possible. In teaching, the teacher can do some activities that can create good atmosphere in teaching and learning process. Therefore the researcher used pop – up book media to improve students' vocabulary mastery. There are the steps to use the pop – up book media:

- 1) Teacher divided the students into 2 group
- 2) Teacher gave each group a pop – up book
- 3) Teacher asked to the students of each groups to discussed that illustrated by pop – up book media.
- 4) After discussed, teacher asked some question related the pop – up book
- 5) Students describe object, each other, animal and etc. <sup>21</sup>

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<sup>19</sup> Ramon Llul, *The History Of The Pop-Up Book: From Medical Education To Children's Imaginations*.P. 2. <https://uiowa.education>.

<sup>20</sup>Ruth Gairns And Stuart Redman, *Working With Words, A Guide To Teaching And Learning Vocabulary*, (Cambridge: Cambridge University Press, 1991). P. 73-74

<sup>21</sup>Nila Rahmawati, *Pengaruh Media Pop-Up Book Terhadap Penguasaan Kosakata Anak Usia 5 – 6 Tahun di Tk Harapan Surabaya*, ( Vol 3, No 1, 2014) <http://ejournal.unesa.ac.id>, download 10 April at 10.39 a.m, p. 4.

Based on the explanation above, using the procedures of pop-up book media it can make the teacher/researcher easier to teach vocabulary students by using this procedure.

#### **d. Advantages and Disadvantages of Pop-Up Book Media**

There are some advantages of using pop – up book in the classroom they are:

- 1) These types of books can help bridge the gap between subject content and literature e.g. mathematics and literature, or science and literature
- 2) They can help bridge the gap between the abstract world of literature, and the concrete world of real objects.
- 3) In a world saturated with media, these types of action books can bridge the gap to more involved, better quality literature.
- 4) Popular with children, including reluctant readers.
- 5) Great medium to enhance more traditional instruction.
- 6) Promote hands-on learning: "I hear and I forget, I see and I remember, I do and I understand (ancient Chinese proverb)." Books of this type appeal to children because of their incongruity, their surprise element.<sup>22</sup>

Based on advantages above, it can be said that using pop –up book has many functions and significances. It can motivate and challenge students to make and sustain the effort of learning, so that their outcomes in learning vocabulary can be into very good category and can help simulation and motivation of the students more develop in the learning material. Beside the advantages, there are also disadvantages of using pop – up book:

1. These types of books can have low literary quality, because the emphasis is often on the pop-up elements, the story or textual content may be of lesser quality. Infact, children often ignore the text, and only deal with the pop-up elements!

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<sup>22</sup>Roxane Holmes, "Teaching Ideas Showcase: ' Toy and Movable ' or ' Pop- Up ' Books ... 3 Cross Curricular Crafts" (USA: Bill Glaister, 2012), p.3, <https://www.uleth.ca/lib>.

2. Are the toy and movable parts there for the sake of being there, or do they add something to the whole, something more than words or 2D pictures would not do just as well, if not better?
3. These books are fragile. Students need to treat them very gently.

Based on the disadvantages above, students often ignore the text, and feel like students need to treat them very gently.

#### **e. Teaching Vocabulary By Using Pop-Up Book Media**

Teaching by using pop-up book is one of the alternative ways to teach vocabulary in junior high school for independent learning in or out of class. Teachers can use various ways activities using vocabulary. Before the teacher use the pop-up book media and do the procedures. The teacher must prepare before applying pop-up book media to the students. The teacher must choose the topic, vocabulary and material before they learn. The teacher and the students must be do pre-teaching, while-teaching and post-teaching in the teaching vocabulary process. There are some activities:

##### 1) Pre – teaching

Pre-teaching is the teaching of the language learners need before an activity in the classroom. The teacher ask the students to pray together, ask the students to open their book, and the teacher say the topic and teacher use media for teaching process.

##### 2) While teaching

While teaching activity, Teacher divided the students into 2 group, Teacher gave each group a pop – up book, Teacher asked to the students of each groups to discussed that illustrated by pop – up book

media, After discussed, teacher asked some question related the pop-up book, Students describe object, each other, animal and etc.

3) Post teaching

In post teaching, teacher and students together conclude the material for the first meeting. Teacher close the learning and students say “*Salam*” to the teacher.

**Table I: Teaching vocabulary using pop-up book media**

No	Learning Activity	Teacher Activities	Procedure	Students Activities
1.	Pre-teaching	<ol style="list-style-type: none"> <li>1. Teacher opened the class with say “<i>Salam</i>” and prepared students for pray.</li> <li>2. Teacher attendanced the students.</li> <li>3. Teacher asked students to opened their book.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepared yourself in this case the teacher needed to master the learning pop-up book well have the skills to used the media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students sit on the chair.</li> <li>2. Pray together.</li> <li>3. The students open</li> </ol>
	While-teaching	<p><b><u>Observing</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher introduce the material.</li> </ol>	<ol style="list-style-type: none"> <li>2. Theright determinati on is to pay attention to the appearance position or in such a way that in canseen both by all students in the classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Students Listen the teacher and identify the subject.</li> </ol>
		<p><b><u>Associating</u></b></p> <ol style="list-style-type: none"> <li>1. Teacher divided student in 4-5 group</li> </ol>	<ol style="list-style-type: none"> <li>3. Students arrangement for better result</li> </ol>	<ol style="list-style-type: none"> <li>1. Students move and make a group like the teacher said</li> <li>2. The students</li> </ol>

				Make good Position.
		<p><b><u>Exploring</u></b></p> <p>1. Teacher showing the pop-up book media to the students</p>	4. Showing the pop-up book media to the students	1. Students pay attention to the teacher and look the teacher to showing the pop-up book media based on the material.
		<p><b><u>Questioning</u></b></p> <p>1. Teacher ask to the students, are they know about the name of things that teacher showing</p>	<p>5. Teacher asktothestud ents, are theyknow about the name of things thatteacher showing.</p> <p>6. Teacher asked some question related the pop-up book</p>	<p>1. Students illustrated about the name of thing teacher showed</p> <p>2. Students answer the question related the material.</p>
3.	Post-teaching	<p>1. Teacher lead the students to make conclusion about the material</p> <p>2. Teacher close the lesson and say “<i>Alhamdulillah</i>”</p>	7. Teacher lead the students to make conclusion about the material	<p>1. Students concludethe material.</p> <p>2. Students say “<i>Salam</i>” to theteacher.</p>

In this case, teaching media can help the students interested to the material and motivate the students in teaching learning process.

## B. Review of Related Findings

This research is not as beginner in this title but there is the researcher had researched before which relevant with title below:

Suharni in her thesis: "The effectiveness of using pop-up book to improve students' vocabulary mastery at the fifth grades of SD 2 Trikarso, Kebumen." She showed that students' vocabulary mastery had increased from score 47,3 become score 85,4.<sup>23</sup>

Related to NiaNovianti in her thesis: "Improving students' vocabulary mastery by using pop-up book at seventh grade of SMPN 08 Kota Serang." She said it could be seen from the improvement in each cycle. Where in cycle I was 76 and cycle 2 was 86,77.<sup>24</sup>

Based on Atin Cholidiah in her thesis: "The use of pop-up book to improve English skill at SD Negeri 2 Gadingkulon." Her result of thesis was shown that pop-up book can enhance students to be active and cooperative in the classroom. It is in proven average score in cycle 1 was 70 and cycle 2 was 86.<sup>25</sup>

Nurina Ayuningtyas in her thesis: Improving students' vocabulary mastery through word clap game. She found that using word clap game is very useful

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<sup>23</sup>Suharni: "The Effectiveness Of Using Pop-Up Book To Improve Students' Vocabulary Mastery At The Fifth Grades Of SD 2 Trikarso, Kebumen., ( A Thesis: Universitas Muhammadiyah Yogyakarta, 2016), P. 3. <http://repository.umy.ac.id>.

<sup>24</sup>Nia Novianti "Improving Students' Vocabulary Mastery By Using Pop-Up Book At Seventh Grade Of SMPN 08 Kota Serang, ( A Thesis: University Of Sultan Ageng Tirtayasa, 2018), p.4. [aiselt.unirta.ac.id](http://aiselt.unirta.ac.id)

<sup>25</sup>Atin Cholidiah:"The Use Of Pop-Up Book To Improve English Skill At SD Negeri 2 Gadingkulon, ( A Thesis: University of Muhammadiyah Malang, 2018), p. 3. [Eprints.umm.ac.id](http://eprints.umm.ac.id)

toward improvement of students' vocabulary at SDN 1 Purwasari with score 69.3 from score vocabulary just 50-60 score.<sup>26</sup>

Related Wirda Halwi in her thesis "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms". She found that studying vocabulary by using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior has a significant. It is proven based on calculation result was gotten 1876 word in cycle 1, 2599 word in cycle 11. The increasing score 48.21 to 56, and 8.29 to 50.<sup>27</sup>

So that, from the above description, the researcher concluded that many methods can increase the students' vocabulary mastery. The writer hopes that pop-up book media can increase the students' vocabulary mastery. So that, the researcher interest to make the research about "*Improving Vocabulary Mastery by using pop – up book media at Grade VII Students' of SMP Negeri 2 Batang Angkola.*

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

Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. Vocabulary is important part of language to listening, speaking, reading and writing. Without vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Students should have adequate stock of vocabulary to make them communicate easily.

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<sup>26</sup>Nurina Ayuningtyas, "Improving Students' Vocabulary Mastery Through Word Clap Game At Eighth Grade Students Of SDN 1 Purwasari, (A Thesis :UinKarawang, 2016), P. 57.

<sup>27</sup>Wirda Halwi, "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior", ( A Thesis: STAIN Padangsidimpuan, 2012), p. 39.

