THE EFFECT OF RECITATION METHOD
TOWARD STUDENTS' VOCABULARY MASTERY
AT GRADE VII SMP NEGERI 3 PADANGSIDIMPUAN

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
a partial fulfillment of the Requirements for the Graduate Degree of
Islamic Education (S.Pd.) in English*

By

IHANSARI
Reg. No. 10 340 0081

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

THE EFFECT OF RECITATION METHOD TOWARD STUDENTS' VOCABULARY MASTERY AT GRADE VII SMP NEGERI 2 PADANGSIDIMPUAN

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By:

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PADANGSIDIMPUAN
2015

Term   : Thesis

a.n. Ida Riani

Item : 7 (sevent) Examplars

Padangsidimpuan, Maret 16 th 2015

To:

Dean Tarbiyah and Teacher

Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to IDA RIANI, entitled *"The Effect of Recitation Method Toward Students' Vocabulary Mastery at Grade VII SMP Negeri 2 Padangsidimpuan"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

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

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELT THESIS COMPLETION

The name who signed here:

Name   :   **IDA RIANI**

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' Ethic Code of IAIN Padangsidimpuan article 14. Verse 2.

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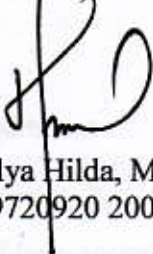
The Signed

(IDA RIANI)

EXAMINERS
SCHOOLAR MUNAQOSYAH EXAMINATION

Name   : **IDA RIANI**

Reg. Number : 10 340 0082

Thesis   :**THE EFFECT OF RECITATION METHOD TOWARD STUDENTS' VOCABULARY MASTERY AT GRADE VII SMP NEGERI 2 PADANGSIDIMPUAN.**

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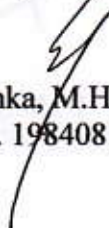NIP. 19740319 200003 2 001

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Place   :Padangsidimpuan
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Time   : 14.00 WIB - finish
Result/Mark   : 73.38 (B)
Cumulative Achievement Index : 3.16
Predicate   : Very Good

LEGALIZATION

Title of thesis : THE EFFECT OF RECITATION METHOD TOWARD STUDENTS' VOCABULARY MASTERY AT GRADE VII SMP NEGERI 2 PADANGSIDIMPUAN

Name : IDA RIANI

Reg. No : 10.340.0082

Faculty/Department : Tarbiyah and Teacher Training Faculty/ English Department

Had been accepted as a partial fulfillment of the requirement for the graduate degree

of Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, 2g April 2015
Dean,

Hj. Zulhimma, S.Ag. M.Pd.
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

This thesis is presented to the English education Department of the State Instutute for Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment for degree Strata I (S1).

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

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2. Mr. Hamka, M.Hum., as the second advisor who has helped, supported and suggested me to finish this thesis.

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4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.

5. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus.

6. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., S.S., M.Hum) and the staffs for their cooperative and permission to use their books.

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7. My beloved parent, (Sainul Lubis and Rosminah) who taught me how to be patient to face this life, my beloved husband (Amal Makruf, S.Sos), and all my beloved family who always give their praying, motivation, and moral encouragement to finish my studying.

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10. All my friends in IAIN Padangsidimpuan, good luck for you.

11. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, February 27th 2015

The Researcher,

I D A R I A N I
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ABSTRACT

Name   : **IDA RIANI**
Reg. No   : **10 340 0082**
Faculty   : **Tarbiyah and Teacher Training Faculty**
Department   : **Tadris Bahasa Inggris (TBI)**
Title of the Research : **The Effect of Recitation Method Toward Students' Vocabulary Mastery at Grade VII SMP Negeri 2 Padangsidimpuan.**

This research is talking about the effect of recitation method toward students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan. The formulation of the problem: is there the effect recitation method toward students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan.? This research is limited to investigate the causal-effect of recitation methods toward students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan. The children growth are affected by environment factors, like a family, school, society, human, nature, culture and region. The factors are stimulus to the students' mastery about material but this stimulus is ignored in teaching learning process. The consequence of these problems was students' vocabulary mastery was under average.

Therefore, this research had objective to examine whether there was significant effect of recitation methods toward students' vocabulary mastery at grade VII SMP N 2 Padangsidimpuan. In order to achieve the purpose of this research, the researcher carried out quantitative approach by applying experimental research. The population of this research was $VII\text{-}1$ up to $VII\text{-}11$, they were consisting of 320 students. The researcher used $VII\text{-}2$ and $VII\text{-}6$ as the sample that consist of 60 students. In collecting the data, the instrument was Multiple-choice test. To analyze the data, it was used T-test formula.

Based on calculation of T-Test, the researcher found that $t_{count} = 2,26$ and $t_{table} = 1,67$. It meant $t_{count} > t_{table}$ $(2,26 > 1,67)$ so, H_a is accepted. The researcher concluded that there was the significant effect of recitation methods toward students' vocabulary mastery at grade VII SMP N 2 Padangsidimpuan.

RESEARCH INSTRUMENT

TEST FOR PRE – TEST

Test direction :
Name : _____
Class : _____
School : _____

A. Choose either a, b, c, or d for the right answer.

1. The prefix which suitable for word *leep* is?
    a. As
    b. Dis
    c. Ex
    d. Ass

2. My father is a *businessman*. The word italic refers to?
    a. Businessman
    b. Suffix
    c. Manx
    d. Prefix

3. The prefix which suitable for word *vagant* is?
    a. Exstra
    b. Extra
    c. Extras
    d. Extran

4. The suffix which suitable for word *capital* is?
    a. Y
    b. Lism
    c. Ism
    d. Capital

5. Prefix which suitable for word *social* is?
    a. Anti
    b. A
    c. Dis
    d. An

6. The suffix which suitable for word *mascul* is?
   a. line
   b. ine
   c. lism
   d. yn

7. The prefix which suitable for word *understanding* is?
   a. Miss
   b. Mis
   c. Under
   d. Is

8. The suffix which suitable for word *kind* is?
   a. ing
   b. ness
   c. nes
   d. s

9. The suffixes which suitable for word *power* is?
   a. Em
   b. Is
   c. En
   d. Anti

10. The suffix which suitable for word *courage* is?
    a. Em
    b. En
    c. Ion
    d. Re

11. What the different meaning of word careful >< carefully is?
    a. Bersabar >< Kesabaran
    b. Lambat >< Keterlambatan
    c. Hati-hati >< Dengan hati-hati
    d. Ketelitian.

12. The suffix which suitable for word *deliver* is?
    a. y
    b. ion
    c. anti
    d. ance

13. The meaning of *development* is?
    a. Pemandangan
    b. Perhatian
    c. Perkembangan
    d. Pengembangan

14. The suffix which suitable for word *happy* is?
    a. ion
    b. ness
    c. es
    d. ar

15. The meaning of *childhood* is?
    a. Anak-anak
    b. Laki-laki
    c. Masa kanak-kanak
    d. Masa tua

16. The suffix which suitable for word *summary* is?
    a. ise
    b. ize
    c. ion
    d. ar

17. The prefix which suitable for word *agree* is?
    a. Dis
    b. Does
    c. Ize
    d. Artis

18. The different meaning of word sad >< sadness is?
    a. Kebahagian
    b. Kesedihan
    c. Sedih >< kesedihan
    d. Berpisah >< perpisaha

19. The different meaning of word care >< careless is?
    a. Rasa takut
    b. Peduli >< ceroboh
    c. Peduli >< putus asa
    d. Kepedulian

20. The meaning of *don't' be careless*?
    a. Jangan ceroboh
    b. Jangan takut
    c. Perhatian
    d. Dengarkan baik-baik

21. The meaning of *they are misunderstand what I mean*?
    a. Mereka mengerjakan tugas
    b. Mereka tidak paham apa yang saya maksud
    c. Maksud saya adalah
    d. Mereka tidak paham dengan apa yang saya katakan

22. A person who teaching English is?
    a. Reader
    b. Writer
    c. Librarian
    d. Teacher

23. The form of *backward* is?
    a. Back + ar
    b. Back + ward
    c. Back + ion
    d. Back + ize

24. The different meaning of test >< tester
    a. Merasakan >< rasa
    b. Takut >< ketakutan
    c. Lupa >< terlupakan
    d. Ujian >< penguji

25. The suffix which table word *apology* is?
    a. ize
    b. ise
    c. ion
    d. anti

APPENDIX II

TEST FOR POST - TEST

Test direction :
Name   : _____
Class   : _____
School   : _____

A. Choose either a, b, c, or d for the right answer.

1. The suffix which suitable word *identity* is?
   a. fy
   b. ion
   c. ize
   d. ness

2. The suffix which suitable word *good* is?
   a. ion
   b. ar
   c. ness
   d. y

3. The different meaning of word slow >< slowly is?
   a. Sedih >< kesedihan
   b. Bahagia >< kebahagian
   c. Pasti >< kepastian
   d. Lambat >< dengan lambat

4. It's raining……
   a. Heavily
   b. Badly
   c. Nervously
   d. carefully

5. Listen !
   a. badly
   b. heavly
   c. nervously
   d. carefully

6. She drives very
    a. Hardly
    b. Slowly
    c. Well
    d. Suddenly

7. The suffix which suitable word *friend* is?
    a. ion
    b. ize
    c. ship
    d. er

8. The form of special is?
    a. Special + ly = Specially → Used form adjective (kekhususan)
    b. final + ly = finallyy → Used form adjective (akhirnya)
    c. final + ly = Specially → Used form adjective (kekhususan)
    d. correct + ly = Specially → Used form adjective (kekhususan)

9. The different meaning of president >< presidency is?
    a. Kepala Negara
    b. Presiden >< kepresidenan
    c. Negara >< kenegaraan
    d. Tata negara

10. The suffix which suitable word *boy* is?
    a. Anak-anak
    b. Perempuan
    c. Ish
    d. Ous

11. A person who covers news is a .
    a. Speaker
    b. Trainer
    c. Journalist
    d. Nurse

12. The different meaning of continue >< continuous is?
    a. Lanjut
    b. Bersambung >< sambungan
    c. Terus >< menerus
    d. Lanjutan >< kelanjutan

13. The suffix which suitable of *teach* is?
    a. er
    b. ion
    c. ize
    d. ous

14. The meaning of *sunny today* is?
    a. Hari yang indah
    b. Hari ini cerah
    c. Cerahnya hari ini
    d. Hari bagus

15. The suffix which suitable of *thank* is?
    a. full
    b. ly
    c. y
    d. er

16. The suffix which suitable of *help* is?
    a. er
    b. ion
    c. ize
    d. less

17. The different meaning of *agree >< disagree* is?
    a. Setuju >< tidak setuju
    b. Mau >< tak mau
    c. Suka >< tak suka
    d. Menemukan >< penemu

18. The different meaning of find >< finder is?
    a. Bertemu >< penemuan
    b. Sama >< bersama
    c. Suka >< tidak suka
    d. Menemukan >< penemu

19. The prefix which suitable word *spell* is?
    a. Miss
    b. Un
    c. Mis
    d. Ion

20. The suffix which suitable word *polite* is?
    a. ness
    b. ion
    c. es
    d. ous

21. The form of dangerous is?
    a. Danger + izes=Dangerous → Used form verb (berbahaya)
    b. Danger + er=Dangerous → Used form verb (berbahaya)
    c. Danger + ion=Dangerous → Used form verb (berbahaya)
    d. Danger + ous=Dangerous → Used form verb (berbahaya)

22. The prefix which suitable word *like* is?
    a. Ion
    b. Dis
    c. Un
    d. En

23. The prefix which suitable *happy* is?
    a. In
    b. Ion
    c. Er
    d. Un

24. The prefix which suitable word *joy* is?
    a. En
    b. y
    c. er
    d. ous

25. The meaning of *finally she found it?*
    a. Akhirnya dia dapatkan
    b. Akhirnya dapat juga
    c. Akhirnya dia menemukannya
    d. Akhirnya selesai juga.

Appendix III

A. KEY ANSWER PRE – TEST (Multiple Choice)

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

A. KEY ANSWER POST – TEST (Multiple Choice)

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

APPENDIX IV

The result of validity the effect of recitation methods toward students' vocabulary mastery (pre-test)

No	Number of Items																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y
1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	20
2	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	1	0	1	0	1	1	0	15
3	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	15
4	1	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	11
5	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	11
6	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	10
7	1	1	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	1	1	1	9
8	0	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	9
9	1	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	1	9
10	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	9
11	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	9
12	1	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	8
13	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	8
14	1	0	1	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	6
15	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	6
16	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	6
17	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	5
18	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5
19	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
20	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4
21	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
22	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
24	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
25	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
total	15	17	11	11	9	8	5	7	9	5	6	4	7	3	6	9	5	5	6	5	9	3	9	9	9	190

The result of validity the effect of recitation methods toward students' vocabulary mastery (post-test)

No	Number of Items																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y
1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	0	1	1	19
2	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	0	0	1	1	0	0	0	15
3	1	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	15
4	1	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	13
5	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	13
6	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	0	1	0	0	1	1	1	12
7	1	1	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	12
8	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	11
9	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	1	1	1	1	11
10	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	10
11	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	8
12	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	8
13	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7
14	1	0	1	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	7
15	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	6
16	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	6
17	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	6
18	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5
19	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5
20	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	5
21	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4
22	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	3
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
24	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
25	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2
26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
total	14	17	11	11	9	8	5	7	8	5	6	4	7	3	6	9	5	5	6	5	9	3	9	9	9	206

The Result of Try-Out (Pre-Test)

No of item	Corelation	Significant Correlation
1	0.389	Valid
2	0.475	Valid
3	0.277	Invalid
4	0.464	Valid
5	0.557	Valid
6	0.473	Valid
7	0.211	Invalid
8	0.459	Valid
9	0.464	Valid
10	0.481	Valid
11	0.698	Valid
12	0..557	Valid
13	0.590	Valid
14	0.210	Invalid
15	0.303	Invalid
16	0.667	Valid
17	0.178	Invalid
18	0.513	Valid
19	0.528	Valid
20	0.716	Valid
21	0.607	Valid
22	0.689	Valid
23	0.689	Valid
24	0.689	Valid
25	0.729	Valid

