A COMPARATIVE STUDY BETWEEN VOCABULARY MASTERY LEARNED BY WORD CARD AND PICTURE MEDIA AT THE GRADE EIGHT STUDENTS OF SMP N 2 BATANG ANGKOLA

A THESIS

Summited to the state Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of Requirement for the Degree of Graduate Islamic Education (S.Pd.) in English.

Written by :

NURUL KHOFIFAH HARAHAP

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) examplars

Padangsidimpuan,   Februari 2023
a.n. **Nurul Khofifah Harahap**
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-

Padangsidimpuan

Assalamu'alaikum wr.wb

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurul Khofifah Harahap**, entitled " **A Comparative Study Between Vocabulary Mastery Learned by Word Card and Picture Media at the Grade Eight Student of SMP N 2 Batang Angkola".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan   .

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikum wr.wb.

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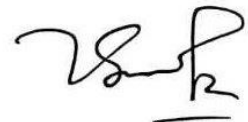Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A   Sokhira Linda Vinde Rambe, M.Pd
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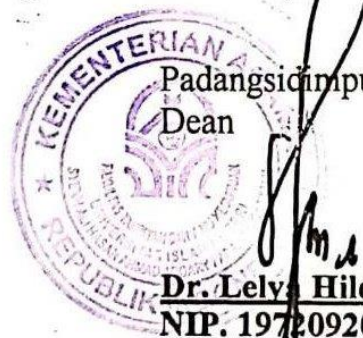Predicate :

LEGALIZATION

Thesis	: A Comparative Study Between Studets' Vocabulary Mastery Learned by Word Card and Pictures Media at the Grade Eight Studets of SMP N 2 Batang Angkola
Name	: Nurul Khofifah Harahap
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ABSTRACT

Vocabulary is the important component to mastery a language. But, there are several problems that faced by students in vocabulary mastery they are not confidents, they don't have friends to practice, beside the sudent's problems the applicaton of method and media for teaching English are luck.

There are three formulations of the problem, they are How is the students' vocabulary mastery after learning word card, they are How is the students' vocabulary mastery after learning picture,and any significant differences between student's vocabuary mastery after learning word card and picture at the grade eight student of SMP N 2 Batang Angkola. This research were to find out whether there is a significant differences in students' vocabulary mastery between word card and picture atbthe grade eight student of SMP N 2 Batang Angkola.

This research used quantitative approach by using experimental method with true experimental design. The are two classes of sample there are VIII- A and VIII – B. The data were collected through pre-test, treatment and post-test. The instrument of the data is test through normality, homogeneity, and hyphoteses test. The data analyzed by using T – test formula.

The result of students vocabulary mastery using word card in pre test was (59.64) in the bad category and the result of post test in was 68.14 in the enough category. Then the students vocabulary mastery by using picture in the pre test was (68.14) in the enough category and the result of post test was (79.50) in the good category. By the result of T- test, it is seen that tcount = 6.866, with t table =2.0048 (6.866>2.0048) so, it can be said that there is significant differences between using word card and picture media on student's vocabulary mastery at the grade eight student of SMP N 2 Batang Angkola.

Key Words : Word card,Picture, Vocabulary

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pada   **Siswa dipelajari dengan kartu kata dan media gambar**
                    kelas delapan SMP N 2 Batang Angkola.

ABSTRAK

Penelitian terfokus pada Studi Perbandingan Antara Penguasaan Kosakata pada Siswa dipelajari dengan kartu kata dan media gambar kelas VIII SMP N 2 Batang Angkola.. Beberapa masalah yang dihadapi siswa dalam menguasai kosa kata diantaranya : 1) Kurangnya kepercayaan diri siswa, 2) Siswa tidak memiliki teman untuk praktek, 3)Kurangnya media dan metode pembelajaran.