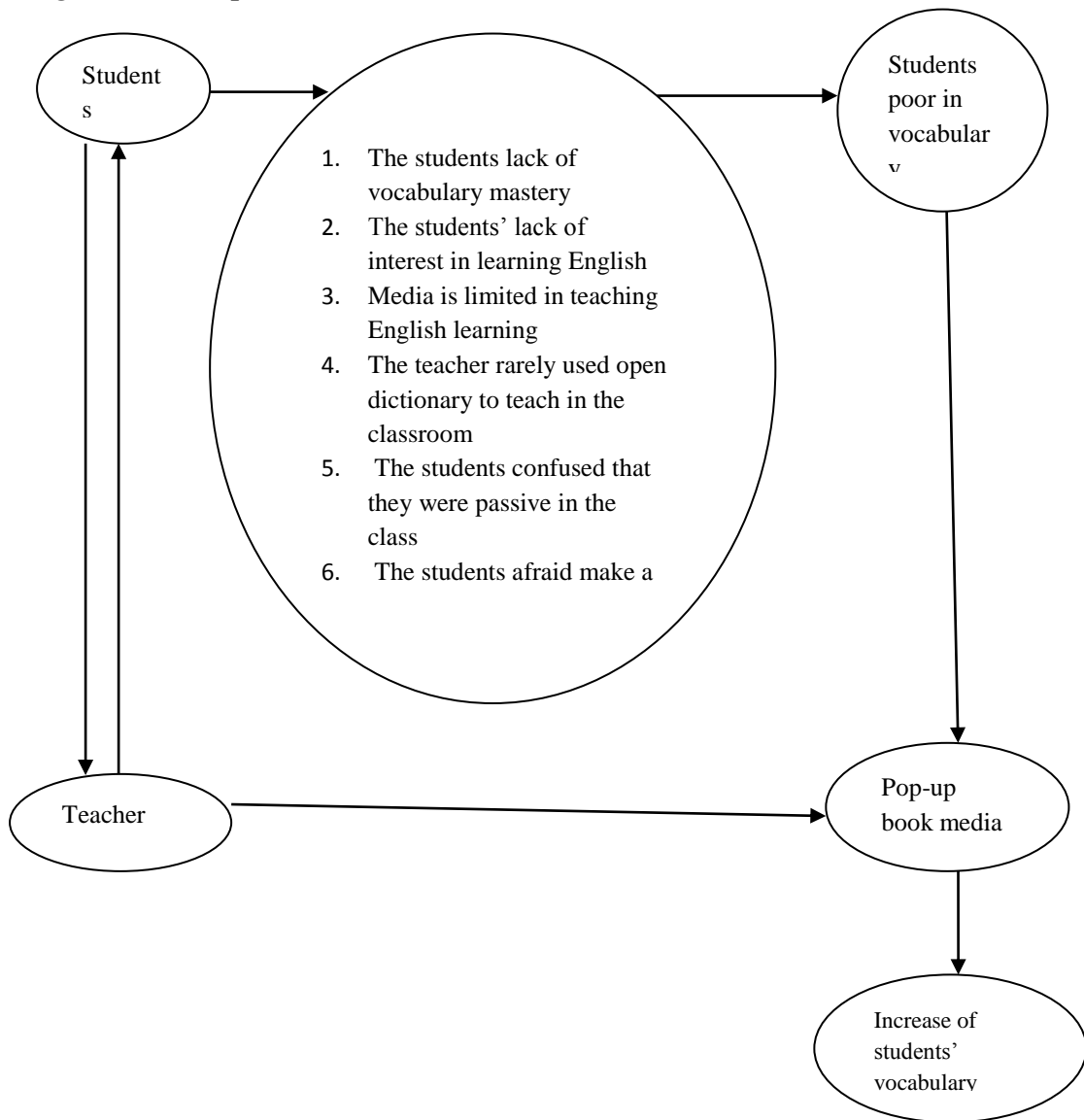


Teaching vocabulary is more important in junior high school. It is not easy for the teacher to teach vocabulary to the students. The teacher must give easier learning at first. It's easier for students to learn and memorize the new vocabulary. There are many problems of the students in learning English. Such as ,the students lack of vocabulary mastery, the students' lack of interest in learning English, media is limited in teaching English learning, the teacher rarely used open dictionary to teach in the classroom, the students confused that they were passive in the class and the students afraid make a mistake in the classroom although the students poor in their vocabulary.

Pop – up book is an instructional media that relates to the characteristics of the students since it influences their sensory aids. Pop up book media can explain to students no only to understanding of the word but also to help students to improve vocabulary mastery.

Based on the explanation above, conceptual framework can be seen from this figure below:

**Figure 1: Conceptual Framework**



#### **D. Hypothesis Action**

The hypothesis needed to show the researcher's thinking and expectation the outcomes of the research related to this research. The hypothesis is pop – up book media can improve vocabulary mastery at grade VII students' of SMP Negeri 2 Batang Angkola.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of The Research**

The placed of the research is SMP Negeri 2 Batang Angkola. It is located in Benteng Huraba, Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan. The location is 20 km from central town Padangsidimpuan, it takes 30 minutes by public transportation. The processed of the research was from July 2019 until 19 December 2019.

#### **B. Research Design**

This research categorize as classroom action research (CAR). Classroom action research is research need action to repeat the problem in the part of education and be done in class area or school that purpose to revise and improve learning quality. It means that the research needs action to tackle problems in education and implemented within the classroom or schools that goal to improve and enhance the quality of learning.<sup>1</sup>

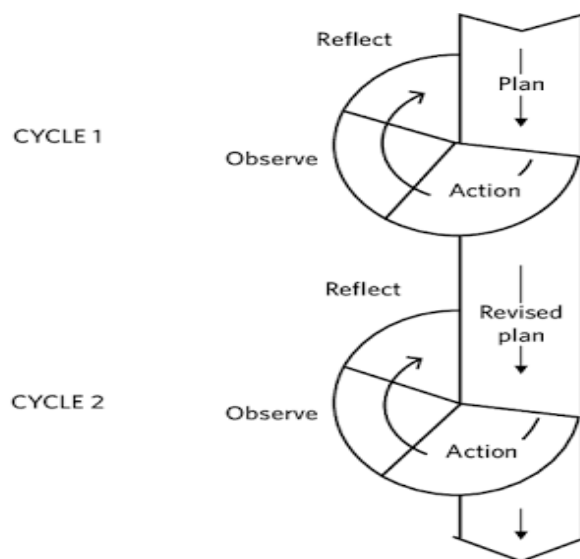
Action research is any systematic inquiry conduct by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to get information about the way that their particular schools operate how they teach, and how well their students learn. Then, classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and

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<sup>1</sup>Kasihani Kasbolah& I Wayan Sukarnyana ,*Penelitian Tindakan Kelas : PTK*, (Malang: UM Press, 2006), P. 10.

the observation cannot be separate each other, because the teacher must do the return observation while writing what was being done. Reflection is to purpose what have done. This research was conducted as an action research procedure to find improvement.<sup>2</sup>

The classroom action research (CAR) using Kemmis and Taggart design consist of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might find a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. Here the Kemmis and taggart design:<sup>3</sup>



**Figure 2:** Kemmis and Taggart design, *Collaborative Action Research for English Language Teachers*

<sup>2</sup> Geoffrey E. Mills, *Action Research a Guide for The Teacher Researcher*, ( New Jersey: Prentice Hall, 2000), P. 6.

<sup>3</sup> McTaggart and Kemmis, *Collaborative Action Research for English Language Teachers*, ( Cambridge University Press, 1999), p. 15

### C. Participants

The participants of the research were the students of SMP Negeri 2 Batang Angkola in academic year 2019/2020. The total participants were the grade VII-A students were chosen randomly because the students were placed in room VII-A, B, C, D, and E randomly. It means based on placement test or abilities.

### D. Instrumentations

There are three instrumentations in the research, they are:

1. Test : researcher would use vocabulary test, the test is multiple choice, this test consisted of 100 multiple choice. In the multiple choice is dividing into two parts, then there are 50 options for one indicator to identify the name of thing, 50 options for second indicator to identify the meaning of thing. Indicators of vocabulary mastery is presented in the following table.

**Table 2: Indicator of Vocabulary Mastery**

No	Indicator	Topic	Number of items	item
1	Identify the name of things	Thing in outside home	1,5, 8, 9, 13, 16, 18,27, 30,33, 46, 47, 48, 49, 50.	15
		Thing in the home	2, 4, 6, 10,14, 17, 19, 22, 23, 25, 29, 32, 36,38, 40	15
		Animal	3, 7, 11, 12, 15,20, 21, 24, 26, 28, 31, 34, 35, 37, 39, 41, 42, 43, 44, 45	20
2	Identify the meaning of word	Thing in outside home	51, 52, 53, 61, 62, 70, 74, 75, 76, 77, 78, 79,80,85, 90	15
		Thing in the home	63, 64, 65, 66, 67, 71, 72, 86, 92,93,94, 95, 96, 97,98.	15
		Animal	54, 55, 56, 57, 58, 59,60, 68, 69, 73, 81, 82, 83,84,87, 88, 89, 91, 99, 100.	20
<b>Total</b>				100

Indicator vocabulary above would use by the researcher to score students' vocabulary and to get the students' result in vocabulary mastery.

2. Observation : researcher used observation type field notes. The observer's record of what she/he will have been seen, heard, experienced and thought about during an observation session.<sup>4</sup>

The research concluded that observation is doing research directly to the location of the research to see the location. Observation use for looking the students and English teacher in learning process.

3. Interview : the researcher used the interview to know condition of the students to get information from the students to sources of the data about condition of the students in English learning. The interview from English teacher is about the methods and system that often used by teacher for making the students more comprehensive and improve English especially in vocabulary.

#### **E. Procedures for Classroom Action Research**

In collecting data, the researcher as the key instrument used vocabulary test, observation and interview. The main observed by field notes as the qualitative data. It used to described data which are not amenable to being counted or measured in an objectively, and therefore subjective, this kind of data will be gathered through field notes. The data used to described the situation in the classroom during the learning process by pop – up book in the term of students, teacher and influential factors.

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<sup>4</sup>Mary Louse Holly, et all, *Action Research for Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p.144

This action research would be done for 2 cycles. Each cycle consist of two meetings. Each meeting consist 80 minutes. So, there are four meetings during research process. The cycle consist of four steps. They are planning, acting, observing and reflecting.

## **1. Action Research in Cycle I**

### **a) First Meeting**

#### **1. Planning**

A planning is done after identifying and diagnosing students vocabulary problem occur in the class proven by observing and interviewing. In this step, the plans to be implement are prepare. The instruments such as creating the pop-up book, choosing materials, giving task for the students.

#### **2. Action and observations**

In this step, implement the actions where as the teacher as a collaborator took notes in the backside of the class to observe the students reactions and behaviors during the activities. The step begins the process of going more deeply into the issue being research.

#### **3. Reflections**

This stage is aim to reflect and evaluate from three steps before, it is done base done data have been collect to hold evaluation for completing the next cycle. Thus, the reflection is able to be determine after implementing action and observation outcomes. If there still might have find some problems, it needs to move to the next cycle until it solve.