The Result of Try Out (Post-Test)

No of item	Corelation	Significant Correlation
1	0.436	Valid
2	0.545	Valid
3	0.452	Valid
4	0.556	Valid
5	0.545	Valid
6	0.705	Valid
7	0.360	Invalid
8	0.545	Valid
9	0.648	Valid
10	0.556	Valid
11	0.556	Valid
12	0.773	Valid
13	0.336	Invalid
14	0.273	Invalid
15	0.421	Valid
16	0.432	Valid
17	0.127	Invalid
18	0.422	Valid
19	0.387	Valid
20	0.486	Valid
21	0.575	Valid
22	0.526	Valid
23	0.294	Invalid
24	0.533	Valid
25	0.422	Valid

$\sum X = 15$

$\sum Y = 190$

$\sum X^2 = 15$

$\sum Y^2 = 1940$

$\sum XY = 124$

$$rxy = \frac{N.\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N.\sum X^2 - \left(\sum X\right)^2\right].\left[N.\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

$$= \frac{30.(124) - (15)(190)}{\sqrt{\left[30.(15) - (15)^2\right]\left[30.(1940) - (190)^2\right]}}$$

$$= \frac{3720 - 2850}{\sqrt{(450 - 225).(58200 - 36100)}}$$

$$= \frac{870}{\sqrt{225 x 22100}}$$

$$= \frac{870}{\sqrt{4972500}}$$

$$= \frac{870}{2229.9}$$

$$= 0{,}390$$

1. Reliability instrument test
   Step 1: calculation of variant by formula:

$$V_t = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{N}}{N}$$

$$= \frac{190 - \frac{36100}{30}}{30}$$

$$= \frac{190 - 1203.3}{30}$$

$$= \frac{-1013.3}{30} = -33.776$$

Step 2: Calculation of reliability instrument test by formula K-R 21

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{Vt - \sum pq}{Vt}\right)$$

$$= \left(\frac{25}{25-1}\right)\left(\frac{33.776 - 12,85}{33.776}\right)$$

$$= (1{,}041)(0{,}619)$$

$$= 0{,}644$$

$$r_{11} = \frac{k}{(k-1)}\left\{1 - \frac{M(k-M)}{kS_t^2}\right\}$$

$$= \frac{20}{(20-1)}\left(1 - \frac{12(20-12)}{20(-33.776)}\right)$$

$$= (1{,}053)\left(1 - \frac{96}{675{,}52}\right)$$

$$= (1{,}053)\,(1 - 0{,}142)$$

$$= (`1{,}053)\,(0.858)$$

$$= 0.907$$

$\sum X = 14$

$\sum Y = 206$

$\sum X^2 = 14$

$\sum Y^2 = 2218$

$\sum XY = 130$

$$\text{rxy} = \frac{N.\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N.\sum X^2 - \left(\sum X\right)^2\right].\left[N.\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

$$= \frac{30.(130) - (14).(206)}{\sqrt{\left[30.(14) - (14)^2\right]\left[30.(2218) - (206)^2\right]}}$$

$$= \frac{3900 - 2884}{\sqrt{(420 - 196).(66540 - 42436)}}$$

$$= \frac{1016}{\sqrt{224 \, x \, 24104}}$$

$$= \frac{1016}{\sqrt{5399296}}$$

$$= \frac{1016}{2323.6}$$

$$= 0,437$$

2. Reliability instrument test
   Step 1: calculation of variant by formula

$$V_t = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{N}}{N}$$

$$= \frac{206 - \frac{42436}{30}}{30}$$

$$= \frac{206 - 1414.3}{30}$$

$$= \frac{-1208.5}{30} = -40.283$$

Step 2: calculation of reliability instrument test by formula K-R 21

$$r_{11} = \left(\frac{k}{k-1} \right)\left(\frac{Vt - \sum pq}{Vt} \right)$$

$$= \left(\frac{25}{25-1} \right)\left(\frac{40.283 - 12,16}{40.283} \right)$$

$$= (1,041)(0,837)$$

$$= 0.871$$

TEST FOR POST - TEST

Test direction :
Name   : _____
Class   : _____
School   : _____

B. Choose either a, b, c, or d for the right answer.

26.   The suffix which suitable word *identity* is?
   e. fy
   f. ion
   g. ize
   h. ness

27.   The suffix which suitable word *good* is?
   e. ion
   f. ar
   g. ness
   h. y

28.   The different meaning of word slow >< slowly is?
   e. Sedih >< kesedihan
   f. Bahagia >< kebahagian
   g. Pasti >< kepastian
   h. Lambat >< dengan lambat

29.   It's raining……
   e. Heavily
   f. Badly
   g. Nervously
   h. carefully

30.   Listen !
   e. badly
   f. heavly
   g. nervously
   h. carefully

31.   She drives very
   e. Hardly

f. Slowly

g. Well

h. Suddenly

32. The form of special is?
    a. Special + ly = Specially → Used form adjective (kekhususan)
    b. final + ly = finallyy → Used form adjective (akhirnya)
    c. final + ly = Specially → Used form adjective (kekhususan)
    d. correct + ly = Specially → Used form adjective (kekhususan)

33. The different meaning of president >< presidency is?
    a. Kepala Negara
    b. Presiden >< kepresidenan
    c. Negara >< kenegaraan
    d. Tata negara

34. The suffix which suitable word *boy* is?
    e. Anak-anak
    f. Perempuan
    g. Ish
    h. Ous

35. A person who covers news is a .
    e. Speaker
    f. Trainer
    g. Journalist
    h. Nurse

36. The different meaning of continue >< continuous is?
    e. Lanjut
    f. Bersambung >< sambungan
    g. Terus >< menerus
    h. Lanjutan >< kelanjutan

37. The suffix which suitable of *thank* is?
    e. full
    f. ly
    g. y
    h. er

38. The suffix which suitable of *help* is?
    e. er
    f. ion
    g. ize
    h. less

39. The different meaning of find >< finder is?
    - e. Bertemu >< penemuan
    - f. Sama >< bersama
    - g. Suka >< tidak suka
    - h. Menemukan >< penemu

40. The prefix which suitable word *spell* is?
    - e. Miss
    - f. Un
    - g. Mis
    - h. Ion

41. The suffix which suitable word *polite* is?
    - e. ness
    - f. ion
    - g. es
    - h. ous

42. The form of dangerous is?
    - a. Danger + izes=Dangerous → Used form verb (berbahaya)
    - b. Danger + er=Dangerous → Used form verb (berbahaya)
    - c. Danger + ion=Dangerous → Used form verb (berbahaya)
    - d. Danger + ous=Dangerous → Used form verb (berbahaya)

43. The prefix which suitable word *like* is?
    - a. Ion
    - b. Dis
    - c. Un
    - d. En

44. The prefix which suitable word *joy* is?
    - a. En
    - b. y
    - c. er
    - d. ous

45. The meaning of *finally she found it?*
    - a. Akhirnya dia dapatkan
    - b. Akhirnya dapat juga
    - c. Akhirnya dia menemukannya
    - d. Akhirnya selesai juga.

APPENDIX VIII

Key Answer of Pre Test

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

Key Answer of Post Test

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

APPENDIX IX

Name Students' of Experiment Class (VII-2)

Number of Student (n)
Akhirudin Tambunan
Andri Syaputra
Andriansyah Handika Hsb
Arnita Amelia
Aulia Rahman Nst
Azizi Musarrap
Dian Solid
Dinda Pratiwi
Doly Almadi Lubis
Elpita
Elsy Ira Widya
Indah Sri Intan
Indra Sulaiman
Khairunnisa Amanna
Mey Riskawani Lubis
M. Riski Haryadin
M. Riski Pulungan
Nova Laviola
Nur Halimah
Rafiah Ardi Yati
Rias Rasyid
Salma Mahardika
Sella Anggina
Supriadi
Suwinda
Syafira Raudah Hsb
Tiara Hamida
Wulan Andari
Yusri
Zainal Abidin

Name Students' of Control Class (VII-6)

Abdul Rahmad
Almahdi
Aisyah Dita Syafitri
Ayu Yulia
Dany Evans
Dony Anugrah
Elly Safitri lubis
Fauzi Adim
Fazwi Awi Hsb
Febri Yuni Sari
Hoirul Effendi Hrp
Habib Siregar
Indah Tasya Pohan
Jernita Rahayu
Melinda Lubis
Nikmah Sari
Nisra Lubis
Nuraisyah
Pahri Buhori
Rahman Majid
Rahmad Hidayat
Ridwan Sanjaya
Rani Febriani
Rini Fika Ria Hrp
Rumona Habibah
Wardah Kholidah
Wirdatul Jannah
Yuriani
Yosi Anggraini
Yusro

APPENDIX X

EXPERIMENT CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Namasekolah   : SMP NEGERI 2 PADANGSIDIMPUAN
Mata Pelajaran   : BahasaInggris
Kelas/Semester   : VII (Tujuh) / 2
Aspek/Skill   : Writing
AlokasiWaktu   : 2 x 40 menit**(1 X Pertemuan)**

1. Standar Kompetensi   : **Menulis**

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. Kompetensi Dasar   :

Mengungkapkan makna dan langkah terotika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

3. Indikator   :

- ✓ Siswa diharapkan dapat mempergunakan prefix, suffix, dan meaning untuk berinteraksi dengan lingkungan terdekat.
- ✓ Siswa dapat memahami penggunaan prefix, suffix dan meaning untuk berinteraksi dengan lingkungan terdeka
- ✓ Siswa dapat mengidentifikasi penggunaan suffix, prefix, dan meaning dalam berinteraksi dengan lingkungan terdekat.

4. TujuanPembelajaran

Pada akhir pembelajaran, siswa dapat:

- ✓ Siswa dapat memahami makna dalam teks bentuk teks tulis.

✓ Siswa dapat menulis teks fungsional pendek berbentuk prefix, suffix, dan meaning
✓ Siswa dapat menulis kalimat sederhana dengan menggunakan prefix, suffix dan word meaning.

5. Karakter siswa yang diharapkan :
✓ Dapat dipercaya (Trustworthines)
✓ Rasa hormat dan perhatian (*respect*)
✓ Tekun (*diligence*)
✓ Tanggungjawab (*responsibility*)

6. Materi Pembelajaran

a. Definition

Prefix is a letter or group of letters added at the beginning of word.

Suffix is a syllable or group of syllables added to the end of a word root to form a new word and meaning.

Meaning is "things or idea that a word, sentence represents things or ideas that wishes to communicate to your purpose, value, or important.

b. Example

Prefix
Dis + connect = Disconnect (tidak nyambung).
Super + man = Superman (laki-laki super/hebat).
Mis + Understand = Mis-understand (tidak mengerti).
Dis + like = Dislike (tidak suka)
Dis + agree = Disagree (tidak setuju)
Un + happy = Unhappy (tidak bahagia)
En + joy = Enjoy (senang)
Un + comfortable = Uncomfortable (tidak nyaman).

Suffix

Find + er = Finder → Used to form verb (penemuan)

Boy + ish = boyish → Used form adjective (kekanak-kanakan)

Individu + al = Individual → Used form adjective (perorangan)

Joy + ful = Joyful → Use form adjective (penuh kegembiraan)

Special + ly = Specially → Used form adjective (kekhususan)

Care + less = Careless → Used form adjective (ceroboh)

Final + ly = Finally → Used form adverb (akhirnya)

Work + er = Worker→ Used form noun (pekerja)

Polite + ness = politeness → Used form adjective (kesopanan)

Teach + er = Teacher → Used form noun (tenaga pengajar/guru)

Respond + sible = Responsible → Used form adjective (bertanggung jawab)

Danger + ous=Dangerous → Used form verb (berbahaya)

Library + ian = Librarian → used form noun (petugas perpustakaan).

Different Meaning

Find= menemukan, Finder = penemu

Work = bekerja, Worker = pekerja

Final = akhir, Finally = akhirnya

Individu= sendiri, Individual = perorangan

Teach= mengajar, Teacher = guru/tenaga pengajar

Sentence

I am comfortable with this sofa (saya nyaman dengan sofa ini).

Network is disconnect (jaringan tidak tersambung).

Superman is hero in England (laki-laki hebat pahlawan di inggris).

My teacher is beautiful (guruku cantik).

Finally, she found it (akhinya dia menemukanya).

7. **Metode Pembelajaran:**
   ✓ Recitation Method

8. **Langkah-Langkah Pembelajaran**

   a. Kegiatan Pendahuluan (Eksplorasi)

      1. Siswa merespon pertanyaan guru tentang kehadiran (absen)

2. Guru mengejukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
3. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai.

b. KegiatanInti (Elaborasi)

1. Guru menjelaskan materi yang telah dipersiapkan
2. Siswa mempelajari tujuan komunikatif dijelaskan oleh guru
3. Guru menjelaskan dan mengembangkan kosa kata dan tata bahasa yang menyangkut dengan materi. Seperti contoh prefix, suffix, dan kalimat beserta artinya.
4. Guru memberi tugas membuat kalimat dengan menggunakan prefix, suffix, berserta dengan artinya untuk melihat pemahaman siswa tentang materi yang telah di bahas.

c. Kegiatan Akhir (Konfirmasi)

1. Menanyakan kesulitan siswa tentang materi yang sudah di bahas/dipelajari.
2. Siswa mmeperhatikan simpulan tentang hal-hal yang diajarkan guru.
3. Guru membimbing siswa yang belum memahami materi pembelajaran.
4. Memberikan tugas test (post-test kepada siswa sebagai test terakhir untuk hasil penelitian)

9. Sumber dan Media Pembelajaran
a. Buku teks relevan (LKS + English in Focus 2)
b. laptop (in focus) + Kamus

10. Penilaian

Indicator	Technik	Instrument	Instrument/question
➢ Siswa dapat mempergunakan prefix, suffix, dan meaning secara cermat.	Written	1. Exercise (Question-answer and make sentence).	➢ Read the instruction carefully and make the sentence,

➢ Siswa dapat memahami penggunaan prefix, suffix dan meaning. ➢ Siswa dapat mengidentifikasi penggunaan suffix, prefix, word meaning.		2. Exercise (Question-answer)	➢ Read the instruction carefully and choose the correct answer.

a. Bentuk: essay dan pilihan ganda
b. Instrumen: Answer the questions based on the text.
c. Rubrik Penilaian

No	Uraian	
I	Kata benar, kalimat benar. Kata benar, kalimat salah Kata, salah Tidak ada jawaban	20 15 10 0
II	Jawaban benar Jawaban salah	5 0

d. Nilai maksimal = jumlah jawaban benar
    jumlah soal x 100

Exercise :

1. Comfortable (change into prefix, write a sentence using word and complete with the translate into Indonesian language)
2. Found the different meaning in 3 words: careful >< carefully, correct >< correctly, work >< worker.
3. Write the form of the word: necessary, healthy, and slowly.
4. Conclude the word into prefix and suffix (Responsible, understand, dangerous, dislike, and journalist).
5. Write a sentence with using the word (teacher).