Ada 3 rumusan masalah dalam penelitian ini, yaitu bagaimana penguasaan kosakata siswa dengan menggunakan media kartu kata, bagaimana penguasaan kosakata siswa dengan menggunakan media gambar dan apakah ada perbedaan yang signifikan antara penguasaan kosakata siswa setelah belejar media kartu kata dan gambar siswa kelas VIII SMP N 2 Batang Angkola. Penelitian ini bertujuan mengetahui penguasaan kosakata siswa menggunakan media kartu kata dan media gambar dan untuk mengetahui apakah ada perbedaan yang signifikan pada kosakata siswa antara media kartu kata dan media gambar pada kelas VIII SMP N 2 Batang Angkola.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan menggunakan rancangan eksperimen sungguhan. Sampelnya adalah VIII - A dan VIII - B. Data dikumpulkan melalui pre-test dan post-test dan dianalisis menggunakan rumus independent sample T-test.

Hasil dari penguasaan kosakata siswa menggunakan media kartu pada pre test (59.64) pada kategori buruk dan hasil pada post test (68.14) pada kategori cukup. Kemudian penguasaan kosakata siswa menggunakan media gambar pada pre test (68.14) dan hasil pada post test (79.50) pada kategori baik. Pada hasil T-test dapat dilihat T_{hitung}=6.866, dengan T_{table}=2.004 (6.866>2.004) disimpulkan bahwa media kartu kata dan gambar berpengaruh secara signifikan terhadap penguasaan kosakata siswa kelas VIII SMP N 2 Batang Angkola.

Kata Kunci :Kartu kata, Gambar, Kosakata.

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Bismillahirrahmanirrahim

First and foremost, praises and thanks to the Almighty, for His shower of blessings, as well as the strength, peace of mind, and good health that he bestowed upon my bachelor's degree, allowing me to successfully complete the research of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

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nothing. Thanks for giving me a million loves, prayers and money so that I can survive. This Bachelors' degree officially I present to them. Love you so much mom and dad. Also thanks to my sisters and bro (Khusnil Khotimah Harahap, Sri Ramadhani Harahap, Saima Putri Romaito Harahap and Hizbul Pasya Soritua Harahap) for sending me a pray.

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   I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

<div align="right">

Padangsidimpuan,   Maret 2023
Researcher

Nurul Khofifah Harahap
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is generally defined as the knowledge of words and word meaning. Thornburry stated that vocabulary is usedd to determine the proficiency the students has in oral context. [1] Vocabulary is an essential component to determine how many students are able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively.

Learning vocabulary is very crucial becaused it makes the students understand and comprehend what they do and what they talk. It gives contribution to learners to perform their skill. It is impossible for the students to perform their English appropriately if their vocabulary is very poor. The process of learning vocabulary is incremental, which means that the acquisition of vocabulary is incremental both in acquiring sheer volume of vocabulary or various aspects of individual lexical items.[2]

Siregar stated that vocabulary is a significant rule in teaching learning language process. [3]In short, by having too limited vocabulary, the students are difficult to good language skills, since a good word of words is crucial for understanding and communicating.

[1]Thornburry, S. (2013). "How to teach Vocabulary'', *Journal of chemical information and modeling*, 53(9), 1689- 1699, https:doi.org/10.1017/CB09781107415324.004.

[2]Schmitt,N, *Researching Vocabulary: A vocabulary research manual* (England:Palgrave Macmillan,2010).p.19.

[3]Siregar Fitri Rayani(2016;2017), "Students' Vocabulary Mastery Using Kahoot Platform Media", *English Journal For Teaching and Learning,* Vol. 07 No. 02. 2019 p.187-196

So, vocabulary is total number of word which makes up a language. It is one of language components and as a base of a language. That is why vocabulary building should be given to students to get vocabulary is better becaused they was have stronger base in learning and simple vocabulary is the best choice for students.