## b) Second Meeting

### 1. Planning

- a. Analyzed the reflection result from first meeting and expand to be done in the next meetings.
- b. Prepared name of thing material that needed make more lesson plan about vocabulary
- c. Design the teaching vocabulary through pop-up book media

### 2. Action

- a. Giving explanation about material name of things
- b. Giving test measuring students abilities in vocabulary
- c. Monitoring the classroom
- d. Monitoring time alocation with the all activity is done
- e. Collecting the students vocabularytest result

### 3. Observation

- a. Monitoring teaching learning vocabulary by using pop-up book media
- b. Monitoring the students' activity when answer the vocabulary test
- c. Discussion the problem in process learning vocabulary and giving solution

### 4. Reflecting

- a. Reflecting of pop-up book media that using learning process
- b. Reflecting of teaching activity and students' learning vocabulary result that using pop-up book media



- c. Evaluating the data that got from the class and make any decisions for next cycle

## 2. Action Research in Cycle 2

### a) Third meeting

1. Planning: the research arranged the lesson plan based on reflection in the cycle I, those were:

- a. Arranging lesson plan about name of thing.
- b. Determining the lesson material about name of things.
- c. Designing procedures of teaching vocabulary through pop-up book media.
- d. Preparing the instrument for students, teacher and observer.

2. Action: Research applied pop-up book based on the lesson plan that is the result of reflection in cycle 2..

- a. Preparing class and greet when open the matter.
- b. Organizing the group students in group, each group consist 4 students
- c. Celebrating the achievement together.
- d. Helping the students to keep their vocabulary mastery that just were gotten.

### 3. Observation

- a. Monitoring the teaching learning vocabulary by using pop-up book media, discussing the problem in learning process and giving solution.

#### 4. Reflection

- a. Analyzing the finding during observation is done
- b. Analyzing the weakness and teacher progress that using pop-up book media in teaching learning vocabulary activity
- c. Reflecting of teaching activity and learning vocabulary result that using pop-up book media
- d. Evaluating or interpreting the data that getting from the class and make easy decision for the next meeting.

#### b) Fourth meeting

##### 1. Planning

- a. Analysis more the result of previous meeting
- b. Made lesson plan again. Then, prepared name of things material that needed in teaching learning (media)
- c. Encoding the problem and progress on the learning process
- d. Designing the third preparing base on the first meeting action

##### 2. Actions

- a. Preparing class for learning vocabulary
- b. Give the name of things about the topic and explain
- c. Giving the test the measuring students abilities in vocabulary
- d. Giving the limited time is 45 minutes for students to answer the vocabulary test
- e. Monitoring the pop-up book media
- f. Collecting the students test vocabulary

### 3. Observation

- a. Monitoring the teaching learning vocabulary by using pop-up book media
- b. Recording the differentis being happen

### 4. Reflection

- a. Analyzing the weakness and teacher progress that using pop-up book media
- b. Reflecting of teaching activity and students learning vocabulary result that using pop-up book media
- c. Evaluating or interpreting the data that getting from the students.

## **F. Technique of Analysis Data**

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data used to described the situation during the teaching process. The processed of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making interpretation of the larger meaning of the data. The qualitative data is analyzed from observation sheet.<sup>5</sup>

Quantitative data used to analyzed the score of students. The quantitative data collected and analyzed by computing the score of vocabulary test. To know the means of students' score for each cycle, the researcher applied the following formula:

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<sup>5</sup> *Ibid.* p. 190

$$M = \frac{\sum f \bar{X}}{N}$$

Where: X : the mean of the students

$\sum \bar{X}$  : the total score

N : the number of the students.<sup>6</sup>

Moreover, to count the percentage of students by using pop-up book media, the researcher would be used the formula as follow:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The percentage of students who get the score 75

R : The number of students who get the score up 75

T : Total numbers of students do test<sup>7</sup>

In other hand, accounted the percentage of students' complete study

used the formula as follow:

$$P = \frac{\sum \text{the students' complete study}}{\sum \text{student}} \times 100\%$$

The score of students vocabulary test consisted of two categories, there are pas or not pass. The score of students are passing if it is >75. The score of students are not passing if it is <75. The researcher will show on the following table:

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<sup>6</sup>Hatch, e and Faradhy, *Research Design and Statistics for Applied Linguistic*. (Rowley: Newbury House Publisher, 1982), P. 10

<sup>7</sup>ZainalAqib, et. Al., *PTK untuk Guru SMP, SMA, SMK*, ( Bandung: CV. YramaWidya, 2008), p.205.

**Table 3: The level of students' vocabulary indicator**

Range of Real Score	Category
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

Source: sitiwachidah, belajarmudahpenelitianuntukkaryawan

Finally researcher summarized, quantitative data by six steps as suggested by Creswell as in the following:

Steps 1: organizing and preparing the data for analysis. This involve transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of the information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Steps 3: beginning detail analysis with a coding process it is organizing material into “chunks” before bringing meaning to those chunks. It involve taking pop – up book data into categories, and labeling those with a term ( a term based in the actual language of the participant).

Steps 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involve a detail rendering of information about the notes. Then, researcher use this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Steps 5: advancing how the description and themes are represent in the quantitative pop – up book. This is discussion that mentions a chronology of events, the detail discussion of several themes inter-connecting themes. Researcher used visual or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It is researcher's personal interpretation, meaning derive from a comparison of the findings with information gleaned from the literature.<sup>8</sup>

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<sup>8</sup> John W. Creswell, *Research Design: Qualitative, Quantitative And Mixed Methods Approaches*, (USA: Sage Publication, 2003), P. 190.

## **CHAPTER IV**

### **RESEARCH RESULT**

This chapter presents the research result. The research data are presented the process of improving vocabulary mastery by using pop-up book media at grade VII students' of SMP Negeri 2 Batang Angkola in academic year 2019/2020. The description are as follow:

#### **A. Description of Data**

In this chapter, the researcher would like to analyze each data that has been gotten from the teaching process and evaluation in each cycle of this research. In this research, analyze was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was done with observation..

##### **1. First Cycle**

The first cycle was conducted for two meetings. It carried out from November 14<sup>th</sup> up to 16<sup>th</sup> 2019. Every meeting was done for 2 x 40 minutes or 80 minutes. So, two meetings were done for 4 x 40 minutes or 160 minutes.. It was done in VII-A grade SMP Negeri 2 Batang Angkola, consisted 30 students. Here the researcher made the activities and gave the process of improving students' vocabulary mastery the first cycle as follow.

##### **a. Planning**

In the first meeting, the researcher identifying and diagnosing students vocabulary problem 1 occurred in the class proven by observing and interviewing. In this step researcher had prepare lesson plan that would be

taught to the students, created the pop-up book media that should meet the goal of the teaching and learning process was facilitating the students to master the vocabulary.

In this cycle, the researcher used pop-up book media. Pop-up book media was related for students for easily to mastery the vocabulary. The teaching and learning process in this cycle was divided into two meetings. The first meetings was conducted on Saturday, December 14<sup>th</sup>, 2019. The second meeting was on Sunday, December 16<sup>th</sup>, 2019. Every meeting took about 80 minutes.

#### **b. Actions**

The researcher administrated this cycle in two meetings. It seemed one meeting consisted of 80 minutes. The researcher prepared the materials according to the students' applied in the school since they focused on the vocabulary. Prepared applying the materials based on syllabus design in teaching and learning process. The description of the action as follows:

##### **1) First Meeting**

The first meeting of the first cycle was held on Saturday, December 14<sup>th</sup>, 2019. As what have been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher in every meeting during the research. Meanwhile, the teacher became the observer. The class started at 08.00 AM. The lesson lasted 2 x 40 minutes.



The researcher came to the classroom with the English teacher. The researcher opened the classroom by greeting and attendance the students. The researcher tell about the purposed was not for teaching but for do research.

Before explain about material of vocabulary, the researcher asked to students, tell to researcher about vocabulary that has been they known the name of thing in outside home, in the home and name of animal. Then, the researcher explained about materials and the researcher asked to the students memorize vocabulary about the materials.

At the end the lesson, researcher teacher asked to the students to made conclusion about the material and asked to the students to brief their vocabulary. Then, the students closing the material and saying *Alhamdulillah*.

## **2) Second Meeting**

In the second meeting was conducted on Monday, December 16<sup>th</sup> , 2019. The researcher checked their attendance list. The researcher found students' problem, they are lazy to study English but the researcher had a solution to motivate students' vocabulary mastery.

In the second meeting, the researcher used pop-up book media and researcher explained about the pop-up book media. Such as definition, advantages and disadvantages of media. The researcher show the pop-up book media, researcher asked to the students' about the name of thing that

researcher showed. The students answer about the name of thing based on the pop-up book media.

There were the researcher gave the students task, the task is 100 option in multiple choice. They were doing a task by self and the researcher gave instruction for the students. When the bell ring, the researcher asked to the students collect their task. Then, the researcher said *Alhamdulillah* and lift the classroom. The researcher corrected their task and gave a mark in the first test of Cycle.