Mengetahui,   Padangsidimpuan,   Sept 2014

KepalaSekolah SMP Negeri 2
Padangsidimpuan   Researcher

Drs, H. Zainal Abidin Tambunan,   **Ida Riani**
NIP. 19571106 198103 1 004   NIM. 10 340 0082

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah   : SMP NEGERI 2 PADANGSIDIMPUAN
Mata Pelajaran   : BahasaInggris
Kelas/Semester   : VII (Tujuh) / 2
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- ✓ Siswa dapat memahami penggunaan prefix, suffix dan meaning untuk berinteraksi dengan lingkungan terdekat.

- ✓ Siswa dapat mengidentifikasi penggunaan suffix, prefix, dan meaning dalam berinteraksi dengan lingkungan terdekat.

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Specia + ly = Specially → Used form adjective (kekhususan)

Final + ly = Finally → Used form adverb (akhirnya)

Work + er = Worker→ Used form noun (pekerja)

Teach + er = Teacher → Used form noun (tenaga pengajar/guru)

Respond + sible = Responsible → Used form adjective (bertanggung jawab)

Polite + ness = politeness → Used form adjective (kesopanan)

Care + less = Careless → Used form adjective (ceroboh)

Danger + ous=Dangerous → Used form verb (berbahaya)

Library + ian = Librarian → used form noun (petugas perpustakaan).

Different Meaning

Find= menemukan, Finder = penemu

Work = bekerja, Worker = pekerja

Final = akhir, Finally = akhirnya

Individu= sendiri, Individual = perorangan

Teach= mengajar, Teacher = guru/tenaga pengajar

Sentence

I am comfortable with this sofa (saya nyaman dengan sofa ini).

Network is disconnect (jaringan tidak tersambung).

Superman is hero in England (laki-laki hebat pahlawan di inggris).

My teacher is beautiful (guruku cantik).

Finally, she found it (akhinya dia menemukanya).

7. Metode Pembelajaran:
   ✓ Question-answer Method
8. Langkah-Langkah Pembelajaran

   a. Kegiatan Pendahuluan (Eksplorasi)

      1. Siswa merespon pertanyaan guru tentang kehadiran (absen)
      2. Guru mengejukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
      3. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai.

b. Kegiatan Inti (Elaborasi)

1. Guru menjelaskan materi yang telah dipersiapkan
2. Siswa mempelajari tujuan komunikatif dijelaskan oleh guru
3. Guru menjelaskan dan mengembangkan kosa kata dan tata bahasa yang menyangkut dengan materi. Seperti contoh prefix, suffix, dan kalimat beserta artinya.
4. Siswa menyakan hal-hal yang kurang dipahami tentang materi (Tanya-jawab).

c. Kegiatan Akhir (Konfirmasi)

1. Menanyakan kesulitan siswa tentang materi yang sudah di bahas/dipelajari.
2. Siswa mmeperhatikan simpulan tentang hal-hal yang diajarkan guru.
3. Guru membimbing siswa yang belum memahami materi pembelajaran.
4. Memberikan tugas test (post-test kepada siswa sebagai test terakhir untuk hasil penelitian)

9. Sumber dan Media Pembelajaran
a. Buku teks relevan (LKS + English in Focus 2)
b. Laptop (in focus) + Kamus

10. Penilaian

Indicator	Teqnik value	Type Instrument	Instrument/question
➢ Siswa dapat mempergunakan prefix, suffix, dan meaning secara cermat. ➢ Siswa dapat memahami penggunaan prefix, suffix dan meaning. ➢ Siswa dapat mengidentifikasi penggunaan suffix, prefix,	Written	1. Exercise (Question-answer)	Read the instruction carefully and choose the correct answer.

word meaning.			

a. Bentuk: Pilihan ganda
b. Instrumen: Answer the questions based on the text.
c. Rubrik Penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

d. Nilai maksimal = $\dfrac{\text{jumlah jawaban benar}}{\text{jumlah soal}} \times 100$

Mengetahui,   Padangsidimpuan,   Sept 2014
KepalaSekolah SMP Negeri 2
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APPENDIX XII

The Score of Test Recitation Methods

Number of Student (n)	Score
Akhirudin Tambunan	30
Andri Syaputra	95
Andriansyah Handika Hsb	30
Arnita Amelia	40
Aulia Rahman Nst	80
Azizi Musarrap	75
Dian Solid	100
Dinda Pratiwi	100
Doly Almadi Lubis	70
Elpita	80
Elsy Ira Widya	100
Indah Sri Intan	100
Indra Sulaiman	30
Khairunnisa Amanna	35
Mey Riskawani Lubis	0
M. Riski Haryadin	50
M. Riski Pulungan	0
Nova Laviola	100
Nur Halimah	90
Rafiah Ardi Yati	85
Rias Rasyid	95
Salma Mahardika	100
Sella Anggina	100
Supriadi	0
Suwinda	50
Syafira Raudah Hsb	40
Tiara Hamida	100
Wulan Andari	80
Yusri	55
Zainal Abidin	60

APPENDIX XIII
Part I
Name Students' of Experiment Class and Score

Number of Student (n)	Pre- test	Post- test
Akhirudin Tambunan	60	95
Andri Syaputra	55	70
Andriansyah Handika Hsb	60	80
Arnita Amelia	60	75
Aulia Rahman Nst	45	65
Azizi Musarrap	55	70
Dian Solid	55	65
Dinda Pratiwi	65	75
Doly Almadi Lubis	45	60
Elpita	55	75
Elsy Ira Widya	50	60
Indah Sri Intan	60	75
Indra Sulaiman	65	70
Khairunnisa Amanna	50	80
Mey Riskawani Lubis	45	75
M. Riski Haryadin	65	85
M. Riski Pulungan	45	70
Nova Laviola	60	80
Nur Halimah	50	70
Rafiah Ardi Yati	50	70
Rias Rasyid	45	80
Salma Mahardika	60	95
Sella Anggina	50	80
Supriadi	55	65
Suwinda	60	90
Syafira Raudah Hsb	45	85
Tiara Hamida	45	90
Wulan Andari	55	80
Yusri	50	80
Zainal Abidin	45	50

Part II

Name Students' of Control Class and Score

Number of Student (n)	Pre- test	Post- test
Abdul Rahmad	55	85
Almahdi	50	75
Aisyah Dita Syafitri	45	65
Ayu Yulia	60	65
Dany Evans	45	65
Dony Anugrah	50	65
Elly Safitri lubis	55	80
Fauzi Adim	60	85
Fazwi Awi Hsb	45	65
Febri Yuni Sari	50	70
Hoirul Effendi Hrp	55	65
Habib Siregar	45	60
Indah Tasya Pohan	**65**	85
Jernita Rahayu	55	75
Melinda Lubis	65	70
Nikmah Sari	55	80
Nisra Lubis	55	75
Nuraisyah	70	85
Pahri Buhori	50	60
Rahman Majid	55	80
Rahmad Hidayat	60	65
Ridwan Sanjaya	70	80
Rani Febriani	55	70
Rini Fika Ria Hrp	50	80
Rumona Habibah	65	75
Wardah Kholidah	60	85
Wirdatul Jannah	60	90
Yuriani	70	50
Yosi Anggraini	65	70
Yusro	70	80

APPENDIX XIV

A. The Score for Finding the Average Score of Experimental Class

Number of Student (n)	Pre- test	Post- test	Y_1	Y_1^2
Akhirudin Tambunan	60	95	35	1225
Andri Syaputra	55	70	15	225
Andriansyah Handika Hsb	60	80	20	400
Arnita Amelia	60	75	15	225
Aulia Rahman Nst	45	65	20	400
Azizi Musarrap	55	70	15	225
Dian Solid	55	65	5	25
Dinda Pratiwi	65	75	10	100
Doly Almadi Lubis	45	60	15	225
Elpita	55	75	20	400
Elsy Ira Widya	50	60	5	25
Indah Sri Intan	60	75	15	225
Indra Sulaiman	65	70	5	25
Khairunnisa Amanna	50	80	30	900
Mey Riskawani Lubis	45	75	30	900
M. Riski Haryadin	65	85	20	400
M. Riski Pulungan	45	70	25	625
Nova Laviola	60	80	20	400
Nur Halimah	50	70	20	400
Rafiah Ardi Yati	50	70	20	400
Rias Rasyid	45	80	35	1225
Salma Mahardika	60	95	35	1225
Sella Anggina	50	80	30	900
Supriadi	55	65	5	25
Suwinda	60	90	30	900
Syafira Raudah Hsb	45	85	40	1600
Tiara Hamida	45	90	45	2025
Wulan Andari	55	80	25	625
Yusri	50	80	30	900
Zainal Abidin	45	50	5	25
Total			640	17200

B. The Score for Finding the Average Score of Control class

Number of Student (n)	Pre- test	Post- test	Y_2	Y_2^2
Abdul Rahmad	55	85	30	900
Almahdi	50	75	25	625
Aisyah Dita Syafitri	45	65	20	400
Ayu Yulia	60	65	5	25
Dany Evans	45	65	20	400
Dony Anugrah	50	65	15	225
Elly Safitri lubis	55	80	25	625
Fauzi Adim	60	85	25	625
Fazwi Awi Hsb	45	65	20	400
Febri Yuni Sari	50	70	20	400
Hoirul Effendi Hrp	55	65	10	100
Habib Siregar	45	60	15	225
Indah Tasya Pohan	**65**	85	20	400
Jernita Rahayu	55	75	20	400
Melinda Lubis	65	70	5	25
Nikmah Sari	55	80	25	625
Nisra Lubis	55	75	20	400
Nuraisyah	70	85	25	625
Pahri Buhori	50	60	10	100
Rahman Majid	55	80	25	625
Rahmad Hidayat	60	65	5	25
Ridwan Sanjaya	70	80	10	100
Rani Febriani	55	70	15	225
Rini Fika Ria Hrp	50	80	30	900
Rumona Habibah	65	75	10	100
Wardah Kholidah	60	85	20	400
Wirdatul Jannah	60	90	30	900
Yuriani	70	50	20	400
Yosi Anggraini	65	70	5	25
Yusro	70	80	20	400
Total			545	11625

APPENDIX XV

The Steps to Analysis Data, with Use T-test Formulation

The steps was started. It can be seen as follow:

There were many steps to analysis data, they were:

1. The first step, to find average score each class.

   - The average score of experimental class

$$M_1 = \frac{Y_1^2}{Y_1}$$

$$= \frac{17200}{640}$$

$$= 26.87$$

   - The average score of control class

$$M_2 = \frac{Y_2^2}{Y_2}$$

$$= \frac{11625}{545}$$

$$= 21.33$$

2. The second step, to find deviation score each class

- The deviation score of experimental class

$$\sum X_1^2 = \sum Y_1^2 - \frac{\left(\sum Y_1\right)^2}{n_1}$$

$$= 17200 - \frac{(640)^2}{30}$$

$$= 17200 - \frac{409600}{30}$$

$$= 17200 - 13653$$

$$= 3547$$

- The deviation score of control class

$$\sum X_2^2 = \sum Y_2^2 - \frac{\left(\sum Y_2\right)^2}{n_2}$$

$$= 11625 - \frac{(545)^2}{30}$$

$$= 11625 - \frac{297025}{30}$$

$$= 11625 - 9900$$

$$= 1725$$

3. The third step, to use the formulation of T-test:

<div align="center">List of score</div>

No.	Symbol	Score
1.	M_1	26.87
2.	M_2	21.33
3.	X_1^2	3547
4.	X_2^2	1725
5.	n_1	30
6.	n_2	30

$$T-test = \frac{M_1 - M_2}{\sqrt{\left[\dfrac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}\right]\left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$$

$$= \frac{26.87 - 21.33}{\sqrt{\left[\dfrac{3547 + 1725}{30 + 30 - 2}\right]\left[\dfrac{1}{30} + \dfrac{1}{30}\right]}}$$

$$= \frac{5.54}{\sqrt{\left[\dfrac{5272}{58}\right]\left[\dfrac{2}{28}\right]}}$$

$$= \frac{5.54}{\sqrt{[90.89]\left[\dfrac{2}{30}\right]}}$$

$$= \frac{5.54}{\sqrt{\dfrac{181.78}{30}}}$$

$$= \frac{5.54}{\sqrt{6.05}}$$

$$= \frac{5.54}{2.45}$$

$$= 2.26$$

d.b $= (n_1 + n_2 - 2) = 30 + 30 - 2 = 60 - 2 = 58.$

In the table (Appendix 15) the score t_s 0.05 = 1.67 and t_o = 2.26 (2.26 > 1.67). *So that, from the calculation above, it was concluded that the result of experimental class was bigger than control class.*

APPENDIX XVI

Part I

RESULT TEST OF EXPERIMENT CLASS
IN PRE-TEST

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

45	45	50	55	60	60
45	45	50	55	60	60
45	45	50	55	60	65
45	45	50	55	60	65
45	50	50	55	60	65