In fact based on the result of student's vocabulary mastery at Junior High School by asking the English teacher about students' result of teaching vocabulary, the teacher stated that the grade eight students in SMP N 2 Batang Angkola are luck of vocabulary. They feel difficult to memorize the vocabulary and the meaning, and to pronounce the word in English. It can be assumed that there are some factors that caused these problems. The first, because they are not confident. It comes because they are afraid or shame of speaking English and make mistake when expressing a sentence. The second, they don't have friends to practice. Because the location of the school is in Bataknese era, so the students cannot speak the English or practice the language. The third, method and media for teaching English are luck so the students are less interested in English.[4] Therefore, the teacher must know how to teach the lesson by using media in teaching vocabulary to increase their ability in vocabulary. In this situation the teacher's role is very important to evoke and make the students interested in studying. The teacher can make new style to make the student enjoyed and interested to study it can be with new method or add some media.

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[4]Masliani, S.Pd.I, English teacher, Private interview, 25th December 2021, 10 a.m.

In teaching vocabulary, the teachers can apply many various media, they are real thing, word card, photos, books, magazines, newspapers, reference books and other printed material, posters, cartoon, maps, globe, diagrams, schema, projector ,and with visual media like realia, picture, flashcards, slides, and wall charts[5]. The importance of media in teaching vocabulary is that can help the teachers to explain the material. The function of media generally agreed to be communication.[6] It means that the students more understand about vocabulary if the teacher teach them by using media and the teacher know how to teach them by using media.

The media is that used in learning vocabulary is word card and picture. Word card are small cards to help students to remember words. According to He,[7] learning from word card is a good strategy for both usedful for successful learners and students who find it difficult to learn vocabulary. It is the easiest way for students to memorize the meaning of the new word.

Based on the explanation above, the researcher wants to do research about comparing 2 media in teaching vocabulary using word card and picture media in vocabulary mastery. This research entitle " a comparative study between vocabulary mastery learned by word card and picture media at the grade eight students of SMP N 2 Batang Angkola''.

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[5]Campillo Lopez Rosa, *Teaching and Learning Vocabulary: An Introduction for English Students* ,p.45

[6]Robert M Gagnae, *Media and the Learning process* (California),p.7.

[7]He, Y. (2010). *A Study of L2 Vocabulary Learning Strategies. The School of Teacher Education English*, p.40.

B. Identification of the Problem

Based on the research above, The students' problem in vocabulary mastery the students are difficult to memorize the vocabulary especially a new vocabulary that they never heard, and the students are difficult to pronounce the word in English.

C. Limitation of the Problem

Based on the identification of the problem, the researcher would used media to teaching vocabulary. there are various media can we used in teaching vocabulary, such us flashcard, photo, poster, magazine, book, picture, card, word card, film, video, CD, computer, puzzle, map, radio, tap recorder and so on. The researcher just only focus on two Medias, those are using word card and picture media.

The researcher not compares all of the media. The researcher compares two media only; they are word card and picture. It is to see the vocabulary mastery of the students at grade eight SMP N 2 Batang Angkola. The vocabulary was be related to animals, transportations, adjectives and traffic sign.

D. Definitions of the Operational Variable

1. Word card Media

Word card are small cards or it can be a piece a paper to help you to memorize words. The type of word it can be noun, verb, adverb and etc. word card as visual and can be effectively usedd to help to teach

vocabulary. By card word card mean collection for cards with text on them. The text should be large enough to be hold. [8]

2. Picture Media

Picture is one of kind visual media. picture are media general or used in individual study. Picture is media that easy to getting, easy to showed to students, and easy to make students understand. Picture can be used as visual aids and help the teacher bring the material easier for the students understand.

3. Students Vocabulary Mastery

Student's vocabulary mastery is the students comprehend about the meaning of the word. The students not only know the meaning of the word but also comprehend what the meaning of the word memorize and also apply in daily activity. It means that vocabulary is collection of the word used every one to used speaking and writing.

E. Formulations of the Problem

The formulations of the problem are:

1. How is the students' vocabulary mastery by using word card at the grade eight students of SMP N 2 Batang Angkola?

2. How is the students' vocabulary mastery by using picture media at the grade eight students of SMP N 2 Batang Angkola?

---

[8]Ummi Hidayatun Nikmah, "*Teaching Vocabulary Using Realia And Using Word Card To The Tenth Grade Students Of MA Al- Faizin Bangsi Jepara''*,Vol 5, No. 2, Agustus 2014.