### c. Observation

Based on observation sheet, the researcher still found the problems because the students got the difficulties in vocabulary. Researcher applied pop-up book media to taught the students, but the students were not focus to the media but they were spoke with their friends, they were made classroom noisy although they did not know about the vocabulary. Researcher concluded there were some problems in the classroom such as:

**Table 4: The First Cycle Problems and Solution**

NO	Problem in the first cycle	Solution
1	Most of the students' not interesting in teaching learning process	Teacher should motivate the students so that to be more active in teaching learning process
2	When the researcher asked about the vocabulary in pop-up book media, sometimes the students' lazy to answer and always asked pop-up book media for bring to their home	The researcher teach the students' about vocabulary based on pop-up book media
3	Students talked to each other out of the materials when they feel bored and	Students needed appropriate materials

	classroom become noisy	in teaching and learning process to keep them interested
4	When the researcher gave a task, the students' confused to answer the test after the researcher show the pop-up book media	The researcher explained when the researcher showed the pop-up book media and asked the students to remember the vocabulary in the pop-up book media so their easy to answer the test

After doing the test, the researcher had analyzed students' achievement in Cycle 1. After the researcher calculated the students' test result in cycle 1, the result found that vocabulary mastery at the cycle 1 was low. From 30 students in the class just 9 students who got the score passed the KKM (75). The total score of the students in cycle 1 was 2120. The students' score in vocabulary mastery were the total score from the test. The total score of students (2120). So, the mean score of the students in cycle 1 was 70,6, to know the students' score in vocabulary mastery. The researcher would describe as the following table:

**Table 5. Students' Vocabulary Score in First Cycle**

No	Students' Initial	Indicators		Test Score
		Identify the name of things	Identify the meaning of word	
1	AU	43	36	<b>79*</b>
2	AA	28	35	63
3	AR	37	43	<b>80*</b>
4	AF	34	43	<b>77*</b>
5	AB	35	28	63
6	BC	30	32	62
7	CA	30	40	70
8	CS	34	34	68
9	DN	30	43	73
10	HA	28	35	63
11	IN	33	33	66
12	MS	37	45	<b>82*</b>
13	NA	36	43	<b>79*</b>
14	NS	38	30	68
15	MP	30	45	<b>75*</b>
16	PL	38	38	<b>76*</b>
17	RP	39	40	<b>79*</b>
18	RH	38	45	<b>83*</b>
19	SA	32	40	72
20	TA	31	39	70
21	RL	25	40	65
22	PL	23	50	73
23	MK	30	40	70
24	JR	42	20	62
25	AW	32	40	72
26	LA	34	31	65
27	SS	30	33	63
28	PM	35	35	70
29	WN	32	30	62
30	ZK	41	29	70
<b>Total</b>				<b>2120</b>
<b>Mean Score</b>				<b>70.6</b>
<b>Percentage</b>				<b>30.0%</b>

*Source : Students' result test*

Based on the data in the table above, it could be seen that total of students' mean score from each was 70,6. To know the classification quality of students' score in vocabulary mastery, the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM (9 students) times 100% and divided to the total of students (30), the result was

30.0%. So, the percentage of the students' mean score was 30.0%. To know revelation of data was done to grouped score of vocabulary mastery which the total classes 5 and interval 5.

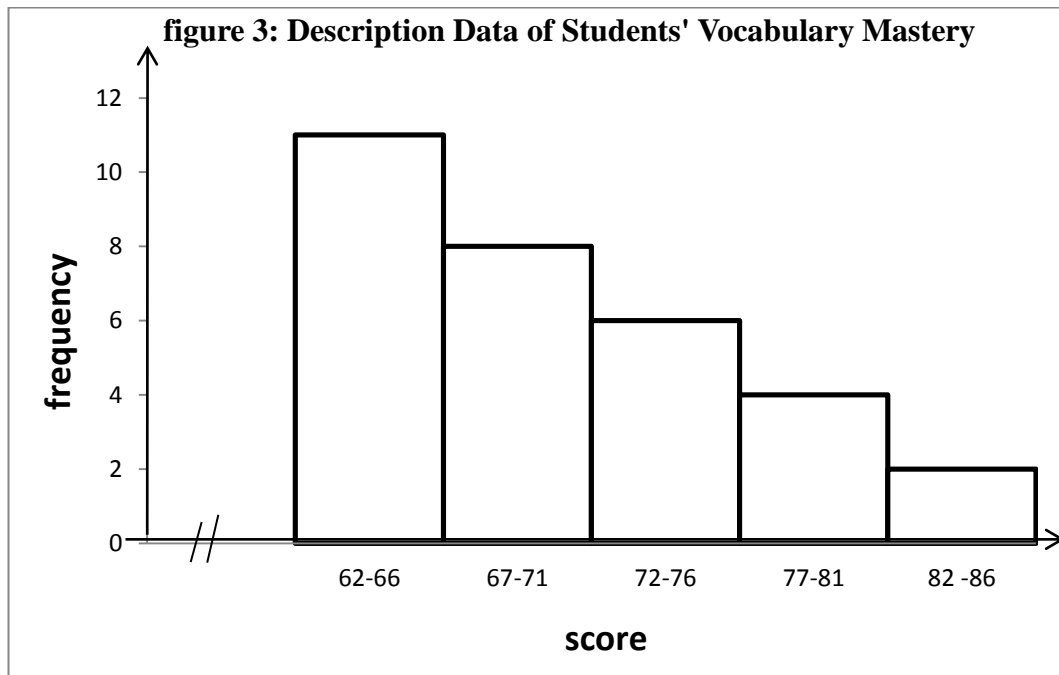
From the scores of students, it could be concluded that there were most of students still low vocabulary. To make be clear the students' vocabulary based on score. The classification of students' scores would describe into frequency distribution as follows:

**Table 6: The Frequency Distribution of Vocabulary Mastery**

<b>Value</b>	<b>Frequency absolute</b>	<b>Frequency Cumulative(%)</b>
62-66	11	36.7%
67-71	7	23.3%
72-76	6	20.0%
77-81	4	13.3%
82-86	2	6.66%
<b>Total</b>	<b>30</b>	<b>100%</b>

Based on the table above, it was known that the frequency cumulative of students vocabularymastery showed that the respondent an value 62-66 were 11 students (36.7%), value 67-71 were 7 students (23.3%), value 72-76were 6 students (20.0%), value 77-81 were 4 students (13.3%), and last value 82-86 were 2 students (6.66%).

Based on mean score in the first cycle from the categories, it can be looked like as diagram:



From those conditions, the researcher realized that the first cycle still low, or the result of first cycle was not success for improve the students vocabulary mastery. It could be concluded that the action should be repaired and change to improve students' vocabulary mastery again with process activity in the next cycle.

#### **d. Reflections**

In this cycle, based on the observation, most of the students still low score and vocabulary mastery. Students not enthusiastic in learning vocabulary mastery. The students were lack of vocabulary and they were not understand the lesson. The students were difficult to mastery. It can be seen from observation sheet.

Based on this condition, the researcher realized that the first cycle was still poor, or the result of the first cycle was poor success to improved the students

vocabulary mastery. It can be concluded that, the action should be repaired and changed to improve students vocabulary mastery.

Then, the researcher designed the lesson plan and the materials that will be used in the second cycle. The researcher prepared the learning media for second cycle. The result from first cycle still low. So, the researcher concluded that the first cycle should be repaired especially in lesson plan, material the teaching learning process for the next cycle.

## **2. Second Cycle**

The second cycle was conducted for two meetings. It carried out from December 17<sup>th</sup> and 18<sup>th</sup>, 2019. Every meeting was done for 2 x 40 minutes or 80 minutes also. So, two meetings were done for 4 x 40 minutes or 160 minutes.

### **a. Planning**

In the second cycle , the researcher directly conducted the teaching learning vocabulary process. The researcher still used pop-up book media to improve students' vocabulary mastery. The second cycle contained two meetings. The first meeting as held on Tuesday, December 17<sup>th</sup> 2019 and the second meeting was on Wednesday, December 18<sup>th</sup> 2019.

Based on the observation in first cycle, most of students still low score. Students not enthusiastic in learning vocabulary. The students lack of vocabulary mastery and they were not understand English learning. The students were difficult to memorize. In the first meeting of cycle 2, the researcher planned to Showed a pop-up book media about the name of thing based on the material. Next, when the researcher showed pop-up book media

the students were asked to identify the vocabulary that have they seen. the researcher asked the students to discussed about pop-up book media and divided group of the students.

In the last meeting, in the second cycle , the researcher planned to give a test for the students as the second test. The meeting was conducted on December, 18<sup>th</sup> 2019. The researcher planned to mastery the students vocabulary as the result of second cycle. The students did the test in individually. They were asked to mastery the vocabulary based on the pop-up book media.

#### **b. Action**

The actions in the second cycle were conducted in two meetings. They were on December 17<sup>th</sup> and on December 18<sup>th</sup>, 2019. The next was still a pop-up book media. The implementation of the action is describe as follows:

##### **1) First Meeting**

The first meeting of the second cycle was held on Wednesday, December 17<sup>th</sup> 2019. The class started at 08.00 AM. The researcher started the class by getting the students and checking attendance list.

The researcher brought pop-up book media to showed to the students, so that, the students interested with it and shocked because the first time they were saw it. The class members looked surprise and excited. Researcher asked to the students for paying attention. Researcher showed pop-up book media to the students. The researcher asked to students to mastery it.



## 2) **Second Meeting**

This second meeting was on Wednesday, December 18<sup>th</sup>, 2019. The researcher entered to the classroom. The researcher checked their attendance list. They were attendance in the classroom no one missing. In this meeting, the researcher gave a test (multiple choice) in second cycle to students.

### c. **Observation**

The result of students' vocabulary test in second Cycle found the improvement of students in vocabulary. In the result of test in second cycle, there were **27** students who passed the KKM. Even though, there were **3** students did not pass the KKM but they got improvement in vocabulary. The total score of students in vocabulary was **2601**. To know the mean score of the students' result test in second cycle, the researcher divided the total score of students (**2601**) to the total of students (30 students) in the class, the result was **86,7**. So, the mean score of the students in cycle 2 was **86,7**. The researcher would present in the following table:

**Table 7. Students' Vocabulary Score in Second Cycle**

No	Students' Initial	Indicators		Test Score
		Identify the name of things	Identify the meaning of word	
1	AU	43	48	90
2	AA	38	35	71*
3	AR	42	43	85
4	AF	50	43	93
5	AB	35	50	80
6	BC	30	55	85
7	CA	50	40	90
8	CS	34	55	89
9	DN	43	49	82
10	HA	50	55	95
11	IN	37	35	72
12	MS	45	45	90
13	NA	50	45	85
14	NS	45	50	95
15	MP	45	45	90
16	PL	48	43	90
17	RP	33	40	73
18	RH	40	45	85
19	SA	40	50	80
20	TA	45	50	95
21	RL	50	45	95
22	PL	43	48	91
23	MK	45	45	80
24	JR	45	50	95
25	AW	50	45	80
26	LA	45	45	90
27	SS	43	48	80
28	PM	40	55	95
29	WN	55	40	85
30	ZK	40	55	95
<b>Total</b>				<b>2601</b>
<b>Mean Score</b>				<b>86,7</b>
<b>Percentage</b>				<b>90.0%</b>

Based on the table above, it showed that the improvement that happened in second cycle. The students could improve their score in each vocabulary test. The mean score of students vocabulary mastery by using pop – up book media

in second cycle was **86,7**. While in the first cycle was **70,6**. It means that the students' mean score in second cycle higher than the students' score in first cycle.