2. High   = 65
   Low   = 45
   Range   = High – Low
               = 65– 45
               = 20

3. Total of Classes   = 1 + 3,3 log (n)
                      = 1 + 3,3 log (30)
                      = 1 + 3,3 (1.477)
                      = 1 + 4.8
                      = 5.8

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{20}{5} = 4$

5. Mean

Interval	F	X	FX
45 – 48	9	46.5	418.5
49 – 52	6	50.5	303
53 – 56	5	54.5	272.5
57 – 60	7	58.5	409.5
61 – 64	0	62.5	201
65 – 68	3	66.5	199.5
I = 4	N=30	339	1804

$$\text{Mx:} \frac{\Sigma}{N} fx \quad : \frac{1804}{30} \quad = 60.13$$

6. Median

No	Interval of Classes	F	Fk
1	45 – 48	9	9
2	49 - 52	6	15
3	53 - 56	**5**	20
4	57 - 60	7	27
5	61 - 64	0	0
6	65 – 68	3	30

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

Bb   = 52.5
F   = 5
fm   = 15
i   = 4
n   = 30
1/2n   =15

So :

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

$$= 52.5 + 4 \left(\frac{15-5}{15} \right)$$
$$= 52.5 + 4(0.66)$$
$$= 52.5 + 2.64$$
$$= 55.14$$

7. Modus

No	Interval of Classes	F	Fk
1	45 – 48	9	9
2	49 - 52	6	15
3	53 - 56	**5**	20
4	57 - 60	7	27
5	61 - 64	0	0
6	65 – 68	3	30

$M_o = L + \dfrac{d_1}{d_1 + d_2}\, i$

$L = 52.5$

$d_1 = -1$

$d_2 = -2$

$i = 4$

$M_o = 52.5 + \dfrac{-1}{-1 + -2}\, 4$

$= 52.5 + 4\,(0.33)$

$= 52.5 + 1.32$

$= 53.82$

RESULT TEST OF CONTROL CLASS
IN PRE-TEST

1. The score of control class in post test from low score to high score:

45	50	55	55	60	65
45	50	55	55	60	70
45	50	55	60	65	70
45	50	55	60	65	70
50	55	55	60	65	70

2. High   = 70
   Low   = 45
   Range   = High – Low
                = 70 – 45
                = 25

3. Total of Classes   = 1 + 3,3 log (n)
                        = 1 + 3,3 log (30)
                        = 1 + 3,3 (1.477)
                        = 1 + 4.8
                        = 5.8
                        = 5

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{25}{6} = 4.16$

5. Mean

Interval	F	X	FX
45 – 48	4	46.5	186
49 – 52	5	50.5	525.5
53 – 56	8	54.5	436
57 – 60	5	58.5	292
61 – 64	0	62.5	0
65 – 68	4	66.5	675.5
69 – 72	4	70.5	282
i=4	N=30	409.5	2397

$\text{Mx:} \dfrac{\Sigma}{N} fx \quad : \dfrac{2397}{30} = 79.9$

8. Median

No	Interval of Classes	F	Fk
1	45 – 48	4	4
2	49 - 52	5	9
3	53 - 56	**8**	17
4	57- 60	5	22
5	61 - 64	0	0
6	65 - 68	4	24
7	69 – 72	4	28

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

Bb = 52.5
F = 8
fm = 12
i = 4
n = 30
1/2n =15

So :

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

$$= 52.5 + 4\left(\frac{15-8}{12}\right)$$
$$= 52.5 + 4\ (0.58)$$
$$= 52.5 + 2.32$$
$$= 54.82$$

6. Modus

No	Interval of Classes	F	Fk
1	45 – 48	4	4
2	49 - 52	5	9
3	53 - 56	**8**	17
4	57- 60	1	22
5	61 - 64	0	0
6	65 - 68	4	24
7	69 – 72	4	28

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

$L \quad = 52.5$

$d_1 \quad = 3$

$d_2 \quad = 7$

$i \quad = 4$

$M_o \quad = 52.5 + \frac{3}{3+7} \, 4$

$\quad\quad = 52.5 + (\,0.3)\,4$

$\quad\quad = 52.5 + 1.2$

$\quad\quad = 53.7$

APPENDIX XVII

Part II
RESULT TEST OF EXPERIMENT CLASS
IN POST-TEST

1. The score of experiment class in post test from low score to high score:

50	65	70	75	80	85
60	70	70	75	80	90
60	70	75	80	80	90
65	70	75	80	80	95
65	70	75	80	85	95

2. High   = 95
   Low   = 50
   Range   = High – Low
                = 95 – 50
                = 45

3. Total of Classes   = 1 + 3,3 log (n)
                         = 1 + 3,3 log (28)
                         = 1 + 3,3 (1.47)
                         = 1 + 4.85
                         = 5.85
                         = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{45}{6} = 7.5 = 7$

5. Mean

Interval	F	X	FX
50 – 56	1	53	53
57 – 63	2	60	120
64 – 70	9	67	603
71 – 77	5	74	370
78 – 84	7	81	567
85 – 91	4	88	352
92 – 98	2	95	190
I = 4	N=30	518	2255

$\text{Mx:} \dfrac{\Sigma}{N} fx \quad : \dfrac{2255}{30} = 75.16$

6. Median

No	Interval of Classes	F	Fk
1	50 - 56	1	1
2	57 - 63	2	3
3	64 - 70	9	12
4	71 - 77	**5**	17
5	78 - 84	7	24
6	85 - 91	4	28
7	92 – 98	2	30

Position of Me in the interval of classes is number 4, that:

Bb $\quad$ =70.5
F $\quad$ = 5
fm $\quad$ = 11
i $\quad$ = 7
n $\quad$ = 30
1/2n $\quad$ =15

So :

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

$$= 70..5 + 7\left(\frac{15-5}{11}\right)$$
$$= 70.5 + 7(0.90)$$
$$= 70.5 + 6.3$$
$$= 76.8$$

7. Modus

No	Interval of Classes	F	Fk
1	50 – 56	1	1
2	57 - 63	2	3
3	64 - 70	9	12
4	71 - 77	**5**	17
5	78 - 84	2	24
6	85 - 91	4	28
7	92 – 98	2	30

M_o $= L + \dfrac{d_1}{d_1 + d_2} \, i$

L $= 70.5$

d_1 $= -4$

d_2 $= -3$

i $= 7$

M_o $= 70.5 + \dfrac{-4}{-4 + -3} = 7$

       $= 70.5 + 0.57 \,(7)$

       $= 70.5 + 3.99$

       $= 74.49$

RESULT TEST OF CONTROL CLASS
IN POST TEST

1. The score of control class in post test from low score to high score:

50	65	70	75	80	80
60	65	70	75	80	85
60	65	75	80	80	85
65	65	75	80	80	85
65	65	75	80	80	85

2. High   = 85
   Low   = 50
   Range   = High – Low
               = 85 – 50
               = 35

3. Total of Classes   = 1 + 3,3 log (n)
                       = 1 + 3,3 log (26)
                       = 1 + 3,3 (1.41)
                       = 1 + 4.65
                       = 5.65
                       = 5

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{35}{5} = 7$

5. Mean

Interval	F	X	FX
50 – 56	1	53	53
57 – 63	2	60	120
64 – 70	10	67	670
71 – 77	5	74	370
78 – 84	8	81	648
85 – 91	4	88	352
i= 7	N=30	423	2215

$$Mx: \frac{\Sigma}{N} fx \quad : \frac{2215}{30} = 73.76$$

6. Median

No	Interval of Classes	F	Fk
1	50 - 56	1	1
2	57 - 63	2	3
3	64 - 70	10	13
4	71 - 77	**5**	18
5	78 - 84	8	26
6	85 - 91	4	30

Position of Me in the interval of classes is number 4, that:

Bb = 70.5
F   = 5
fm = 15
i   = 7
n   = 30
1/2n =15

So :

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

$$= 70.5 + 7\left(\frac{15-5}{15}\right)$$
$$= 70.5 + 7\ (0.66)$$
$$= 70.5 + 4.62$$
$$= 75.12$$

7. Modus

No	Interval of Classes	F	Fk
1	50 - 56	1	1
2	57 - 63	2	3
3	64 - 70	10	13
4	71 - 77	**5**	18
5	78 - 84	8	26
6	85 - 91	4	30

M_o $\quad =L + \dfrac{d_1}{d_1 + d_2} \, i$

L $\quad = 70.5$

d_1 $\quad = -5$

d_2 $\quad = -3$

i $\quad = 7$

M_o $\quad = 70.5 + \dfrac{-5}{-5 + -3} \, 7$

$\quad\quad = 70.5 + 0.375\,(7)$

$\quad\quad = 70.5 + 2.625$

$\quad\quad = 73.12$

APPENDIX XVIII

Daftar Nilai Persentil Untuk Distribusi t

V	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127

20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	**1,67**	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1.645	1,28	0,842	0,674	0,524	0,253	0,126

CHAPTER I

INTRODUCTION

A. **The Background of the Problem**

English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesian, English considered as the first foreign language and taught formally from elementary school up to the university level. English is very important to be learned by students of Indonesia. The importance can be seen from the fact that most scientific books are written in English and there are many job applications which put English as the main qualification. It's very important to start learning English as early as possible.

Teaching English include four skills namely speaking, listening, reading, and writing. The first, speaking is the ability to communicate orally to express idea and feeling. The second, listening is the ability to make sense of what hear and connect it to other information already knows. The third reading is the ability to make the messages or information that comes from the author can be understood and comprehended easily by the reader. The fourth, writing is the ability to inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

The four skills are supported by the learning of language element; they are structure, grammar, vocabulary and pronunciation. Vocabulary is one of

important language elements that the student should develop. Having a lot of vocabulary will enable the learners to construct a sentence, and then most important with mastering vocabulary the learner can establish a communication among them. Vocabulary includes collection of words, the words are knows not only as individual words but also as groups of word have meaning. To develop learner's language skill in speaking, listening, reading and writing, the students must have mastering of vocabulary.

Vocabulary is very important in daily life. Vocabulary is needed by human in communication. The human does not do communication or does not use language without comprehending vocabulary. Vocabulary can be arrange becomes a sentences and the sentences can be use as a language. Besides, vocabulary is basic element of English material. The students does not have skill in English without mastering English vocabulary.

Allah SWT said in Holy – Qur'an(Q.S : Al – Baqarah : 31)

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى

بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ   صَـٰدِقِينَ ﴿٣١﴾

Meaning :

"And He taught Adam the names (of everything), then He showed to Angels and said : "Tell Me the names of these if you truthful".[1]

From above verse told us that first, Allah SWT taught Adam as the names (of everything). Allah SWT taught Adam as by Angle. Angle taught Adam as about names of Angles and family of Adam as. Then Allah SWT asked to Angle about the names studied by Adam. Then Angle said to They (Adam) : "those things and its names". After those Allah SWT said to Adam as "Told Me the names of these if you truthful".

Last, vocabulary is very important to be known and studied by the human especially to the students. Through vocabulary the students' can communicate or interact to another people. Vocabulary is also important in four skills of English; in speaking, listening, reading, and writing.

In fact, students do not have many vocabularies. Much vocabulary is one way to easy mastering four skills in English. But in reality, from the teacher's explanation about the ability of the students, they have not many vocabularies. If the students are order by teacher to do the task they usually use the dictionary and ask the teacher because they do not know the meaning of the words. So that, it's make them difficult to understand about teaching English.

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[1]Muhammad Muhsin Khan, *The Noble Qur'an in the English Language* (Saudi Arabia : Islamic University Al-Madina Al-Munawwara, 1994), p. 8.

Students do not understand about what the teacher says when the teacher teaching English in classroom. So that, it makes students' difficult to comprehend about material. In fact, the result that researcher got along with teaching experience in SMP Negeri 2 Padangsidimpuan shows that the students have many difficulties to do the task from the teacher.

Based on explanation above, researcher does the study to find research problems. Meanwhile, the theory that was used to discuss problems that are found in field is behavioristics theory. Behavioristics theory assumption that children do not have potency since born. The children growth are effected by environment factors, like a family, school, society, human, nature, culture, region and so on.[2]

Then this theory assumption that the children growth relate with the concrete term can be seen and can be observation. This theory can be said the stimulus to the students' comprehend about the material. So based on the explanation of the behavioristics theory can affect the recitation method to students' vocabulary mastery.

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[2]Abuddin Nata, *Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner* (Jakarta: PT Raja Grafindo Persada 2009), p. 175.

For the researcher reason is because recitation is an approach in teaching learning process in which the students must able giving and receiving in teaching learning process. Therefore in behavioristics theory the students must be given many stimuli so that the students are able to give many responses.

To make students understand vocabulary, the teacher must be able to use English teaching method to solving this problem. Such as: drill methods, TPR method, and recitation method. Drill method is way of learning something by means of repeated exercise. With this drill to hope students have competence to finish one certain task that to consonant before. This methods is effective to used especially into develop of vocabulary students.

TPR method is language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR focused on says the vocabulary and activity. Then recitation methods is when the teacher/lecture recitation is an instructional method in which, the teacher presents information, by telling and explanation and follow up with question and answer session at periodical interval. So recitation is which instructional method when the teacher giving material and the last of the meeting the teacher open session question and answer about the material after that the teacher/lecturer giving task to the students.

The teacher is one of key factors external in the classroom is the resource in the teaching and learning of English. If method and strategy that utilized by lovely teacher therefore English language learning will nicely, conversely if

methodic and strategy that utilized by correct reducing teacher therefore English language learning won't maximal outboard factors media and factors facility in the school and factors internal from the learner such as: bored, motivation, and lazy.

Based on the observation when the researcher teaching experience in SMP Negeri 2 Padangsidimpuan the researcher found that the students didn't understand about vocabulary and always ask teacher about word formation such as: prefix, suffix, and meaning of word. Eventually if the students mastering of vocabulary therefore the students will mastering four skills namely: speaking, listening, reading and writing because vocabulary connected with fours skill, conversely if the students don't mastering of vocabulary therefore the students will not mastering fours skill.