3. Is there significant difference between students' vocabulary mastery between word card and picture media at the grade eight SMP N 2 Batang Angkola?

F. Aims of the Research

The aims of the research are:

1. To know the students' vocabulary mastery by using word card at the grade eight SMP N 2 Batang Angkola

2. To know the students' vocabulary mastery by using picture media at the grade eight SMP N 2 Batang Angkola

3. To examine whether there is a significant difference in students' vocabulary mastery by using word card and picture media at the grade eight SMP N 2 Batang Angkola

G. Significances of the Research

The following illustration describes the significances of this research:

1. For teachers, the result of this research was help the students problem in vocabulary mastery so they can give motivation

2. For students, as the motivation to improve their vocabulary mastery especially about word card and visual vocabulary

3. For other researcher, the result of this research is to help the other researcher who was conduct further research in same topic

H. Outline of The Thesis

The systematic of this thesis is divided into five chapters. Each chapters consist of many sub chapters with detail as follows:

Chapter I is about introduction, consist of the background of the problem, identification of the problem, limitation of the problem, definition of operational variable, aims of the research, significant of the research and outline of the thesis. Chapter II is about theoretical Description, which explained about teaching vocabulary, word card, picture, review of related finding, conceptual framework and hypothesis.

Chapter III discusses about research methodology that consisted of : research design, place and time of the research, population and sample of the research, technique of data collection, technique of collecting the data and testing hypotheses. Chapter IV is the description of the data, testing hypotheses, discussion of the research and threats of research. Chapter V is the conclusions and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. **Theoretical Description**

1. **Teaching Vocabulary**

    a. **Definition of Teaching Vocabulary**

    Teaching vocabulary is a process which teachers gives some new words to the students and hoping that they can recognize, pronounce, practice and remember those new words may they haven't heard those words before. [1] Teaching vocabulary through real things like word card and picture in the real situation make the students interesting in learning vocabulary.

    Teaching vocabulary is clearly more than just presenting a new word. In teaching vocabulary, the teachers are hoped to have some technique in order to make students familiar with a new vocabulary so that they understand new word easily.

    b. **The Components of Teaching**

    Schools currently used a number of frameworks that describe the core elements of effective teaching. The problem is that these attributes are so broadly defined that they can be open to wide and different interpretation whether high quality teaching has been observed in the classroom. It is important to understand these limitations when making assessments about teaching quality.

---

[1] Surachmad, A.M. *TEFL,* (Ciamis:Universitas Galuh,2008), p.21

Below we list the six common components suggested by research that teachers should consider when assessing teaching quality. We list these approaches, skills and knowledge in order of how strong the evidence is in showing that focusing on them can improve student outcomes. There are six components of teaching student:

1) Pedagogical content knowledge (Strong evidence of impact on student outcomes).

2) Quality of instruction (Strong evidence of impact on student outcomes).

3) Classroom climate (Moderate evidence of impact on student outcomes).

4) Classroom management (Moderate evidence of impact on student outcomes).

5) Teacher beliefs (Some evidence of impact on student outcomes).

6) Professional behaviors (Some evidence of impact on student outcomes).[2]

Based explanation above, the researcher conclude component of teaching are content knowledge, quality of interaction, classroom climate, classroom management, Teacher beliefs, and teacher behaviors. So, the component of teaching must be to improve teacher self.