The classification quality of students' score vocabulary, the researcher should know the percentage of the students' means score. The way were the total students who passed the KKM (**27** students) times **100%** and then divided to the total of students (**30** students), the result was **90.0%**. The percentage of mean score of students' in second cycle was **90.0%**. Based on the classification quality of students' score, the students' vocabulary was very good criteria in second cycle.

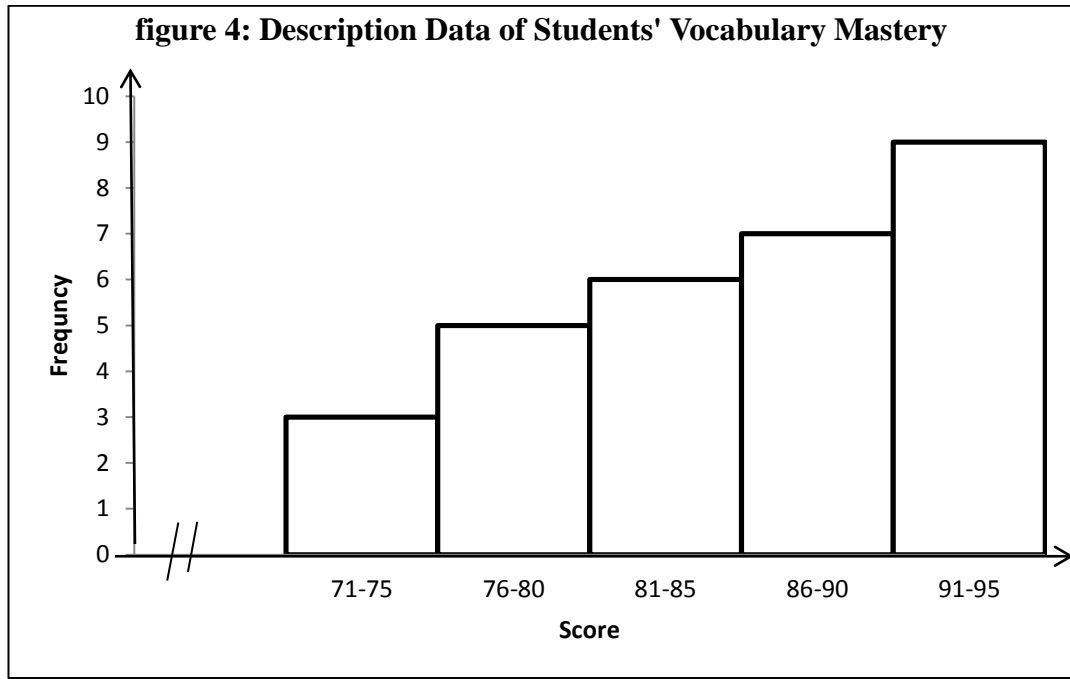
Based on the explanation above, The researcher present with computed of the frequency distribution of the student's score of group can be applied in to frequency distribution as follows:

**Table 8: The Frequency Distribution of Vocabulary Mastery**

<b>Value</b>	<b>Frequency absolute</b>	<b>Frequency Cumulative(%)</b>
71-75	3	10.0%
76-80	5	16.7%
81-85	6	20.0%
86-90	7	23.3%
91-95	9	30.0%
<b>Total</b>	<b>30</b>	<b>100%</b>

Based on the table above, it was known that the revelation of students vocabulary mastery showed that the respondent an value 71-75 were 3 students (**10.0%**), value 76-80 were 5 students (**16.7%**), value 81 - 85 were 6 students (**20.0%**), value 86-90 were 7 students (**23.3%**), and last value 91-95 were 9 students (**30.0%**).

In order to get a description of the data, the researcher presents them on the following figure:



Based on the figure above, it could be seen the improvement of students' mean score from first cycle to second cycle. The students' mean score in the first cycle was **70,6(30.0%)** while in second cycle was **86,7 (90.0%)**. Therefore the researcher concluded that the indicators of test, observation note sheet, and teacher's observation had been achieved in this research. Therefore, the researcher could be ended in this cycle.

#### **d. Reflection**

Implementing pop-up book media was able to improve of students' vocabulary mastery. It made the students feel enjoyed and easy to study or learning vocabulary. They could memorize and mastery vocabulary because they could seen the media directly, they could do task more effectively. The implementation of pop-up book media could also made the students' interested and motivation for learning English or vocabulary.

## **B. The Comparative Result Action**

Based on the result of action the first cycle and the second cycle, it can be concluded that, students' vocabulary mastery could be improve by using pop-up book media. It could be seen from the result first cycle test and the second cycle test. This test showed, there was improvement.

In the first cycle, most of students were less in vocabulary. There were 11 students got score 62-66, 7 students got score 67-71, 6 students got score 72-76, 4 students got score 77-81 and 2 students got score 82-86. There were 9 person passed from KKM. 21 persons again did not pass from KKM. Then, from analyzed all the students' mean score, the researcher counted that their mean score in the first cycle was **70,6**. It was not pass from KKM because their score KKM is 75.

$$M = \frac{\sum f x}{N}$$

$$M = \frac{2120}{30} = 70,6$$

Based on the calculation above, the mean score of the students in first cycle test was **70,6**. It showed that the students' vocabulary mastery were categorized into enough category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM). Researcher calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{9}{30} \times 100\%$$

$$P = 30.0\%$$

Based on the classification quality of students score in the Chapter III are 30,0 %. it means categorized into enough.

In the second cycle, it could be conclude that there were 1 students got 71 score, 1 students got 72 score, 1 students got 73 score, 5 students got 80 score, 1 students got 82 score, 5 students got 85 score, 1 students got 89 score, 6 students got 90 score, 1 students got 91 score, 1 students got 93 score, 7 students got 95. Then, from 30 students in the class VII-A, there were 27 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There were 3 students who got score before 75 score. 15 students were categorized into very good category and 12 students were categorized into good category. 3 students did not pass the Minimum Mastery Criterion (KKM). There were 1 students got 71 score, 1 students got 72 score and 1 students was 73 score. It means that there were 30 students passed the test well. The researcher calculated the means score by using the formula below:

$$M = \frac{\sum f \times N}{N}$$

$$M = \frac{2601}{30}$$

$$M = 86,7$$

Based on the standard of value in SMPN 2 BatangAngkola, it could be concluded that the mean score was included into very good category.

To know the percentage of students' score who passed the Minimum mastery Criterion (KKM) in the second cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{3}{30} \times 100\%$$

$$P = 90.0\%$$

The improvement of students' vocabulary mastery from first cycle to second cycle could be seen in the table below:

**Table 9. Comparison of Students' Vocabulary in Cycle 1 and Cycle 2**

No	Students' Initial	Cycle 1	Cycle 2	State
1	AU	79	90	Improved
2	AA	63	71	<b>Constant</b>
3	AR	80	85	Improved
4	AF	77	93	Improved
5	AB	63	80	Improved
6	BC	62	85	Improved
7	CA	70	90	Improved
8	CS	68	89	Improved
9	DN	73	82	Improved
10	HA	63	95	Improved
11	IN	66	72	<b>Constant</b>
12	MS	82	90	Improved
13	NA	79	85	Improved
14	NS	68	95	Improved
15	MP	75	90	Improved
16	PL	76	90	Improved
17	RP	79	73	<b>Constant</b>

<b>18</b>	RH	83	85	Improved
<b>19</b>	SA	72	80	Improved
<b>20</b>	TA	70	95	Improved
<b>21</b>	RL	65	95	Improved
<b>22</b>	PL	73	91	Improved
<b>23</b>	MK	70	80	Improved
<b>24</b>	JR	62	95	Improved
<b>25</b>	AW	72	80	Improved
<b>26</b>	LA	65	90	Improved
<b>27</b>	SS	63	80	Improved
<b>28</b>	PM	70	95	Improved
<b>29</b>	WN	62	85	Improved
<b>30</b>	ZK	70	95	Improved
	<b>Total</b>	<b>2120</b>	<b>2601</b>	
	<b>Mean Score</b>	<b>70,6</b>	<b>86.7</b>	
	<b>Percentage</b>	<b>30.0%</b>	<b>90.0%</b>	

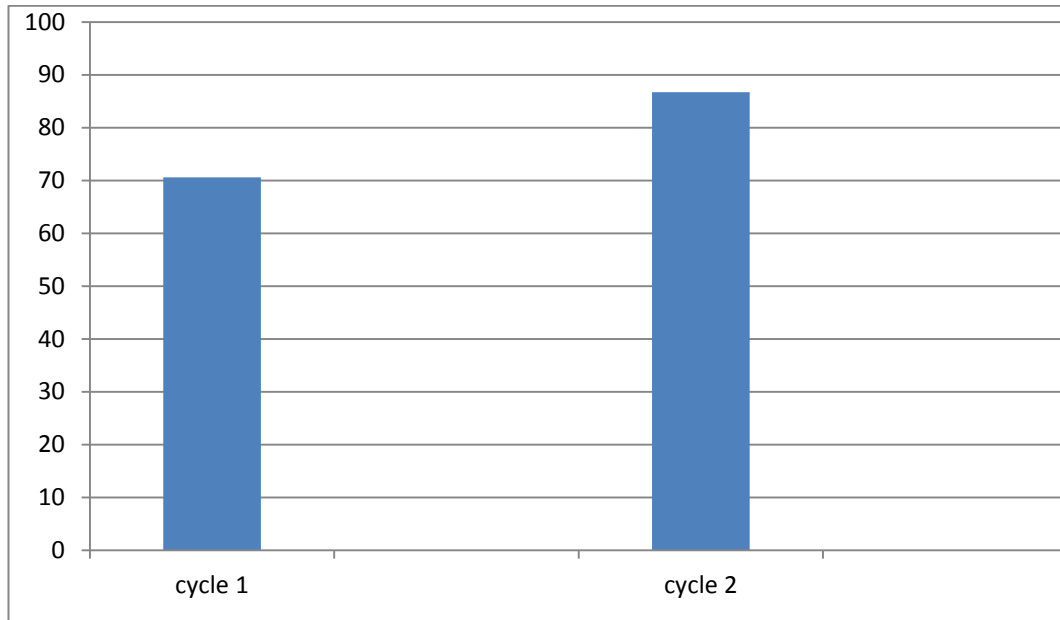
Based on the table, 27 students got improvement and 3 students got constant their score.