Based on the result of interview from the student in SMP Negeri 2 Padangsidimpuan, "they said learning English difficulty for them because they didn't understand about prefix, suffix and word meaning."[3] So the student was lazy and boring to learning English. The research also found the result of interview from a English teacher in SMP Negeri 2 Padangsidimpuan, "she said the students still low in vocabulary" it could see from the result of formative

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[3]Sakinah, *Students in SMP Negeri 2 Padangsidimpuan,* retrieved on February 12, 2014 at 09:00 a.m.

text.[4] It a average value is not enough to expect to the KKM, it is 80, must be targeted. The researcher knew the result on students mastering in vocabulary.

The phenomena cannot let until next generation, it can educate more the down. So that is way need a professional teachers to make big change in education, the expert state study changed never be reality if will not support by teachers style learning. So, teaching method was the stimulus to students' leaning as the theory behavioristic. Using methods in teaching, especially teaching vocabulary the researcher do this research to see changing to students' vocabulary mastery.

Finally, based on the explanation above, the researcher interested to use the method and surely gets good result. So the title of this research is **"The Effect of Recitation Methods Toward Students' Vocabulary Mastery At Grade VII SMP Negeri 2 Padangsidimpuan".**

B. The Identification of the Problem

Based on some problems above, the researcher identified the problems of students vocabulary mastery, the students was low motivation, the students got bored easily in learning vocabulary, lack vocabularies and uninterested teaching methods.

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[4]Fatimah Sari Siregar, *English Teacher in SMP Negeri 2 Padangsimpuan,* retrieved on February 12, 2014 at 11:00 a.m.

C. The Limitation of the Problem

Based in the identification above, there are many factors that can influence in English especially vocabulary. The researcher needed to limit of the problem which would be investigated. This is done because limitations of researcher, both in term of fund and research time.

Because on identification of the problem above, the researcher limits vocabulary method used it. Recitation method so that this researcher is about the effect of recitation methods toward students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan.

D. The Formulation of the Problem

In this study, there is question to be analyzed as the formulation of the problem: Is there significant effect of using recitation method towards students' vocabulary mastery at Grade VII SMP Negeri 2 Padangsidimpuan?

E. The Objectives of the Research

From the problem formulation above, the objective of this research are: To examine the effect of recitation toward students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan?

F. The Significant of the Research

The significances of the research are:

1. The result of this research is expected to be useful for English teacher in using Recitation Method toward students vocabulary mastery.

2. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.

G. Definition of Operational Variable

1. Recitation Method

The teacher/lecture recitation is an instructional method in which, the teacher presents information, by telling and explanation and follow up with question and answer session at periodical interval. So recitation is which instructional method when the teacher giving material and the last of the meeting the teacher open session question and answer about the material.

2. Vocabulary Mastery

Penny said that : "Vocabulary can says with roughly, as the words we teach in the foreign language".[5] Barnhart said that vocabulary as : "...(1) collection of words and used by person, class of other people, and

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[5]Penny Ur, *A Course in Language Teaching: Practice and Theory* (Tkt: Cambridge University Press, 1991), p. 60.

profession. (2) A collection or list of words, usually in alphabetical order have defined and have meaning"[6].

Based on the definition above the researcher conclude vocabulary is part of word with classification by person, class other people, and profession and have meaning. In teaching vocabulary many factor get support such as; teacher method, media, student motivation and so forth.

H. The Outline Thesis

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

In the chapter one, it described all aspect of the issues related to this is research as a focus of study, including arguments why the issue is worthy of study for examination. It is consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the objective of the research, significant of the research, definition of operational of variables, and outline thesis.

In the chapter two, described there in all the information that investigators found problems related to research and problem solving research. It is consists of theoretical description, review of related findings, the conceptual framework, and hypothesis.

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[6]Cynthia A. Barnhart, *The Facts on File Student's Dictionary of American English,* Facts on File (America : Inc. 2008), p. 697.

In the chapter tree, described there in all matters relating to research method simple. It is consist of time and place of the research, research design, population and sample, instrumentation, technique of collecting data, and technique of data analysis.

In chapter four consists of the findings and discussion.

The chapter five consists of discussions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Recitation Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural[1]. Then Ramayulis defined that method is the way or strategy that must be done to get certain goals or aims and teaching method is the way that must be done to teach the students in order to get the aims of teaching and learning process.[2]

It means that method or teaching method function as a tool to get the certain aims or goals in teaching a material. Recitation is presented or appearing up something which has been already owned, knew or studied. It's similarly to the homework method.

> There are two kind of recitation according Kenneth D. Moore, "Firstly, teacher/lecture recitation is an instructional method in which, the teacher presents information, by telling and explanation and follow up with question and answer session at periodical interval. Secondly text recitation is assign students content to read and to study in their text book and then question then on what they have read and studied. Text book recitation is an effective technique for teaching basic information

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[1] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods In Language Teaching A description and analysis,* (New York:Cambridge university press 1986), p. 15.
[2] Rama Yulis, *Ilmu Pendidikan Islam* , (Jakarta: Karya Mulia, 2008), p. 190.

simply because are often motivated to read and study the assignment in anticipation of being called on to recite the information."[3]

According to Nana Sudjana, " task or recitation is not same with homework but far wider from it. task can stimulate child for over good studying active individual and also group".[4] Then Syaiful Bahri Djamarah and Aswan Zain said that "recitation is a method material representation where learns to give that particular task student does studying activity, task problem that given by student can do in class, schooled page, laboratory, library, workshop, at home and origin student does the task[5]".

Based on the explanation above, the researcher concludes that the task can recitation methods is worked out time and in time of learning in the school, if the task finished then the student must report to the teacher. Teacher used method to know students more mastery about material. So from the definition above researcher choose the task do in class room after give material, researcher choose it because not enough time.

a.   Advantages recitation methods there are;
   1)   Students are more understand about the material learning thus strengthening their retention;
   2)   Students use the time effectively for to do thing that constructive;
   3)   Students more active in the classroom.

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[3]Kenneth, D. Moore, *Effected Instructional Strategies,* (California: Order @ Sugpub.Com, 2005), p. 250 – 251, access on 10 July 2014 at 13.30.

[4] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar,* (Bandung: Sinar Baru ,1989), p. 81.

[5] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2006), edisi revisi p. 85.

      b.   Disadvantages recitation methods there are;
         1)   Can evoke doubt because of the possibility of the work given to the students it done by someone else.
         2)   The students often have difficulties in providing task with the capability of being owned students, because of differences in individual ability, intelligence, and maturity of each individual;
         3)   Task can evoke disruption of mental and minds of students.[6]

2. Question-Answer Method

        According to Kasihani, question-answer method one of method is famous in the class room, and asks to constitute activity any time person asks and any time wait expected answer.[7]

> According to George Herbert Betts, "question-answer method is so familiar to everyone that it requires no formal definition. It is employed in all grades from the primary to the university, and it is adapted alike to testing, teaching, and drilling. This method admits of wide modification to suit it to specific uses. The questions asked may require but a short and simple answer, such as can be given by a primary pupil. They may also require a long and complex answer which will test the powers of the most advanced student. The questions may be detailed and searching, covering every point of the lesson, as when we are testing preparation. They may deal only with certain related truths, as when we "develop" a new subject intentionally by questions and answers."[8]

    a. Advantages Question-Answer there are:

      1) To stimulate the students' to attention and focused about the material.

      2) To direct students' thinking process.

      3) The students' can try to answer the question from the teacher.

      4) The students' can able recite about the last material.

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[6]Basyiruddin Usman, *Metodologi Pembelajaran Agama Islam,* (Ciputat Press: Jakarta, 2002), p. 80-81

[7]Kasihani K.E Suyanto, *English For Young Learners* (Jakarta: Bumi Aksara 2007), p. 89-90

[8]George Herbert Betts, The Recitation (New York Chicago San Fransisco: Hougthon Miffin Company Boston, 1910), p.3

b. Disadvantages Question-Answer Method there are:

1) Easy to deviated material;
2) The existence of differences of opinion between students and teachers. Teachers can take a variety of techniques that variations in questions, among others ;
   a) The mixed strategy, which combines various types and kinds of questions.
   b) The speak strategy, the teacher giving the question and connected with the other question.
   c) The plateaus strategy, giving the same question to some the students' before to another question.
   d) The inductive strategy, the students' giving the reason about fact to compare.
   e) The deductive strategy, same with brainstorming, the students' giving reason about the case to discussed together.[9]

Based explanation above the researcher concludes the question answer

is one of method use the teacher in class room to teaching subject matter.

a. Dangers of the question-answer method

1) One of the greatest dangers in the use of this method is that pupils will come to depend on the questions as a crutch to help them along mentally when they should be able to proceed by themselves.
2) The second danger we note in the question-answer method is that it does not give as much opportunity for training in self−expression as the topical method.[10]

Based on explanation above the researcher conclude that question-

answer message delivery method is teaching by asking questions and

students give the answer, or given asking students and teachers to answer.

The teacher and the students have same part to finished material.

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[9] Basyiruddin Usman, *Op. Cit* . p. 96
[10]George Herbert Betts, *Op. Cit.* p. 13.

3. Definition of Vocabulary

According to Penny "Vocabulary can says with roughly, as the words we teach in the foreign language".[11] Barnhart said that vocabulary as : "...(1) collection of words and used by person, class of other people, and profession. (2) A collection or list of words, usually in alphabetical order have defined and have meaning".[12] Vocabulary is one of the most visually components of language and one of the first things apply in linguistic.[13]

Vocabulary is groups of word would be learned as units.[14] While, Shirly Burnidge says "Vocabulary is all the words in language inlesson or books, all the word that one person knows".[15] Jack C. Richard and Willy A Renandya says "Vocabulary is a main component of language proficiency and provides much of the basis skill for how well learners speak, listen, read and write".[16] Thus, Thomas Nelson says "Vocabulary is a component of word explained in alphabetical order".[17]

` [11]Penny Ur, *Op. Cit.,*p. 60.

[12]Cynthia A. Barnhart, *Op. Cit.,* p. 697.

[13]Jack C. Richards, *Curriculum & Development in Language Teaching* (America : Cambridge University Press, 2011),p. 4.

[14]David Nunan, *Practical English Language Teaching* (New York: Mc. Grown-Hill Companies Inc, 2003), p.131.

[15]Shirly Burnidge, *Oxford Basic English Dictionary* (New York : Oxford University Press, 1981), p. 477.

[16]Jack C. Richard & Willy A Renandya, *Methodology in Language Teaching anAnthology of Carrent Practice* (USA : Cambridge Universiry Press, 2000), p. 225.

[17]Thomas Nelson, *The Award Compact English Dictionary,* (London: Award Publication, 1985), p. 612.

Based on the definition above the researcher concluded that vocabulary is a language component which vocabulary give information or explanation in a language terms and have meaning.

a. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language area about the kinds of vocabulary. Furthermore Charles C. Fries classified the content word into:

1) Word for things represents sets of phenomena that seem to endure with some stability (nouns).
2) Word for actions represents sets of phenomena that seem to change or be in process (verbs).
3) Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjectives and adverbs).[18]

Based on definition above the researcher conclude that vocabulary have many kinds such as nouns, verb, adjective an adverb to help the people more understand to learning English. In learning vocabulary there are some materials that relation with vocabulary is word formation such as; prefix, suffix, those can help students in mastering vocabulary better. There are:

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[18] Harles C. Fries, *Teaching and Learning as A Foreign Language,* (Ann Arbor: University of Michigan Press, 1995), p. 47.

1) Word Formation

> Word formation is a word that constructed by adding prefix, suffix, in base word and root. Affixation is a process of adding affix or singular in order to form a new word. In word formation discuss about affixes. Affixes may be described as relational marters that fit words use in syntax.[19]

Affixes is a letter or sound, or group of letter or sounds (A morpheme) which is added to a word and which changes the meaning or function of the word and construct a form new word.[20] Based on the statements above, the researcher concluded that affixation are the process of adding words at the beginning and ending of words which change the meaning of basic words and construct a new word There are.

a) Prefix

Prefix is a letter or group of letters added at the beginning of word. Nirmala Sari prefix is added to the beginning of free morphemes or other prefixes.[21] The concluding on the statement above that prefix are adding at the beginning of words, to construct new word and have meaning.

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[19]Howard Jackson & Etienne Ze' Ampela, *Words, Meaning and Vocabulary* (London and Newyork : Cassel, 1998), p. 71.

[20]Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics* (Tkt : Longman, 1990), p. 11.

[21]Nirmala Sari, *An Introduction to Linguitics* (Jakarta : Departemen Pendididkan dan Kebudayaan, 1988), p. 96.

Table I

Examples of Prefix

No	Prefixes
1.	Dis + connect = Disconnect.
2.	Super + man = Superman.
3.	Poly + gamy = Polygamy.
4.	Syn + onym = Synonym.
5.	Super + market = Supermarket.
6.	Try + cycle = Trycycle.
7.	Under + stand = Understand.
8.	En + able = Enable.
9.	Ambi + tion = Ambition.
10.	Extra + ordinary = Extraordinary.
11.	Ex + tract = Extract.
12.	Col + lect = Collect.
13.	Ex + press = Express.
14.	Mis + manage = Mismanage.
15.	Over + charge = Overcharge.[22]

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[22]Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Delhi : Book Palace, 2003), p. 347-38.

b) Suffix

Suffix is a syllable or group of syllables added to the end of a word root to form a new word and meaning.[23] Oxford's dictionary define suffix is a letter, sounds or syllable added the end of a word to make another word.[24] Nirmala Sari add definition suffix is added to the end of free morpheme or other suffixes.[25]The concluding on the definitions above that suffix are group of letters place at the end of a word to made a new word and new meaning.

Table II

Examples of Suffix

No	Suffixes
1.	-ment = enjoy + ment = enjoiment→ Used to form a adjective
2.	-al = arrive + al= Arrival → Used to form verb.
3.	-cy = fluent + cy = Fluency → Used to form of adjective.
4.	-ity = flexible + ity= Flexibility → Used to form of noun.
5.	-ant = Assist + ant = Assistant → Used to form of adjective.
6.	-cy= Politic + Cy = Policy→ Used to form a noun.
7.	-ify = beauty + ify = Beautify → Used to form a verb.
8.	-ship = Member+ Ship = Membership → Used to form a noun.