---

[2] Robert Coe And Friends, *What Make Greats Teaching?* (Durham University: October, 2014), P. 2-3.

c. The Aims of Teaching

Student teaching is the culminating experience of the teacher education program at Murray State University. The student teacher is placed under the supervision of an experienced public school teacher and a university coordinator. According to Kentucky New Teacher Standards about the aims of teaching student such as:

1) Designs/Plans Instruction

2) Creates/Maintains Learning Climates

3) Implements/Manages Instruction

4) Assesses and Communicates Learning Results

5) Reflects/Evaluates Teaching/Learning

6) Collaborates with Colleagues/Parents/Others

7) Engages in Professional Development

8) Knowledge of Content

9) Knowledge of Technology[3]

A student teacher should be making acceptable progress in each of the Nine Kentucky New Teacher Standards in order to receive credit for student teaching. Credit in student teaching and completion of all other program requirement allows the student teacher to receive a Statement of Eligibility.

---

[3]Kentucky, *Equal Education And Employment Opportunities M/F/D,* AA Employer, Murray State University, Murray, 42071, Revised 06/28/01, P.1.

d. Principles of Teaching

The nine principles were first adopted by the University's Academic Board in 2002. Aspects of the principles guiding knowledge transfer with regard to teaching and learning are the most significant additions and while they are embedded throughout the document, they are particularly concentrated in principles two and seven. In principle two the interrelations between research, knowledge transfer and teaching are described while in principle seven the practical elements of embedding knowledge transfer in teaching are discussed.

Guiding principles of teaching student there are:

1) A shared vision and commitment to young people needs to be developed and communicated between school staff, students and their families.

2) Sensitivity to child and adolescent stages of development needs to be reflected in school policies, procedures and practices.

3) Commitment to supportive relationships needs to be a school community priority.[4]

So, there are three guiding principles are interrelated and inter dependent. Some relate to the broad intellectual environment of the University while others describe specific components of the teaching process. Together, these principles reflect the balance of evidence in the research literature on the conditions under which student learning thrives.

---

[4] Department Education And Training, *Start School Transition And Resilience Training* (State Movement Victoria), P. 10-11.

e. Definition of Vocabulary

Vocabulary is one of component for the language, where is vocabulary help people to speaking and language communication. Vocabulary is also one of the important things to mastery the four skills like; reading, speaking, listening and writing.

Vocabulary is component of language that maintains all of information about meaning and using word in language. According to Hornby, "vocabulary is all the words that a person knows or useds".[5] Then, According to Penny in Paul Nation said that "vocabulary can be defined, roughly, as the words we teach in the foreign language".[9]

From the definition above about vocabulary the researcher conclude that vocabulary is the important component of language that people know and used to have communication with others.

Addition to definition of vocabulary, according to Richard and Wasy A Renandya that "Vocabulary is a core component of language proficiency and provides much of the basis how well speaks, listen, read, and write".[7] It means words can be noun, verb, adjective, adverb, conjunction, preposition to used language. Vocabulary is the stock of word on which they can draw in expressing people selves. Most of the

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[5]A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Press, 2003), p. 1506.

[9] Paul Nation, Teaching and Learning Vocabulary, *Handbook of Practical Second Language Teaching and Learning* (London: Routledge, 2022), 29, https://doi.org/10.4324/9781003106609-33.

[7] Jack C. Richard & Wasiy A. Renandya, *Methodology In Language Teaching And Anthology Of Current Practice* (USA: Cambridge University Press, 2000), p. 255.

people do not used nearly as many words in speaking or writing as someone recognizes or understands when they hear or see.**⁸**

From the explanation above the researcher conclude that vocabulary is component of language for people used not only for speaking but also used in listening, reading and writing and the function of vocabulary not only for communication but for expressing people selves.

It means, someone used vocabularies which they have been known, and cannot used vocabulary that they have been known yet. The researcher can conclude that vocabulary is all the words which used in a language and vocabulary is all words that people know or used and profession usually in alphabetical order and defined.

f. **Kinds of Vocabulary**

Vocabulary varies in the four skills of language. Generally students was absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching.

Then, according to Evelyn Marcused said that vocabulary can be divided in two kinds, they are high frequency vocabulary and low frequency vocabulary.

1) High frequency vocabulary consisted of words that are used very often in normal language, used in all four skills and across the full

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⁸ Richard D. Mallery, *How To Enlarge And Improve Your Vocabulary,* (United State, America: The Blakiston Company, 1947), p. 1.

range of situation of used. High frequency vocabulary consisted of 2000 word families, which   are about 87% of the running words in formal written text and more than   95% of the words informal spoken texts.