The comparative score of students in first cycle and second cycle based on test showed that from 9 students who passed KKM in first cycle to be 27 students. It could be concluded that the students vocabulary mastery by using pop-up book media was improved from the previous cycle. It could be provided from the total score in first cycle was 2120 while in the second cycle as 2601. Besides that the mean score of students score in first cycle was 70,6 (30.0%) while in second cycle increased to be 86.7 (90.0%).

Beside that the percentage in of the students' mean score in first cycle was 30.0% (low criterion) while the percentage of students' means score in second cycle was 90.0% (very good). It means that the comparative of the mean score criterion from first cycle and second cycle was 70.6%. it means that improvement of the students' mean score in first cycle to cycle 2 was 70.6%. The improvement can be provided from the students' mean score. The comparison improvement of



the students' vocabulary mastery from the mean score of first cycle and second cycle could be seen on figure below:



**Figure 5. Comparison Mean Score in Cycle 1 and Cycle 2**

Based on the result of data analysis and research finding, it could be summarized that students' vocabulary mastery improved in second cycle. From the test in first cycle the students mean score was 70.6 increased to be 86.7 in test second cycle. It means that the implementation of pop-up book media could improve students vocabulary mastery.

### **C. Discussion of the Research Findings**

Based on the explanation above, the result was similar to related findings of the research, The first was thesis her name Suharni in her thesis, She showed that students' vocabulary mastery there are effect between students' vocabularyvocabulary and pop-up book media. The students interested learning by using pop-up book media.<sup>1</sup>

Based on Atin Cholidiah in her thesis: Her result of thesis was shown that pop-up book can enhance students to be active and cooperative in the classroom. She said pop – up book could improve English skill students.<sup>2</sup> Another way to see the improvemrnt in the teaching and learning process by analyzing the students score of the test. Pop-up book media makes the students more active in learning process. It can be concluded that the used of pop-up book media in learning can improve students vocabulary.

Based on explanation above, the researcher found the similarity with the others researcher and theory which is related to pop-up book media. It was based on the data in the first cycle 70.6 (30.0%) and 86.7 (90.0%) in the second cycle. It means that there had (70.6%) improvements for mean score and the percentage of students who passed the KKM in vocabulary by using pop-up book media. It can be concluded that the researcher had been success in doing the research.

#### **D. The Threats of the Research**

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<sup>1</sup>Suharni: *“The Effectiveness Of Using Pop-Up Book To Improve Students' Vocabulary Mastery At The Fifth Grades Of SD 2 Trikarso, Kebumen., ( A Thesis: UniversitasMuhammadiyah Yogyakarta, 2016), P. 3. <http://repository.umy.ac.id>.*

<sup>2</sup>AtinCholidiah:*“The Use Of Pop-Up Book To Improve English Skill At SD Negeri 2 Gadingkulon, ( A Thesis: University of MuhammadiyahMalang, 2018), p. 3. [Eprints.umm.ac.id](http://eprints.umm.ac.id)*

There were some aspects that could threaten this research. The researcher found the students' problems in the classroom teaching learning vocabulary process. Students who lack of vocabularies, students did not interest study English, students who always disturbed their friends, talked with their friends, students who laziness to do task, students who always walked behind their friends chair, students who always put their feet on the table, and students who did not know the English language based on the pop-up book media.

Pop-up book media is a media for students. They could memorize the vocabulary and they could know the picture directly based on pop-up book media. Students more interest to study English with pop-up book media. Thus, by using this media students will be more interest and easy to be done. By applying pop-up book media, students would be more active with their own vocabulary. Finally, pop-up book media could improve students' vocabulary mastery VII-A SMP Negeri 2 Batang Angkola.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the result of the classroom action research, it could be concluded that pop-up book media improved students' vocabulary mastery at grade VII-A SMP Negeri 2 Batang Angkola. Based on the students' vocabulary mastery, the mean score which in first cycle was 70.6 (30.0%) and in second cycle was 86.7 (90.0%).

In conclusion, pop-up book media could improve students' vocabulary mastery. It is also encourage the students to be more interested in teaching learning process. The students actively and motivated in doing the lesson because they could see the picture directly.

#### B. The Suggestion

Based on the above explanation, it had been described pop-up book media could improve students' vocabulary in English, and the implication of the result goes to English teachers of Junior High School. Moreover, the English teachers can apply pop-up book media in teaching and learning process in the classroom. By applying pop-up book media, the students will be more active and interested in learning process. Therefore, pop-up book media with all the steps can increase students' vocabulary be better than before.

The result of this research showed that using of pop-up book media could improve students' vocabulary, especially at grade VII-A SMP Negeri

2BatangAngkola. The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

- a. Pop-up book media is activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject vocabulary. It also can be used as an alternative media of English teaching in vocabulary.
- b. For the teacher, it is very wise to use pop-up book media in teaching vocabulary because this media can make the students more active, fun, interested in the learning process.
- c. For the students, it is hoped that by using pop-up book media the students more interested in studying English especially vocabulary, because pop-up book media gives the opportunity for students to make their vocabulary become into much vocabulary than before. They will be active and interested in the learning process.

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## **CURRICULUM VITAE**

### **A. Identity**

Name : Siska Adelina Dalimunthe  
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Place/Birthday : Sitampa / January, 22<sup>th</sup> 1997  
Gender : Female  
Religion : Islam  
Address : SitampaSimatoras

### **B. Parents**

Father's name : Umar Johan Dalimunthe  
Mother's name : Masnailan

### **C. Educational Background**

1. Elementary School : SDN 100090080 Sigalangan (2009)
2. Junior High School : SMP Negeri 1 Batang Angkola (2012)
3. Senior High School : SMA Negeri 1 Batang Angkola (2015)
4. Institute : IAIN Padangsidempuan (2020)

## Cycle I ( Siklus I)

### RPP

#### ( Rencana pelaksanaan Pembelajaran )

**Sekolah** : SMP Negeri 2 Batang Angkola

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/2

**Materi pokok** : Noun

**Tema** : Vocabulary

**Skill** : Mendengar dan berbicara

**Alokasi Waktu** : 4 x 40menit (2 x pertemuan)

**Kompetensi Inti** :

4.10. Mampu menulis dan mengenal berbagai kosakata di lingkungan sekitar.

**Kompetensi Dasar** :

4.10. Menulis dan mengenal berbagai kosakata di lingkungan sekitar, dengan memperhatikan jenis kosakata yang benar dan sesuai dengan materi yang diajarkan.

**Tujuan Pembelajaran** :

Pada akhir pembelajaran siswa dapat mengungkapkan:

- a. Siswa mengetahui kosakata dalam bahasa inggris yaitu: mengenai hewan, buah dan tempat.
- b. Mengucapkan kosakata dalam bgasa inggris yaitu: mengenai hewan, buah dan tempat.

**Materi Pembelajaran** : Proper Noun, Common Noun dan Countable Noun

**Metode Pembelajaran** : Diskusi dan Penugasan.

**Langkah – Langkah Pembelajaran**

1. Kegiatan Awal

- a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing.

- b. Guru mengabsen siswa
- c. Guru bertanya kepada siswa tentang materi yang berkaitan
- d. Guru menjelaskan tujuan pembelajaran yang akan dicapai

## 2. Kegiatan Inti

- a. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4-5 orang perkelompok.
- b. Guru memperlihatkan/menunjukkan pop-up book media yang mengilustrasikan topik yang dibahas.
- c. Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ditunjukkan.
- d. Murid mendeskripsikan mengenai nama objek, buah dan hewan.

## 3. Kegiatan Penutup

- a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini.
- b. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa inggris.
- c. Siswa memberi salam kepada guru



### **Sumber Belajar**

- a. English Book

### **Media Pembelajaran**

- a. Pop – up book

### **Evaluasi**

Indicator Pencapaian	Teknik penilaian	Bentuk Instrument	Instrument/Soal
Siswa mampu mengetahui bahasa inggris dari kosakata yang diajarkan.	Test tertulis	Multiple choice	 <p>1. What is the name of place in English.....</p> <ol style="list-style-type: none"> <li>China's Grate wall</li> <li>Mountain</li> <li>Trademark</li> <li>Campus</li> </ol>  <p>2. Someone who is teach us in the class.....</p> <ol style="list-style-type: none"> <li>A teacher</li> <li>A bodyguard</li> <li>A pilot</li> <li>A police</li> </ol>

### Penilaian

Students' score :Students' mean score x 100

Maximum score

$$M = \frac{\sum f \bar{x}}{N} \times 100\%$$

N

Where

M: the mean score of student

$\sum f \bar{x}$ : The total score

N : the number of the students

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**Cycle II(Siklus 2)**

**RPP**

**( Rencana pelaksanaan Pembelajaran )**

**Sekolah** : SMP Negeri 2 Batang Angkola

**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/2  
**Materi pokok** : Noun  
**Tema** : Vocabulary  
**Skill** : Mendengar dan berbicara  
**Alokasi Waktu** : 4 x 40menit (2 x pertemuan)  
**Kompetensi Inti** :

4.10. Mampu menulis dan mengenal berbagai kosakata di lingkungan sekitar.

**Kompetensi Dasar** :

4.10. Menulis dan mengenal berbagai kosakata di lingkungan sekitar, dengan memperhatikan jenis kosakata yang benar dan sesuai dengan materi yang diajarkan.

**Tujuan Pembelajaran** :

Pada akhir pembelajaran siswa dapat mengungkapkan:

- c. Siswa mengetahui kosakata dalam bahasa inggris yaitu: mengenai hewan, buah dan tempat.
- d. Mengucapkan kosakata dalam bgasa inggris yaitu: mengenai hewan, buah dan tempat.

**Materi Pembelajaran** : Proper Noun, Common Noun dan Countable Noun

**Metode Pembelajaran** : Diskusi dan Penugasan.

**Langkah – Langkah Pembelajaran**

3. Kegiatan Awal

- a. Gurumembuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing.
- b. Guru mengabsen siswa
- c. Guru bertanya kepada siswa tentang materi yang berkaitan
- d. Guru menjelaskan tujuan pembelajaran yang akan dicapai

4. Kegiatan Inti

- e. Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4-5 orang perkelompok.
- f. Guru memperlihatkan/menunjukkan pop-up book media yang mengilustrasikan topik yang dibahas.
- g. Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ditunjukkan.
- h. Murid mendeskripsikan mengenai nama objek, buah dan hewan.