[23]Ruby Diamond, *Writing and Grammar Communication in Action Platinum Level* (Tkt : Prentice Hall, 1996), p. 776.

[24]Hornby, A.S, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 7.

[25]Nirmala Sari, *Op. Cit*., p. 7.

9.	-ism = Social + ism = Socialism → Used to form a noun.
10.	-ary = Necess + ary = Necessary → Used o form adjective.
11.	-ive = Product + ive = Productive → Used to form adjective.
12.	-age = Marry + Age = Marriage → Used to form verb.
13.	-ee = Find + er = Finder → Used to form verb.
14.	-ly = Week + ly = Weekly → Used to form adverb.
15.	-ly = Loud + ly = Loudly → Used to form adverb.

2) Word Meaning

According to Oxford Hornby, meaning is "things or idea that a word, sentence represents things or ideas that wishes to communicate to your purpose, value, or important".[26]Meanwhile, Ruth M. Kempson said that there are three main ways in which linguists and philosopher have attempted to construct explanation of meaning in natural language.

a) Word meaning is taken as the construct in terms of which sentence meaning and communication can be explained and people can understand about communication;
b) Sentence meaning which is taken as basic, with words characterized in the term of the systematic contribution they make to sentence meaning;
c) Both sentence and word meaning are explained in term of the ways in which sentences and words are used in the act of communication. [27]

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[26]Hornby, A.S. *Op. Cit.,* p. 273.
[27]Ruth M. Kempson, *Semantic Theory,* (Cambridge University Press, 1977), p. 11.

Based on explanation above the researcher conclude that meaning is defined to get the information from the context and means to get the meaning from a word or sentence, and have learning skill to understand when you are communication.

B. Review of Related Findings

There are some related findings to this research. Many people had done research about English. These related findings discuss about strategy and method in English, like recitation method, then discuss about vocabulary mastery.

a. This research is related is to Wirda Halwi's *"Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior"*. The concluding of her research, the grade V at SD Negeri 116254 RantoJior was the total in mastery vocabulary are researcher was analyzed that mean score of students in cycle I was 48.21 and from 30 items, it means that the students did not get English minimum score yet. But in cycle II, it can be seen that the mean score increase 56.50. The increasing score from 48.21 to 56.50 was 8.29; "t" calculate was – 22.5 with 45 degree freedom. Based on the result on the students in cycle, the hypothesis of the research was accepted.[28]

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[28]Wirda Halwi, "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior" *Unpublished Thesis* (STAIN: Padangsidimpuan, 2011), p. 40.

b. Masroana Lubis's *"The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola"*. Researcher was made an interview for students and students that English teacher at SD Negeri No. 100890 Muaratais Batang Angkola based on the result interview to students and English teacher, there were students' difficulties vocabulary mastery : first, the students were lack vocabulary. Then, when the researcher was given a picture the students should be not write of vocabulary but mean. Last, the students were memorized of vocabulary lazy.[29]

c. Erniati *"The Effect of Communicative Approach to the Students' Vocabulary Mastery of the Grade IX at SMA Negeri 2 Siabu in 2010 – 2011 Academic Year"*.The concluding of her research was using communicative approach there was better than without using communicative approach. After finding the data it was found that the total score of students in pre – test and post – test of experimental group was 50. 16 and 74. 33. The mean score of post- test of experimental group was greater than pre–test.[30]

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[29]Masroana Lubis, "The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola" *Unpublished Thesis* (STAIN: Padangsidimpuan, 2012), p. 63

[30]Erniati, "The Effect of Communicative Approach to the Students' Vocabulary Mastery of the Grade IX at SMP Negeri 2 Siabu in 2010 – 2011 Academic Year" *Unpublished Thesis,* (UMTS: Padangsidimpuan, 2011)

d. From the description of related finding above, it can be concluded that recitation method and communicative approach can helps to increase the students' vocabulary mastery. Furthermore, using recitation method and communicative approach can increase students' vocabulary mastery. These strategies make them interest to studying. So, the researcher believed that the recitation method could improve the student's mastery in vocabulary. Finally, the researcher wants to conduct a research on VII grade students of SMP Negeri 2 Padangsidimpuan. Specially, it relates to what Wirda Halwi and Erniati has been done.

C. Conceptual Framework

Vocabulary is proficiency affects to the four skills of language. They are speaking, listening, reading, writing and translation. In speaking, the words that use to conveying or carrying idea and the word we can speak or have to communication with fluently. In listening, their vocabulary effects how many they understand with communication and can connect the communication well.

In reading, their vocabulary can help them to more comprehend about the text and understanding about the text better. In writing their vocabulary can help them to write the text and transferred idea in writing. In translation the people can understand about the word then mastering fours skill namely: speaking, listening, reading and writing.

The students still find difficulties to speaking, listening, reading and writing because their vocabulary are very limited. So, the researcher assumes one of way to increase students' mastery in vocabulary by using recitation methods.

In behaviorist theory, methods is as stimulus or tools to the students' comprehend about the vocabulary. The using of recitation methods in learning more affective to help the students' memorizes vocabulary well while the students study. So, the researcher planed to conduct a research based on framework below:

```
┌──────────────┐      ┌──────────────────────────────────────────────┐
│   Problem    │─────▶│ The value of students learning English is not  │
│              │      │ enough to expect the KKM, it is 80, must be    │
└──────────────┘      │ targeted at SMP Negeri 2 Padangsidimpuan       │
        │             └──────────────────────────────────────────────┘
        │                              │
        ▼                              ▼
┌──────────────┐      ┌──────────────────────────────────────────────┐
│  Technique   │─────▶│ Recitation method is theoretically good to     │
│              │      │ solve the problem in vocabulary                │
└──────────────┘      └──────────────────────────────────────────────┘
        │                              │
        │                              ▼
        │                     ┌──────────────┐
        │                     │   Pre-test   │
        │                     └──────────────┘
        │                         ╱        ╲
        │                        ╱          ╲
        │       ┌──────────────────────┐  ┌──────────────────────┐
        │       │ Experimental class   │  │    Control class     │
        │       │                      │  │                      │
        │       │ Use recitation       │  │ Use question-answer  │
        │       │ methods              │  │ method               │
        │       └──────────────────────┘  └──────────────────────┘
        │                    ╲                  ╱
        │                     ╲                ╱
        │                  ┌──────────────┐
        │                  │  Post test   │
        │                  └──────────────┘
        │                     ╱        ╲
        │              ┌────────┐  ┌────────┐
        │              │  $H_a$ │  │  $H_0$ │
        │              └────────┘  └────────┘
        │                   ╲        ╱
        │              ┌──────────────┐
        └─────────────▶│   Result     │
                       └──────────────┘
```
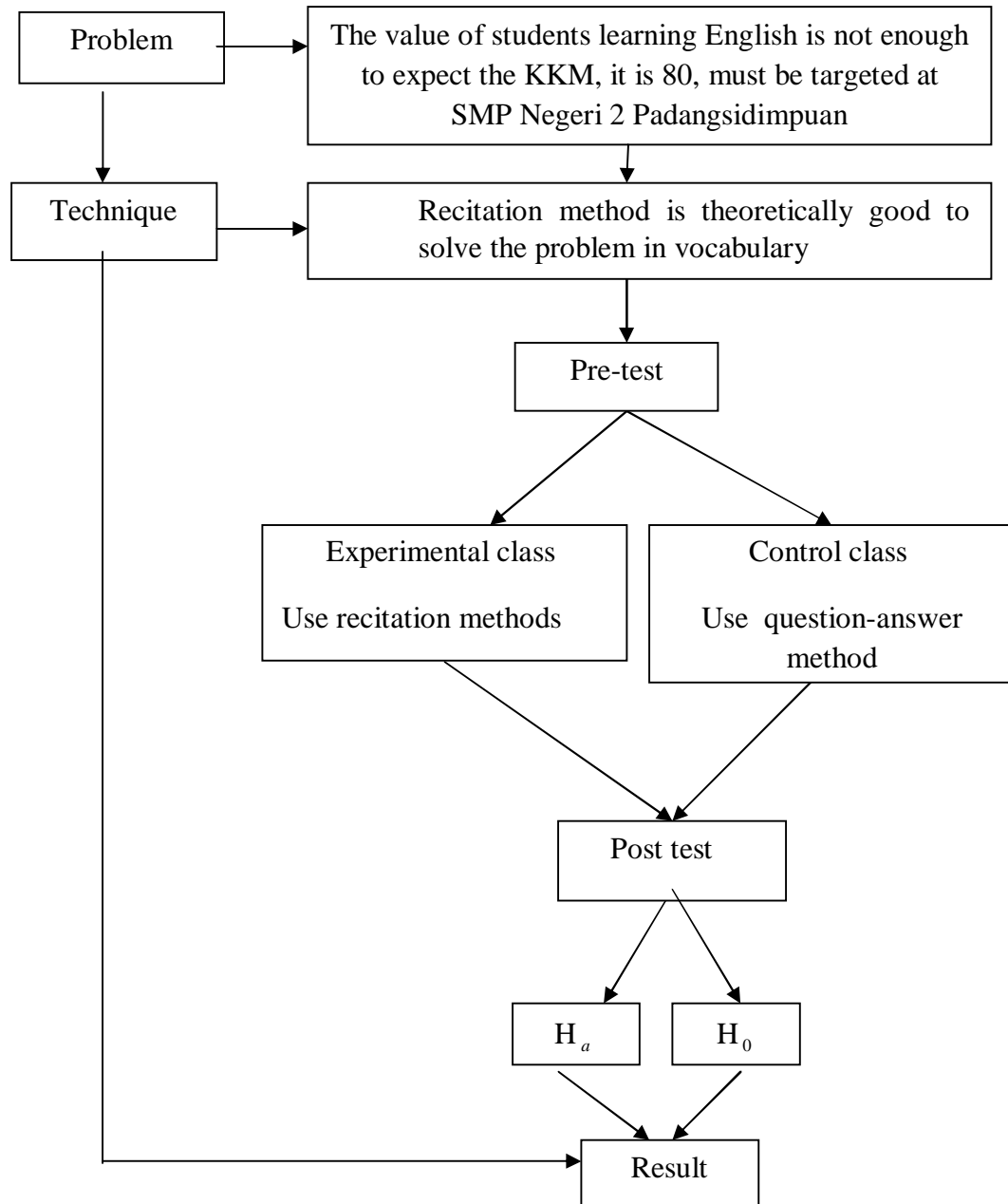
The researcher found a problem vocabulary at SMP Negeri Negeri 2 Padangsidimpuan that the value of students learning English are low with the average value 80, at SMP Negeri 2 Padangsidimpuan. Researcher chose recitation to solve vocabulary problems.

The researcher used a pre-test by using recitation in the experimental class and using question-answer in the control class. Then the researcher gave post-test to both of class. After that, researcher compared the results obtained in the experimental class and control class.

D. The Hypothesis

Hypothesis can describe research's thinking and expectation about what outcomes of the research will be related this study. The hypothesis of this research is stated that: There is significant effect of recitation method on students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

The process of the research had been done from Mei up October 2014. The location of the research is at SMP Negeri 2 Padangsidimpuan. It is located at Jl. Ade Irma Suryani Nasution No 1 Kelurahan Ujung Padang, Padangsidimpuan.

B. The Research Design

The researcher used experimental method in doing this research. L.R. Gay. state that "experimental research is the only type or variety of the research can hypothesis to establish cause-and effect"[1]. From the explain above, the researcher concluded that the experimental research is a kind of research which has the aim to know cause effect relationship between one variable and more to other variables.

In this research, the researcher used two classes as an experiment class and control class. The experiment class is the class when the research giving treatment used recitation methods. It could see from the table.

\

[1]L. R Gay & Peter Airasian, *Educational Research ; Competence for Analysis and Application* (USA : Prentice Hall, 2000), p. 71

Tabel III

The Research Design

The Teaching of Vocabulary (X)	Students' Vocabulary Mastery (Y)
Experimental Class with the Use Recitation (X$_1$)	X$_1$Y
Control Class with Question-Answer (X$_2$)	X$_2$Y

In which:

X$_1$Y   =   Students' Vocabulary Mastery by using Recitation

X$_2$Y   =   Students' Vocabulary Mastery by Using Question-Answer.

C. The Population and Sample

a. Population

According to Gay and Aisrasian, "Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable"[2]. Then Sugiono stated that "Population is generalization area

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[2]L.R. Gay and Peter Airasian, *Op. Cit.,* p. 122.

consist of object/subject has special quantity and characteristic which determined by researcher to get concluding".[3]

From the definition above, it could be conclude that the population is the entire subject under study. The students' at SMP Negeri 2 Padangsidimpuan which amount to 320 students'.

Table IV

Table Population of Research

NO	CLASS	TOTAL
1	VII^1	28
2	VII^2	30
3	VII^3	28
4	VII^4	29
5	VII^5	29
6	VII^6	30
7	VII^7	31
8	VII^8	29
9	VII^9	29
10	VII^{10}	28
11	VII^{11}	29
	Total all of students	320

(Resource: DokumenAdministrasi Tata Usaha SMP Negeri 2 Pdangsidimpuan

Academic Year 2013-2014)

b. Sample

[3]Rosady Ruslan, *Metode Penelitian Public Relations and Komunikasi*, (Jakarta: P.T. Raja Grafindo Persada, 2004), p. 133.

Based on population, the researcher has decided to take two classes as sample. In this research, the researcher used cluster sampling. Considering to what Creswell says that:

> Cluster sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population. A single-stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly. In a multistage, clustering procedure the researcher first samples groups or cluster. Obtains names of individuals within groups or cluster and then samples within the cluster.[4]

It means that cluster sampling is the elements of population in which the researcher has access to choose the sample directly. The researcher predicts that every sample in population in same levels, then the researcher took the sample of each class by cluster sampling. From the population, researcher took the sample directly. So from the twelve classes, researcher only took two classes as the sample of the research.