2) The low frequency vocabulary on other hand, cover only small proportion of the running words of continuous text, it means that low frequency vocabulary is rarely usedd in common activity of English language. This group includes well over 100.000 word families.[10]

Further, according to Scott Thorbury vocabulary can be divided into two kinds too, they are:

1) Active vocabulary refers to put item which the learner can used appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.

2) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.[11]

From the explaining above, there are some kinds of vocabulary, high-frequency vocabulary, low-frequency vocabulary, active vocabulary, and passive vocabulary.

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[10]Evelyn Marcused, *Vocabulary, Semantic and Language Education* (Cambridge: Cambridge University Press, 1997), p. 45.

[11] Scott Thorbury*, How To Teach Vocabulary* (New Zealand: Longman, 2002), p. 114.

2. Word Card

a. Definition of word card

Lavoice said that word card is the important media to help the students learn.[12] A Word card is a part of flash cards that can be shown to students the form and the meaning of target word. Word card can be as a media and also the strategy that we can used in teaching vocabulary. The used of word card in teaching English vocabulary is one of the media to improve the students' skill in learning vocabulary. Example vocabularies about animals, adjectives, transportations, jobs, traffic sign, part of body and so on. To master English vocabulary, we had to know what media we can used therefore learning English becomes easy and interesting for the students. Royer showed that better retention of vocabulary could be attained using index cards with L2 words on one side and the equivalent L1 word on the other side, compared with having the L1 and L2 words on the same side. [13]

Word card is a part of flashcards with the size of a playing card that can be shown to students which is useful for handing out as part of various activities and functioned to create a connection between the form and the meaning of a target word.[14]

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[12]Lavoice C, "The Effect of Training on Vocabulary Strategy Used: explicit Teaching of word family, word network and word card strategies," *Journal of Language Teaching and Learning* ,Vol ume 6, No 1,p.20-34.

[13]Barry Lee Reynolds, Wei Hua Wu, and Ying Chun Shih, "Which Elements Matter? Constructing Word card for English Vocabulary Growth," *SAGE Open* 10, no. 2 (2020), https://doi.org/10.1177/2158244020919512., *journal SAGE Open*, volume 10, No 2, 2020.

[14] Lavoie C, The effect ….,p. 20–34.

Word card has function to memorize the word, it is also supplies the word repetition that can be helpful for their memorizing.[15] The words is borne in long term memory in their mind. Word card is easy for the teacher in preparing the material just need a creative and need time to prepared it. And also can written directly by the teacher.

The word-cards is an interesting media to motivate the students in making communication and to facilitate the students in learning English. Word card are small cards to help your remember word. Making a set of word card is an easy way to revise. Using word card is not only memorizing the word, it is also supplies the words repetition that can be helpful for their memorization.[16] The words are stored longer on their mind than just memorizing the word list. It is also flexible because the words on the cards can be adjusted with student material.

b. **Making word card**

Before show the cards for the students, the researcher have to make word card anyway. The step to preparing or make word card are :

1) Small cards (around 5x4 cm) should be used so that they can easily be carried around

2) Put the word on one side and the meaning on another side to encourage retrieval.

3) Used first language translation

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[15] Siregar Fitri Rayani, Using The Word Card Technique In Teaching Vocabulary, "*English Education*", Vol 4, No 2, Juli 2016

[16]Ndita Fazriani, et. Al., ''The Effectiveness of Word Card as Media to Improve Students' English Vocabulary,*'' Jurnal Ilmu Sosial dan Pendidikan,* Volume 4. No. 3 Juli 2020, p.527.