### 3. Kegiatan Penutup

- d. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini.
- e. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa inggris.
- f. Siswa memberi salam kepada guru

### Sumber Belajar

- b. English Book



### Media Pembelajaran

- b. Pop – up book

### Evaluasi

Indicator Pencapaian	Teknik penilaian	Bentuk Instrument	Instrument/Soal
-------------------------	---------------------	----------------------	-----------------



<p>Siswa mampu mengetahui bahasa inggris dari kosakata yang diajarkan.</p>	<p>Test tertulis</p>	<p>Multiple choice</p>	 <p>1. What is the name of place in English.....</p> <p>e. China's Grate wall f. Mountain g. Trademark h. Campus</p>  <p>2. Someone who is teach us in the class.....</p> <p>e. A teacher f. A bodyguard g. A pilot h. A police</p>
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### Penilaian

Students' score :Students' mean score x 100

Maximum score

$$M = \frac{\sum f \bar{x}}{N} \times 100\%$$

N

Where

M: the mean score of student

$\sum f \bar{x}$ : The total score

N : the number of the students

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## INSTRUMENT TEST IN CYCLE I

Nama :

Kelas :

Instruction :

1. Tulis nama, kelas pada lembar jawaban yang tersedia
2. Jawablah pertanyaan-pertanyaan dibawah ini
3. Bacalah pertanyaan dengan benar dan teliti
4. Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada salah satu jawaban.
5. Periksa jawaban anda dengan teliti sebelum dikumpulkan kepada guru
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata
7. Waktu yang tersedia 45 menit.

Choose the correct answer from the option a, b, c, and d by crossing ( x ) the answer.

1. My sister take the fruits and vegetable from.....
  - a. Garden
  - b. Cupboard
  - c. House
  - d. Library
2. Someone use.....for eat meatball or mie, except.
  - a. Forks
  - b. Chop stick
  - c. Spoon
  - d. Wood
3. The name of animal can fly and have wings, except.....
  - a. Bird
  - b. Tiger
  - c. Goose
  - d. Butterfly
4. My father type the letter by using.....
  - a. Library
  - b. Notebook
  - c. Pen
  - d. Blanket
5. Tina is drying clothes on the .....
  - a. Clothesline
  - b. Car
  - c. Garden
  - d. Swimming pool
6. My grandfather is sitting on the.....
  - a. Chair
  - b. Bed
  - c. River
  - d. Table
7. Where is the animals live in the sea.....
  - a. Crab
  - b. Wolf
  - c. Bear
  - d. Dog
8. The name of place to find many books is.....
  - a. Library
  - b. House
  - c. Train
  - d. Bus
9. My family go to ..... for praying.
  - a. The kingdom
  - b. Library
  - c. China's great wall
  - d. The Mosque

10. Where is the mother cook the rice.....
  - b. in rice cooker
  - c. Bottle
  - c. Trademark
  - d. Frying pan
11. The name of animal live in the river and land .....
  - a. Tiger
  - c. A frog
  - b. Cat
  - d. Lion
12. The animal always eat the carrot is.....
  - a. Rabbit
  - c. Fish
  - b. Chicken
  - d. Dog
13. The thing someone put outdoor home is....
  - a. Broom stick
  - c. Pail
  - b. Carpet
  - d. Curtain
14. Where is the students throw the rubbish....
  - a. Dustbin
  - c. Plate
  - b. Glass
  - d. Paper
15. The name of animal have wings and two foot is.....
  - a. A cow
  - c. A crab
  - b. A han
  - d. A rabbit
16. Can you show, where is things in outside home.....
  - a. Plate, glass, and cup
  - b. Sky, stone, and gravel
  - c. Stone, cup, and gravel
  - d. Stone, Gravel and plate
17. Someone who know about information and watch movie from.....
  - a. Television
  - c. Radio
  - b. Human
  - d. Newspaper
18. What is the name of animal who always eat the banana fruit.....
  - a. Monkey
  - c. Elephant
  - b. Eel
  - d. Snake
19. Can you show, Where is the things in outside home.....
  - a. Bicycle , Mini Bus, and Motor cycle
  - b. Train, bicycle, and sofa
  - c. Sofa, bicycle, and train
  - d. Bicycle, motorcycle, and chair
20. What is the name of animal live in the land.....
  - a. A cow
  - c. A crocodile
  - b. A fish
  - d. A crab
21. What is the lord of animal in the forest.....
  - a. Lion
  - c. Tiger
  - b. Crocodile
  - d. Mouse
22. My mother cook the mineral water use.....
  - a. Pan
  - c. Frying Pan
  - b. Spoon
  - d. Fork

23. The name of animal have a fat body is.....  
 a. Elephant                      c. Tiger  
 b. Mosquito                      d. Cricket
24. Someone use.....for eat rice fried.  
 a. Spoon                      c. Pan  
 b. Rice cooker                      d. Frying Pan
25. Adelia take some of foods in the kitchen and she puts some of foods on.....  
 a. Plate                      c. Glass  
 b. Fork                      d. Spoon
26. The name of animal jumped every walk is.....  
 a. Kangaroo                      c. Cat  
 b. Bird                      d. Snake
27. Where is the people to find the woods for burn.....  
 a. Campus                      c. Library  
 b. Forest                      d. House
28. The name of animals can climb is.....  
 a. A Cat                      c. Elephant  
 b. A cow                      d. A han
29. What is the name of thing to clean the floor.....  
 a. Iron                      c. Broom  
 b. Spoon                      d. Forks
30. Grass, animal and fence are some of things that's we can find.....  
 a. Outside home                      c. In the kitchen  
 b. In the bathroom                      d. In the car
31. What is the lord of animal in the forest.....  
 a. Lion                      c. Tiger  
 b. Duck                      d. goose
32. Pian drink a coffee by using.....  
 a. Glass                      c. Fork  
 b. Plate                      d. Pan
33. Nita and her friends go to school by .....  
 a. School bus                      c. Plane  
 b. Bag                      d. Hat
34. The name of animal who always like to eat the grass is.....  
 a. Sheep                      c. Turtle  
 b. Fish                      d. Mouse
35. What is the name of animal always take the coconut from the tree.....  
 a. Monkey                      c. Bear  
 b. Ants                      d. Cat
36. Bowl, glass, plate are some of things that's we can find in .....  
 a. The kitchen                      c. Bathroom  
 b. The library                      d. School

37. The name of animal always keep the home of people is.....
- |           |           |
|-----------|-----------|
| a. A dog  | c. A Frog |
| b. A bird | d. A fish |
38. My mother always ask me use.....when I sleep
- |            |            |
|------------|------------|
| a. Blanket | c. Make up |
| b. Table   | d. Shoe    |
39. The name of animal who always people put in the aquarium is.....
- |          |         |
|----------|---------|
| a. Goose | c. Bird |
| b. Fish  | d. Han  |
40. Rani write story on.....by using pen and paper.
- |                |              |
|----------------|--------------|
| a. The Table   | c. The Floor |
| b. The Blanket | d. The Wood  |
41. What is the name of animal like to eat grass, except.....
- |          |          |
|----------|----------|
| a. Duck  | c. Sheep |
| b. A cow | d. Goat  |
42. The name of animal have honeycomb is.....
- |        |          |
|--------|----------|
| a. Bee | c. Flies |
| b. Cat | d. Bird  |
43. The name of animal can fly and always looking for food in the night and in the morning rest is.....
- |        |          |
|--------|----------|
| a. Bat | c. Snake |
| b. Cat | d. Ants  |
44. The name of animal always qurban every idul adha is.....
- |              |           |
|--------------|-----------|
| a. A cow     | c. A fish |
| b. A chicken | d. A bird |
45. What is the animal usually live under sand.....
- |          |          |
|----------|----------|
| a. Mouse | c. Fish  |
| b. A cow | d. A cat |
46. Reinhart go to the forest take..... For burn.
- |          |          |
|----------|----------|
| a. Woods | c. Stone |
| b. Spoon | d. Pan   |
47. The people brought the robber to.....because he is stole the gold.
- |                  |               |
|------------------|---------------|
| a. Police office | c. Restaurant |
| b. Bank office   | d. Hospital   |
48. My mother go to.....buy vegetable, fruit and food.
- |             |                  |
|-------------|------------------|
| a. Market   | c. Garden        |
| b. Hospital | d. Police office |
49. Tina and Tini go to.....for swim.
- |           |                  |
|-----------|------------------|
| a. Market | c. Swimming pool |
| b. Shop   | d. Farm          |

50. Nita and her father go to.....to invite her uncle sick.
- Hospital
  - Office
  - Police office
  - Bank
51. What is the meaning of **gravel** in Indonesia.....
- Kerikil
  - Batu
  - Pasir
  - Lumpur
52. What is the meaning of **dustbin** in Indonesia....
- Tempat sampah
  - Rumput
  - Selokan
  - Batu
53. The meaning of word **tree** in Indonesia.....
- Pohon
  - Semen
  - Kayu
  - Rumput
54. The meaning of word **horse** in Indonesia is.....
- Kuda
  - Kucing
  - Kerbau
  - Unta
55. The meaning of word **duck** in Indonesia is.....
- Bebek
  - Ayam
  - Angsa
  - Burung
56. The meaning of word **goose** in Indonesia is.....
- Ayam
  - Angsa
  - Burung
  - Bebek
57. The meaning of word **bee** in Indonesia is.....
- Lebah
  - Semut
  - Kupu-Kupu
  - Unta
58. The meaning of word **dragonfly** in Indonesia.....
- Capung
  - Semut
  - Lebah
  - Ulat
59. What is the meaning of word **worm** in Indonesia.....
- Ulat
  - Kura-kura
  - Lebah
  - Tupai
60. What is the meaning of word **deer** in Indonesia.....
- Kancil
  - Rusa
  - Kelinci
  - Beruang
61. What is the name of word **Train** in Indonesia.....
- Keretaapi
  - Pesawat
  - Becak
  - Mobil
62. What is the name of word **police office** in Indonesia.....
- Kantor polisi
  - Sekolah
  - Rumah sakit
  - Rumah
63. What is the meaning of word **newspaper** in Indonesia....
- Koran
  - Kertas
  - Kayu
  - Meja