The sample of the research was the students from grade VII-2 and VII-6. Researcher choose VII-2 and VII-6, because researcher found that VII-2 and VII-6 are low in teaching English specially vocabulary.

The researcher conducted to chooses VII-2 to sampling in this research in class. VII-2 consisted of 30 students to treatment class. The class VII-6 consisted of 30 as control class in this research. So, the total samples of the research are 60 students.

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[4]John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches-Second Edition* (USA: Sage Publications inc, 2003), p. 156.

Table V

Table Sample of the Research

Experimental class (VII-1)	Control Class (VII-2)	Total
30 Students	30 Students	60

D. The Instrumentation of Collecting Data

The instrument that had been used in this research is written test (in the form of multiple choice). These test type can be scored objectively and can be measured learning out come directly. Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. In this research will be apply test is Multiple Choice. Cyril says, "a multiple choice question (MCQs) is test item usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct.[5]"

The most important things to comprehend vocabulary are: comprehend about word formation: prefix, suffix, and meaning. Based on the indicators above, the researcher gives the test for the students and there are 50 items for dependent (problem) variables of the research variable to make the indicators of vocabulary is better.

Table VI

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[5]Cyril J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

The Indicators Vocabulary (Pre-test)

No	Indicators	No. Items	Items	Score
1	Word Formation	.		
	a. Prefix	1,4,	2	10
	b. Suffix	2,3,4,5,6,7,8,10,12,17,20.	11	55
2	Word meaning	9,11,13,14,15,16 ,18	7	35
	Total		20	100

Table VII

The Indicators Vocabulary (Post-test)

No	Indicators	No. Items	Items	Score
1	Word Formation			
	a. Prefix	15,18,19,	3	15
	b. Suffix	1,2,4,5,6,7,9,10,12,13,16,17,	12	60
2	Word meaning	3,8,11,14,20.	5	25
	Total		20	100

The researcher gave the test, for pre test and post test to the students. The experimental group was given some material, which was consisted of communication aspect that would be taught by the teacher in different ways. The experimental group was taught by using recitation method and the control group taught the question-answer method.

E. The Validity and Reliability Instrument

1. Validity of Instrument

Anas Sudjono stated that validity is a characteristic of the good test. To get the validity of an achievement test can be used two ways:[6]

a. Totality of the test validity

b. Item validity

In this research, the researcher used item validity to get the validity of instruments. Item validity is a part of the test as a totality to measure the test by items. Where the test consist 25 multiple-choice test that will be divided into two groups. They are 25 for pre-test and 25 for post test. Suharsimi Arikunto says product moment is the formula to test validity.[7] But for the post-test will be conduct after treatment. To know validities each question would be refer to list r point. So, the researcher used product moment as follow:

$$rxy = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Where:

r_{xy} : correlation

X   : score question

Y   : total of score question

N   : Total of student

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[6] Anas Sudjono, Pengantar Evaluasi Pendidikan (Jakarta: PT Raja Grafindo Persada, 1996), p. 163.

[7] Suharsimi. Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 213.

2. The Result Try-Out of Validity Pre-test and Post-test

To know the validity of the each item test would be refer to biserial with r_{table} in significant level 5%: 0.361 and 1 % : 0.463. So, if r $_{account}$ > r $_{table}$ the test is clasified valid. Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test.

In this research the test was tested to the grade seventh students' of SMP Negeri 5 Padangsidimpuan. From the result of researcher calculation, researcher found that from 50 items was given to the students, 40 items was valid and 10 items was invalid, researcher found the calculation from anates.

3. Reliability of Instrument

Suharsimi Arikunto said that to obtain the reliability of the test; the researcher used formula K-R 20[8]:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \Sigma pq}{V_t} \right)$$

Where:

R_{11} : test reliability

K   : total of question

V   : variants total

P   : proporsi subject who is right answer

[8] *Ibid*, p. 231.

Q   : proporsi subject who is wrong answer

The reliability of the characteristic of a good test refers to consistency of the measurement. In this research, test reliability was done using formulation KR-20. The test is reliable if r $_{count}$ > r $_{table}$.

Result of calculation reliabilitas r_{11} cnsultation with r_{tabel} product moment with the significant level 5$_{\% (0,05)}$. If $r_{11} > r_{tabel}$ So, that the items is reliable, if the $r_{11} < r_{tabel}$ so, that the item is not reliable. For pre-test is r_{11} : 0.644, a = 0,05, n = 30 and r_{tabel} = 0.389. For post-test is pre-test is r_{11} : 0.871, a = 0,05, n = 30 and r_{tabel} = 0.436. Based calculation above, the test is very high reliable.

F. The Procedure of the Research

To get the data from the students the researcher collected by giving treatment to Recitation Method (Variable X). The experimental class and control class are given some material, which is about vocabulary aspect that will be taught by the researcher in different ways. The experimental class is given treatment, it taught by using Recitation method. The control class is taught by using question answer method.

a. Pre-test

   1) The researcher prepared 20 item test was valid.

2) The researcher gave the item test to the students in experiment class and control class.

3) The researcher explained to students' what students' to do.

4) The researcher gave time to students' to done the test.

5) The researcher collected the paper if the students' finished did the test.

6) The researcher checked answer of students and found mean score of the test in experiment and control class.

b. Treatment

The researcher used one meeting in this treatment because the time is limit.

1) For the meeting

a. For the beginning, researcher opened the meeting with learning activity such as: greeting, students take to pray before start study, and next the researcher explained indicator about material (word formation: prefix, suffix, meaning) and gave motivation to students.

b. The researcher started the study with present the material (word formation: prefix, suffix, and meaning). Here, the researcher gave instruction to the students.

c. The researcher practiced read the material and the students repeat after the researcher.

d. The researcher asked the students have understand about (word formation: prefix, suffix, and meaning.)

e. For treatment using recitation methods with the step:

1. The researcher giving 5 question to students' about material.

2. The researcher showed task in the white board and the students write the task and do the task.

3. The task are:

    a. Comfortable (change into prefix, write a sentence using word and complete with the translate into Indonesian language)

    b. Found the different meaning in 3 words below: careful >< carefully, correct >< correctly, work >< worker.

    c. Write the form of the word: necessary, healthy, and slowly.

    d. Conclude the word into prefix and suffix. (Responsible, understand, dangerous, dislike, and journalist).

    e. Write a sentence with using the word (teacher, disconnect, finally)

4. The researcher checks the answer of students' to find the students' comprehend about material or not.

c. Post-test

    After giving treatment, the researcher conducted a post test which the different test with the pre-test and has not been conducted in the previous

of the researcher. This post-test is the final test in this research, especially post-test is measuring the treatment, whether is an effect or not. After concluding post-test, the researcher analyzes the data and found the effect of using recitation methods toward students' vocabulary mastery in experiment class. The researcher has prepared some procedure there are:

1) The researcher prepared the test 20 item was valid.

2) The researcher distributes the paper of the test to students' experiment class.

3) The researcher explains to students' what students' to do.

4) The researcher giving time to students' to done the test.

5) The researcher collecting the paper if the students' finished did the test.

6) The researcher check answer of students and find mean score of the test in control and experiment class.

In control class the researcher used question-answer method and didn't treatment, so can say in control class the researcher do not give task to the students. In experiment class have three steps are:

a. Pre-test same with control class.

b. Treatments, when the researcher gives task as recitation method to students'.

c. Post-test same with control class before treatment.

In control class have

a. Pre-test

b. Question-answer but the researcher not gives task to students'.

c. Post-test

Note: In this research experiment and control class done in the morning, time, facility, and same teacher and as teacher is researcher.

G. The Technique of Data Analysis

The analysis of data is done to find out ability of two classes that have been divided into experiment and control class. From hypothesis is to answer result of the research, the researcher analysis data used t-test as follow:[9]

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Notes:

T : The value which the statistical significance

M_1 : The average score of the experimental class

M_2 : The average score of the control class

X_1^2 : Deviation of the experimental class

X_2^2 : Deviation of the control class

n_1 : Number of experimental

n_2 : Number of control

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[9] *Ibid,.*p. 507.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, researcher collected the data and gave the test about vocabulary to the sample. The sample in this researcher is VII-2 for experiment class and VII-6 for control class. The researcher has calculated the data by using pre-test and post-test. The researcher used quantitative analysis; the researcher used the formulation of t-test. Next, the researcher described the data as follow:

A. Description of Data

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. The Score of Pre-Test in Experimental Class

Based on the calculation of students' answers to the test in pre-test, researcher drawn the score of the students in experimental class in the appendix XIII, part I. Next researcher drawn the table sum as below:

Table VIII
The Score of Pre-Test in Experimental Class

Statistic	Sum
The highest score	65
The lowest score	45
Range	20
Interval	4
Mean	60.13
Median	55.14
Modus	53.82

Based on the table above shown that sum of score in experimental class, mean was 60.13, median was 55.14, modus was 53.82, researcher got the highest score was 65 and the lowest score was 45. Next, the calculation of how to get it can be seen in the appendix XVI part I.

Then, to clearer researcher organized the score of students with 6 classes and 4 interval. So, the computed of the frequency distribution of the students' score in pre- test of group can be applied in to table frequency distribution as follows:

Table IX

The Frequency Distribution of Students' Score in Experimental Class

No.	Interval Class	Frequency	Median	Percentages
1.	45 – 48	9	46.5	30 %
2.	49 – 52	6	50.5	20 %
3.	53 – 56	5	54.5	16.67 %
4.	57 – 60	7	58.5	23.33%
5.	61 – 64	0	62.5	0 %
6	65 – 68	3	66.5	10 %
Total		N= 30	-	100 %

From the table above, the students score that is there in class interval between 45-48 was 9 students (30 %), class interval 49-52 was 6 students (20%), class interval 53-56 was 6 students' 16.67 %, class interval 57-60 was 7 students (23.33%), class interval 61-64 was 0 students' 0 %. The last class interval 65-68 was 3 students' (10 %).
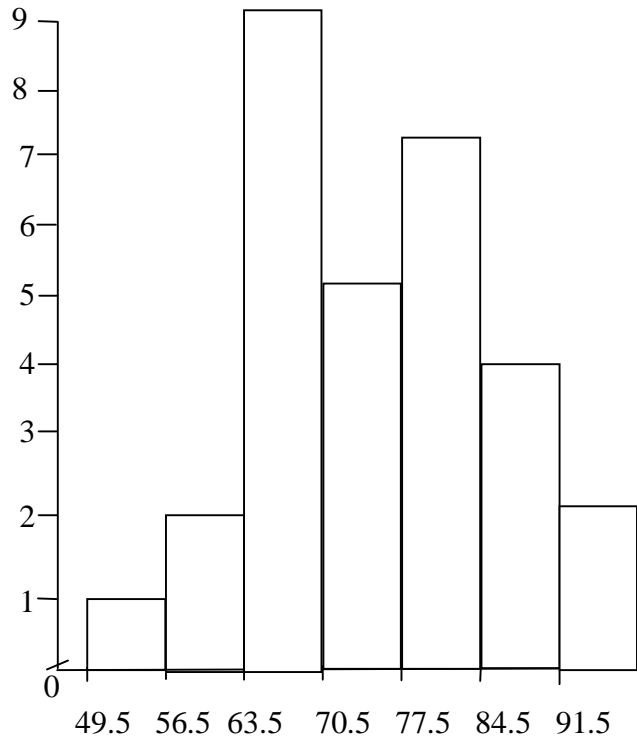
Based on the table, it can be drawn at histogram as below:
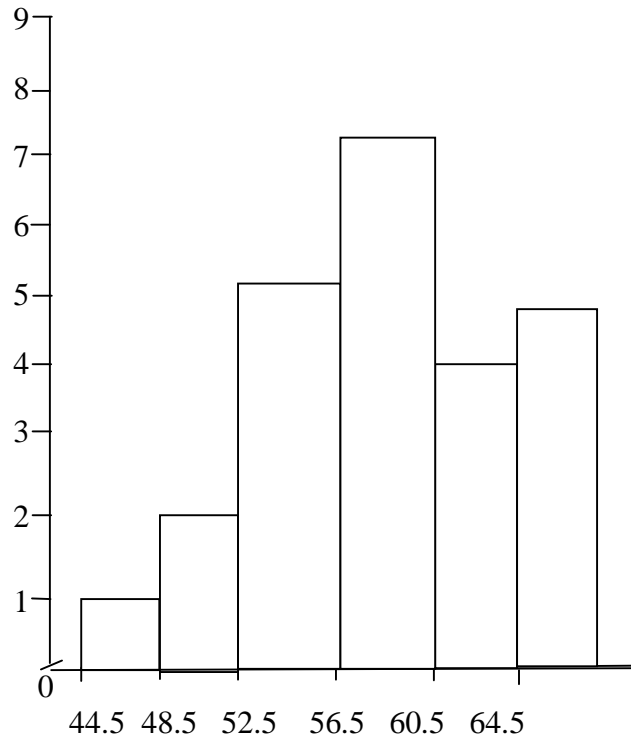
Figure 1: The histogram of students' score of experimental class in pre-test

2. The Score of Pre-Test in Control Class

In pre-test in experimental class, the researcher calculated the result that is got by the students in answering the test at the control class. Researcher drawn the score of the students in control class in the appendix XIII part II. Next researcher drawn the table sum as below:

Table X
The Score of Pre-Test in Control Class

Statistic	Sum
The highest score	70
The lowest score	45
Range	25
Interval	4
Mean	79.9
Median	54.82
Modus	53.7

Based on the table above the means of score in control class was 79.9, median was 54.82, and modus was 53.7. The researcher got the highest score was 70, and the lowest score was 45. Then, the students' score was grouped into 7 classes with 4 interval. The calculation of how to get it can be seen in the appendix XVI part 1. So, the computed of the frequency distribution of the students' score in pre-test of group can be applied in to table frequency distribution as follows:

Table XI

The Frequency Distribution of Students' Score in Experimental Class

,No.	Interval	Frequency	Median	Percentage
1.	45 – 48	4	46.5	13.33 %
2.	49 – 52	5	50.5	16.67 %
3.	53 – 56	8	54.5	26,67 %
4.	57 – 60	5	58.5	16.67 %
5.	61 – 64	0	62.5	0 %
6.	65 – 68	4	66.5	13.33 %
7	69 – 72	4	70.5	13.33 %
Total		N= 30	-	100 %

From the table frequency distribution above shown that the students'
score that is there in class interval between 45-48 was 4 students (13.33 %),
class interval 49-52 was 5 students (16.67 %), class interval 53-56 was 8
students (26.67%), class interval 57-60 was 5 students (16.67%), class interval
61-64 was 0%, class interval 65-68 was 4 students (13.33 %), the last class
interval 69-72 was 4 students (13.33%).