4) Used picture where possible

5) Keep the card simple

6) Suit the number of words to the pact of difficulties of words. [17]

Based on explanation above, the researcher make a conclusion making word card based on the researcher, they are: The researcher prepares the small cards it depends on 5 categories and depends on 10 cards for each category, Write the new word on the card and also the collocation or how to pronounce the words and It must be a new words for the students

c. **Procedure of Using Word card**

The procedure of using Word card are:

1) Write the vocabulary items on individual cards with their translation on the reverse side. See how many word you can remember from the English definition by turning them over one by one, then truth it the other way around.

2) Studying the words in the context in the sentences in the dialogues of your text book.

3) Say the words out loudly

4) Write down the words that are most difficult to memorize on separate sheet of paper and give extra time to them

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[17]Nation, et. al.," Learning Vocabulary in Another Language II Deliberate Learning from Word card,'' *Journal Education,* volume 10 n0.1017, 2013 (https://www.cambridge.org/core.,access on 12 march 2018 at 12:04:52) .

5) Tape record the word and their definitions, then listen to the tape several times. Used the "paused" button to test yourself. Associate words with picture

6) Group them by generic categories, e.g. furniture, foods.

7) Make sentences using the new vocabulary (and grammar patterns) ready for used in classroom. [18]

Based on explanation above, the researcher made a conclusion procedure of using word card based on the researcher are:

1) The researcher asks the students to work individually not pairs or group work.

2) The researcher prepare the small cards it depends on 10 cards

3) Write the new word on the card and also the collocation or how to pronounce the words

4) The researcher show the cards one by one

5) And practice how to pronounce the word as well

6) Ask the students to memorize all of the words

7) And the last make a test

d. Advantages of picture and Disadvantages of Word card

Using Word card also have benefit or advantages and disadvantages. Below the researcher was mention several advantages and disadvantages of using word card in teaching vocabulary.

The advantages of word card are:

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[18]Irfan Tosuncouglu, *Teaching Vocabulary for Active Used,* (Kyrgyz: Manas University Press, 2008).

1) While learning the learner concentrates on those words he does not know yet: the words (s) he does know, or has learned in the meantime becaused they were not difficult,

2) The order of a series of words to be learned is flexible. Consequently the position of a word to be learned in a series no longer wrongly offers any help.

3) Learners have a strong affective bond with the material for they have made the cards themselves. The deck of cards is something truly theirs.

4) Learners see the results of their learning (experiencing of success): an ever growing pile of cards with words they already know.

5) Learning words is no longer a dull cognitive activity, but a real activity with playful elements.

The advantages of word card according to Nakata (2008) and nation they are:

1) Firstly, word card allow for active recall of the L2 word form and its meaning separately because each form is presented on different sides.

2) Secondly, expanded spaced rehearsal can be implemented more easily as learners are able to divide cards into several decks, allowing them to review difficult or unknown items more frequently than easy or better-known items.

3) Thirdly, as words are presented separately, no inappropriate help is given via the list effect.[19]

The disadvantages of word card they are:

1) By writing the cards the learner pays more attention to the word form of the foreign language word than is usually the case.

2) During learning (receptively or productively) the learner does not at once see the translation of the word to be learned. This stimulates him/her to first think before checking whether (s) he knows the word (retrieval practice).

3) As learning is supported by motor, manual activity-the learner is constantly handling the cards-(s) he is better concentrated on the task, something which appears to work especially in learners who are by nature easily distracted.[20]

3. Picture

a. Definition of Picture

Picture are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Picture are identified as visual representation from people or things

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[19] Nakata, *English vocabulary learning with word lists, word card and computers: implications from cognitive psychology research for optimal spaced learning. Recall* (New York, 2008), p. 20.

[20] Jan-Arjen Mondria And Siebrich Mondria-De Vries, "*Efficiently Memorizing Words With The Help Of Word card And "Hand Computer": Theory And Applications*," Vol. 22, No. 1, p. 47-57. 1994.

realized. Example like picture of animals, adjectives, transportations, jobs, traffic sign, part of body, flowers and so on.