64. What is the meaning of word clothesline in Indonesia.....
- a. Jemuran
  - b. Bunga
  - c. Batu
  - d. Pohon
65. What is the meaning of word knife in Indonesia.....
- a. Pisau
  - b. Sendok
  - c. Garpu
  - d. Kunci
66. What is the name of word cupboard in Indonesia
- a. Lemari pakaian
  - b. Kulkas
  - c. Lemari Hias
  - d. Alat Pendingin Ruangan
67. What is the name of word stove in Indonesia.....
- a. Kompor
  - b. Penggorengan
  - c. Panci
  - d. Meja
68. The meaning of the underline word porcupine in Indonesia....
- a. Landak
  - b. Singa
  - c. Panda
  - d. Kancil
69. The meaning of the underline word camel in Indonesia...
- a. Unta
  - b. Orang hutan
  - c. Singa
  - d. Harimau
70. What is the meaning of word sand in Indonesia.....
- a. Rumput
  - b. Lumpur
  - c. Pasir
  - d. Bunga
71. The meaning of the underline word bed in Indonesia.....
- a. Tempattidur
  - b. Bantal
  - c. Selimut
  - d. Seprei
72. The meaning of the underline word bedsheet in Indonesia.....
- a. Seprei
  - b. Lemari
  - c. Kursi Rias
  - d. Ranjang
73. The meaning of the underline word mosquito in Indonesia....
- a. Nyamuk
  - b. Cicak
  - c. Semut
  - d. Singa
74. What is the meaning of word market in Indonesia.....
- a. Pasar
  - b. Jalan
  - c. Perpustakaan
  - d. Pohon
75. The meaning of the underline word train in Indonesia....
- a. Keretaapi
  - b. Sepeda
  - c. Bus
  - d. Mobil
76. The meaning of the underline word plane in Indonesia....
- a. Pesawat
  - b. Keretaapi
  - c. Kapal laut
  - d. Motor
77. The meaning of the underline word rickshaw in Indonesia....
- a. Becak
  - b. Mobil
  - c. Motor
  - d. Sepeda



78. The meaning of the underline word **shop** in Indonesia...
- a. Toko
  - b. Taman
  - c. Kebun
  - d. Lapangan
79. The meaning of the underline word **lizard** in Indonesia...
- a. Cicak
  - b. Kucing
  - c. Tupai
  - d. Kelinci
80. The meaning of the underline word **squirrel** in Indonesia...
- a. Tupai
  - b. Anjing
  - c. Gorila
  - d. Siput
81. The meaning of the underline word **lion** in Indonesia...
- a. Tupai
  - b. Kelinci
  - c. Singa
  - d. Siput
82. What is the meaning of word **pillow** in Indonesia.....
- a. Bantal
  - b. Kursi
  - c. Tempat tidur
  - d. Selimut
83. What is the meaning of word **crocodile** in Indonesia.....
- a. Buaya
  - b. Kura-kura
  - c. Ayam
  - d. Monyet
84. The meaning of the underline word **fence** in Indonesia...
- a. Pagar
  - b. Tanah
  - c. Sungai
  - d. Rumput
85. The meaning of the underline word **bucket** in Indonesia...
- a. Ember
  - b. Kipasangind. Kompur
  - c. Panci
86. The meaning of the underline word **kangaroo** in Indonesia...
- a. Kanguru
  - b. Landak
  - c. Panda
  - d. Kelelawar
87. The meaning of the underline word **mouse** in Indonesia....
- a. Kalajengking
  - b. Monyet
  - c. Tikus
  - d. Beruang
88. The meaning of the underline word **cricket** in Indonesia....
- a. Jangkrik
  - b. Kanguru
  - c. Singa
  - d. Laba-laba
89. The meaning of the underline word **power pole** in Indonesia....
- a. Tonggaklistrik
  - b. Kayu
  - c. Kabel listrik
  - d. Pohon
90. The meaning of the underline word **river** in Indonesia....
- a. Sungai
  - b. Kebun
  - c. Lapangan
  - d. Sawah
91. The meaning of the underline word **spider** in Indonesia....
- a. Laba-laba
  - b. Angsa
  - c. Harimau
  - d. Nyamuk

92. The meaning of the underline word cup in Indonesia....  
a. Lampu                      c. Cangkir  
b. Ranjang                    d. Kursi
93. The meaning of the underline word curtain in Indonesia....  
a. Tirai                        c. Jendela  
b. Pintu                        d. Lemari
94. The meaning of the underline word mirror in Indonesia....  
a. Meja                        c. Kaca  
b. Bantal                      d. Kursi
95. The meaning of the underline word book case in Indonesia....  
a. Rakbuku                    c. Lemari Pakaian  
b. Selimut                     d. Tempat Tidur
96. The meaning of the underline word alarm clock in Indonesia....  
a. Jam alarm                 c. Jam Dinding  
b. Jam tangan                d. Tirai
97. The meaning of the underline word washing machine in Indonesia....  
a. Mesin cuci                 c. Tirai  
b. Rak buku                    d. Meja
98. The meaning of the underline word tea pot in Indonesia....  
a. Teko                        c. Cangkir  
b. Piring                        d. Gelas
99. The meaning of the underline word scorpion in Indonesia....  
a. Kalajengking              c. Laba-laba  
b. Singa                        d. Lebah
100. What is the meaning of word bat in Indonesia.....  
a. Kelelawar                 c. Nyamuk  
b. Sapi                         d. Ayam

**Validator**

**Masliani, S.Pd**  
**NIP. 19801120 200502 2 002**

## APPENDIX VI

### LIST OF INTERVIEW

#### Interview to the students in cycle 2

1. Dimana letak kesulitan anda dalam belajar bahasa inggris?

(where put your difficult in English learning?)

Answer: .....

2. Mengapa anda tidak menjawab soal?

(why don't you answer of question?)

Answer:.....

3. Mengapa anda tidak mengerti soal tersebut?

( why you don't understand the question?)

Answer:.....

4. Mengapa anda tidak mengerti pelajaran tersebut?

( why don't you understand the lesson?)

Answer:.....

5. Mengapa anda salah menjawab soal?

- a. Number ( )?

Answer:.....

- b. Number ( )?

Answer:.....

- c. Number ( )?

Answer:.....

## APPENDIX XI

Table 6. Students' Vocabulary Score in First Cycle

No	Students' Initial	Indicators		Test Score
		Identify the name of things	Identify the meaning of word	
1	AU	43	36	79*
2	AA	28	35	63
3	AR	37	43	80*
4	AF	34	43	77*
5	AB	35	28	63
6	BC	30	32	62
7	CA	30	40	70
8	CS	34	34	68
9	DN	30	43	73
10	HA	28	35	63
11	IN	33	33	66
12	MS	37	45	82*
13	NA	36	43	79*
14	NS	38	30	68
15	MP	30	45	75*
16	PL	38	38	76*
17	RP	39	40	79*
18	RH	38	45	83*
19	SA	32	40	72
20	TA	31	39	70
21	RL	25	40	65
22	PL	23	50	73
23	MK	30	40	70
24	JR	42	20	62
25	AW	32	40	72
26	LA	34	31	65
27	SS	30	33	63
28	PM	35	35	70
29	WN	32	30	62
30	ZK	41	29	70
<b>Total</b>				<b>2120</b>
<b>Mean Score</b>				<b>70.6</b>
<b>Percentage</b>				<b>30.0%</b>

\*The Students who passed the KKM (75) in first cycle

## APPENDIX XII

Table 6. Students' Vocabulary Score in Second Cycle

No	Students' Initial	Indicators		Test Score
		Identify the name of things	Identify the meaning of word	
1	AU	43	48	90
2	AA	38	35	71*
3	AR	42	43	85
4	AF	50	43	93
5	AB	35	50	80
6	BC	30	55	85
7	CA	50	40	90
8	CS	34	55	89
9	DN	43	49	82
10	HA	50	55	95
11	IN	37	35	72
12	MS	45	45	90
13	NA	50	45	85
14	NS	45	50	95
15	MP	45	45	90
16	PL	48	43	90
17	RP	33	40	73
18	RH	40	45	85
19	SA	40	50	80
20	TA	45	50	95
21	RL	50	45	95
22	PL	43	48	91
23	MK	45	45	80
24	JR	45	50	95
25	AW	50	45	80
26	LA	45	45	90
27	SS	43	48	80
28	PM	40	55	95
29	WN	55	40	85
30	ZK	40	55	95
<b>Total</b>				<b>2601</b>
<b>Mean Score</b>				<b>86,7</b>
<b>Percentage</b>				<b>90.0%</b>

*\*The Students who passed the KKM (75) in second cycle*

## DOCUMENTATIONS

### APPENDIX XV

















KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Nomor : B - 226 /ln.14/E.1/TL.00/12/2019  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

13 Desember 2019

Yth. Kepala SMP Negeri 2 Batang Angkola  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :


Nama : Siska Adelina Dalimunthe  
NIM : 1520300058  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Sitampa Simatoras

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Vocabulary Mastery by Using Pop-Up Book Media at Grade VII Students of SMP Negeri 2 Batang Angkola".

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.

a.n. Dekan  
Wakil Dekan Bidang Akademik

  
Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
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PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
SMP NEGERI 2 BATANG ANGKOLA

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**SURAT KETERANGAN MENGADAKAN PENELITIAN**

NO. 420/ 148 / SMPN.2/2019

Yang bertanda tangan dibawah ini :

Nama : **ABDUL KAMIL HASIBUAN, M.Pd**  
NIP : 19600612 198602 1 005  
Pangkat/Gol : Pembina TK.I/ IV b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 2 Batang Angkola,  
Kec. Batang Angkola Kab. Tapanuli Selatan

Menerangkan dengan sesungguhnya bahwa :

Nama : **SISKA ADELINA DALIMUNTHE**  
NIM : 1520300058  
Program Study : Tadris/Pendidikan Bahasa Inggris  
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Alamat : Sitampa Simatoras

Adalah benar telah melakukan penelitian di SMP Negeri 2 Batang Angkola pada tanggal 14 s/d 18 Desember 2019 Semester Ganjil Tahun Ajaran 2019/2020.

Adapun maksud penelitian dilakukan adalah untuk memperoleh data dan Informasi yang diperlukan guna menyusun Skripsi dengan judul : **"IMPROVING VOCABULARY MASTERY BY USING POP-UP BOOK MEDIA AT GRADE VII STUDETS OF SMP NEGERI 2 BATANG ANGKOLA "**.

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bentenghuraba, 18 Desember 2019

Kepala Sekolah  
  
**ABDUL KAMIL HASIBUAN, M.Pd**  
19600612 198602 1 005