Based on the table, it can be drawn at histogram as below:
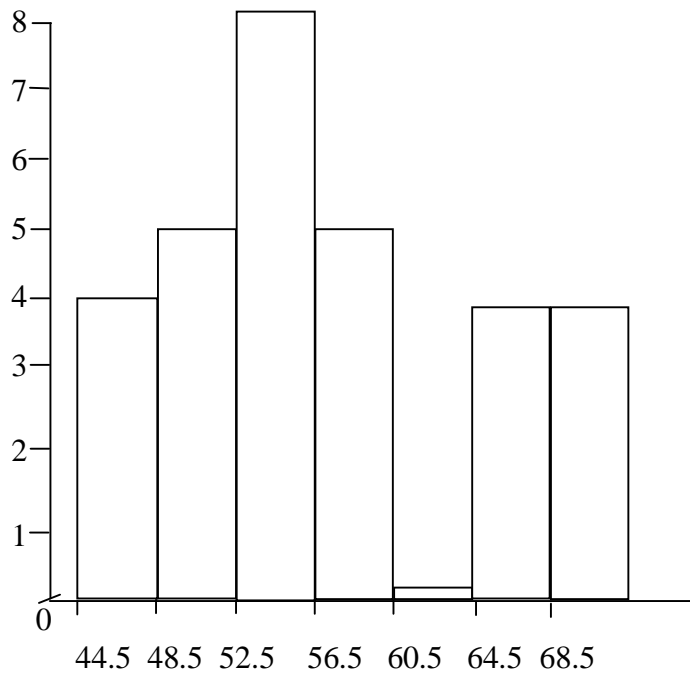
Figure 2: The histogram of students' score of control class in pre-test

From the above table, the researcher concluded the students' ability
before using reciprocal teaching strategy was low. It was improved by the
means score of experimental class 60.13 and control class was 79.9.

B. Description of Data

The post-test scores obtained after teaching in experimental class and control class is as follows:

1. The Score of Post-Test in Experimental Class

After done pre-test, researcher give the post-test for the final test and the post-test was given to the students after researcher give teaching before. Based on the calculation of the students' answer to the test in the post-test, researcher drawn the score of the students in experimental class in the appendix XIII, part II. Next researcher drawn the table sum as below:

Table XII

The Score of Post-Test in Experimental Class

Statistic	Sum
The highest score	95
The lowest score	50
Range	45
Interval	7
Mean	75.16
Median	76.8
Modus	74.49

Based on the table above the means of score in experimental class was 75.16, median was 76.8, and modus was 74.49. The researcher got the highest score was 95, and the lowest score was 50. Next, the calculation of how to get it can be seen in the appendix XVII, part II. Then, researcher organized the students' score into 7 classes with 7 intervals. The computed of the frequency

distribution of the students' score in post test of group can be applied in to table

frequency distribution as follows:

Table XIII

The Frequency Distribution of Students' Score in Experimental Class

No.	Interval	Frequency	Median	Percentage
1.	50 – 56	1	53	3.33 %
2.	57 – 63	2	60	6.67 %
3.	64 – 70	9	67	30 %
4.	71 – 77	5	74	16.67 %
5.	78 – 84	7	81	23.33 %
6.	85 – 91	4	88	13.33 %
7	92 – 98	2	95	6.67
Total		N= 30	-	100

From the table frequency distribution above shown that the students score

is there in class interval between 50-56 was 1 students (3.33 %), class interval

57-63 was 2 students (6.67 %), class interval 64-70 was 9 (30 %), class interval

71-77 was 5 students (23.33 %), class interval 78-84 was 7 students (23.33%),

class interval 85-91 was 4 students (13.33 %), the last class interval 92-98 was

2 students (6.67%)

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

Figure 3: The histogram of students' score of experimental class in post-test

2. The Score of Post-Test in Control Class

Based on the calculation of post-test, researcher drawn the score of the students in experimental class in the appendix XIII part II. Next researcher drawn the table sum as below:

Table XIV

The Score of Post-Test in Control Class

Statistic	Sum
The highest score	85
The lowest score	50
Range	35
Interval	7
Mean	73.76
Median	75.12
Modus	73.12

Based on the table above the mean of score in control class was 73.76, median was 75.12, and modus was 73.12. The researcher got the highest score was 85, and the lowest score was 50. Next, the calculation of how to get it can be seen in the appendix XVII, part II. Then, to clearer researcher organized the score of students with 6 class and 7 intervals. The computed of the frequency distribution of the student's score in post-test can be applied in to table frequency distribution as follows:

Table XV

The Frequency Distribution of Students' Score in Control Class

No.	Interval	Frequency	Median	Percentage
1.	50 – 56	1	53	3.33 %
2.	57 – 63	2	60	6.67 %
3.	64 – 70	10	67	33.33 %
4.	71 – 77	5	74	16.67 %
5.	78 – 84	8	81	26.67 %
6.	85 – 91	4	88	13.33 %
Total		N= 30	-	100 %

From the table frequency distribution above shown that the students score is there in class interval between 50-56 was 1 students (3.33 %), class interval 57-63 was 2 students (6.67 %), class interval 64-70 was 10 students (33.33 %), class interval 71-77 was 5 students (16.67 %), class interval 78-84 was 8 students' (26.67) %, the last class interval 85-91 was 4 students (13.33 %).

Based on the table, it can be drawn at histogram as below:
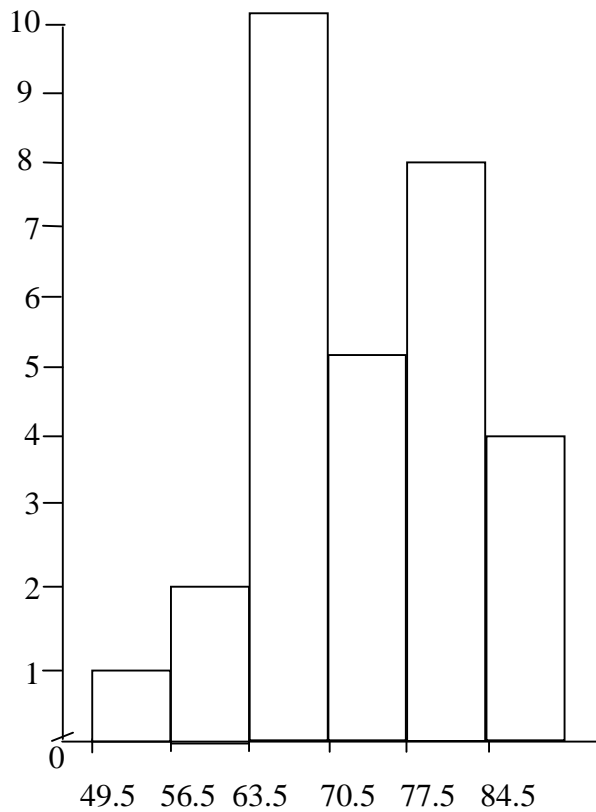
Figure 4: The histogram of students' score of control class in post-test

Next, from calculation above the researcher concluded the students' skill after teaching by using reciprocal teaching strategy was increase quickly. It can be seen from the mean score of experimental class was bigger than control class (74.96 > 73.65).

C. Hypotheses Testing

Before make the hypotheses researcher made the formulation of problem was is there significant effect of using recitation method towards students' vocabulary mastery at Grade VII SMP Negeri 2 Padangsidimpuan? Next, the hypotheses of the research was There is significant effect of recitation method on students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan.

Then, researcher have criteria of the test hypotheses, if $t_0 > t_t$ null hypotheses (H_0) is rejected and the alternative hypotheses (H_a) is accepted. In turn if $t_0 < t_t$ the alternative hypotheses (H_a) is rejected and null hypotheses (H_0) is accepted, it means that the hypotheses of research is rejected. Based on the data collected, the data will be analyzed to prove hypothesis by using formula of t-test. The steps were started. It can be seen in the appendix XVII.

The degree of freedom (df) is $= n_1 + n_2 - 2$. The total of students in every classes are 30 in class VII-2 and 30 in class VII-6. So, df = 30+30-2= 58, from the percentage points of the t distribution can be seen that the table of significant get point 1.67. After the data calculated the researcher got t_0 is 2.26 (appendix XVII) whereas t_t was 1.67. It shown that t_0 is bigger than t_t (2.26 > 1.67). So, the hypotheses null (H_0) is rejected and the alternative hypotheses

(H_a) is accepted. In conclusion, there was the effect of recitation method on students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan.

It means that the hypotheses of research is accepted and there is effect of recitation method on students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan. As addition, there are different between score of students' vocabulary mastery in experimental class and control class. The score in experimental class was bigger than control class. Before teaching mean score in experimental class was 60.13 and mean score in control class was 79.9.

So the researcher concluded that a method has effect to students' vocabulary mastery. From the calculation above the researcher concluded the students' ability after teaching by using recitation method better than question-answer method. from mean score 75.16 to 73.76. The recitation method is some other conventional method such as; lecture methods, three phase technique, question-answer, and study tour. But in case the researcher, only recitation method and question-answer method. If recitation method implementation increase well, so the effect of method will increase well.

D. Discussion

Based on the theory in chapter I and related findings, the researcher discuss what that was found. First, Abuddin Nata[1] says that behavioristics theory assumption that learning is capacity to form stimulus response relation as much as possible. It means that, by much stimulus that is given to students so will much more the students' response in teaching learning process.

In addition, recitation methods can increase students' vocabulary mastery. In this research, after using recitation the mean score in experimental class is 75.16 and control class 73.76. The result showed that recitation methods has effect on students' vocabulary mastery.

Second, research with the title *"Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior".[2]* The result of her research found that there was significant effect to the students' vocabulary mastery and also could improve students' vocabulary mastery from low category into good category. it can be seen that the mean score increase 56.50. The increasing score from 48.21 to 56.50 was 8.29; "t" calculate was – 22.5 with 45 degree freedom. It means, using antonym and synonym as a media to improve well learning vocabulary mastery at SD Negeri 116254 Ranto Jior.

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[1]Abuddin Nata, Ilmu Pendidikan Islam dengan Pendekatan Multidisipliner (Jakarta: PT Raja Grapindo Persada, 2009), p. 175.

[2]Wirda Halwi, "Improving Grade V Students' Vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior" *Unpublished Thesis,* (STAIN: Padangsidimpuan, 2011), p. 40.

Next, the research with the title*"The Effect of Communicative Approach to the Students' Vocabulary Mastery of the Grade IX at SMA Negeri 2 Siabu in 2010 – 2011 Academic Year".*[3]The concluding of her research was using communicative approach there was better than without using communicative approach. After finding the data it was found that the total score of students in pre – test and post – test of experimental group was 50. 16 and 74. 33. The mean score of post- test of experimental group was greater than pre–test. This situation shown that students' vocabulary mastery though by using communicative approach is bigger than traditional method.

The last research with the title *"The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola".*[4] The result of her research found that researcher was made an interview for students and students that English teacher at SD Negeri No. 100890 Muaratais Batang Angkola based on the result interview to students and English teacher, there were students' difficulties vocabulary mastery : first, the students were lack vocabulary. Then, when the researcher was given a picture the students should be not write of vocabulary but mean. Last, the students were memorized of vocabulary lazy. The researcher concluded that using media students' can master vocabulary well.

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[3]Erniati, "The Effect of Communicative Approach to the Students' Vocabulary Mastery of the Grade IX at SMP Negeri 2 Siabu in 2010 – 2011 Academic Year" *Unpublished Thesis*, (UMTS: Padangsidimpuan, 2011)

[4]Masroana Lubis, "The Students' Vocabulary Mastery by Using Picture at SD Negeri No. 100890 Muaratais Batang Angkola" *Unpublished Thesis*, (STAIN : Padangsidimpuan, 2012), p. 63

Therefore, the researcher found the students' vocabulary mastery using question-answer is lower than recitation methods. It can be seen from mean score (75.16>73.76, and also from mean score between the experimental group and control group after using recitation, it is indicated that the score of experimental class was bigger than control class (95 > 85), it meant that the hypotheses was accepted and indicated $t_o > t_t$ (2.26 >1.67). Therefore, the researcher concluded that in learning vocabulary mastery, recitation method is affective that question-answer method.

E. Threats of the Research

In this research, the researcher found the threats of this research as follows:

1. The learning process wasn't effective because time limited.

2. Test perform cannot done because time limited and hasn't tools to shown material.

3. The limited of English books (especially recitation method book) in the researcher's campus.

4. The last is the limited of the instrument of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation of the problems and the hypotheses of research, researcher concluded the effect of recitation methods to students' vocabulary mastery showed the effect. It can be seen from the result of data analysis that has described in the previous chapter. In which the mean score of experimental class was bigger than control class (75.16 > 73.76). From the calculation of t_0 is 2.26, while t_t score is 1.67, so there was significant effect of using recitation method toward students' vocabulary mastery at grade VII SMP Negeri 2 Padangsidimpuan. So that from the calculation in previous chapter, researcher concluded the hypotheses was accepted because $t_0 > t_t$ (2.26 > 1.67).

B. Suggestion

The result of this study showed that the use of recitation methods improve students' vocabulary mastery. Therefore, the following suggestions are offered:

1. For headmaster, provide tools and media complete in teaching vocabulary that students' increase to leaning English with tool and media.

2. For the teacher, it is very wise to use recitation methods in teaching vocabulary because this technique can stimulate students to have motivation especially in vocabulary.

3. For the students, it is hoped that by using recitation methods the students more interested in studying vocabulary, because recitation methods can reflect their active to discuss about the material.

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