Based on the classification of media above, picture are visual media and non-projected media. The size of the picture can be enlarged or made small so they can be used in learning needs. According to Gerlach and Ely definition of picture is: A picture is a two-dimension visual representation of persons, places, or things. Most commonly it is a photograph, but it also may be sketch, a cartoon, a mural, or even a chart, graph or map. Picture may be usedd for individual study, for display on bulletin boards and in exhibits, and for projection when groups of students need to look at one picture at the same time.[21]

Then, according to Basyiruddin and Usman in their book; Picture is media reproduction original from two dimensions; picture is tool visual the effective because can visualization that was explain with more contrite and realists, information the extended can understand with easy because the yield boast fact through picture showed to students, and accepted by students was same.[22]

Based on explanation above the researcher can conclude picture is media visual that we can enjoy through our sense of sight. This media is a common media used by teacher to teach because it's an easy and simple media to make the students understand well.

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[21]Vernon S Gerlach & Donald P.Ely, *Teaching and Media* (New Jersey: Prentice-Hall, 1971), p. 365.
[22]M.Basyiruddin & Usman H.Asnawir, *Media Pembelajaran* (Jakarta: Delia Citra Utama, 2002), p. 47.

Furthermore, Oemar Hamalik in his book said that; Media picture is the picture can projection, easy to getting, can get in the children circle and in the adult circle, and easy showed to children, the picture colored in the general interest attention, all picture have mean, analysis, and interpretation. Because, the picture can used as. Picture are the media more general of used. The picture is general language, that can understand and enjoy in any were.[23]

From definition above the researcher conclude that picture media is simple media that can teachers used in all school levels, start from toddler, children, nursery school, elementary school, junior high school, senior high school and still in used on university. Picture media is simple and easy but very helpful not only for teachers but also the students.

Because of China aphorism said that a picture many speak from one thousand word. From the statement above, picture are the media more general of used for individual study. Media picture is easy to getting, easy showed to children, and it is can understand with easy to students. Then, China aphorism said that a picture many speak from one thousand word.

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[23]Oemar Hamalik, *Media Pendidikan* (Bandung: PT. Citra Bakti, 1994), p. 63.

b. **Kinds Of Picture**

There are many types of picture can be used as visual aids and help the teacher bring the material easier for the student to understand. One of them is picture of situational picture that show or suggest relationship between object and or people can be perfect teaching aid, for introducing, practicing or reviewing grammatical structure. According to Basyiruddin usman and Asnawir there are some kinds of picture, they are:

1) Documentation picture is the picture has history for individual or society

2) Actual picture, is picture that explain an incident to cover any aspect life, such as, quake, storm, etc.

3) View picture, is picture that describe view a location.

4) Advertisement picture is picture that used to influence people or society

5) Symbolism picture, is picture that used form symbol or sign that used certain message and can express life of people and idea or the idea students).[24]

From the explanation above, the researcher conclude that there are some kinds of picture, they are: documentation picture, actual picture, view picture, advertisement picture and symbolism picture.

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[24] M. Basyiruddin usman & H. Asnawir, *Media Pembelajaran……., p.51.*

c. Procedure of Using Picture

According to Janice there are the steps of using picture, they are:

1) The teachers show the children picture on it, say the English word clearly, and then repeated it all together.

2) At the same time wait and see if anyone can remember the word.

3) There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation, then used students as a model for the rest of the class.[25]

So, the teacher shows the children picture on it. Say the English word clearly, and then repeated it all together. There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation. And ask the students to memorize the word.

d. Advantages of picture and Disadvantages of picture

Picture is a media general or used for individual study. Picture media is easy to getting, easy to show, and easy to understand for the students. It is give the information or knowledge after the students look at the picture. But there are the advantages and disadvantages of picture.

Advantages of Using Picture According to Vernon S Gerlach and Donald P. Ely, "there are some opinions concerning with the advantages of using picture, they are:

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[25]Janice, "Some Techniques in Teaching Vocabulary For Children", (*Http://Yumangratna.Wordpress.Com/2011/027/*) , accessed at March 05, 2012 on 08 pm.

1) Picture are inexpensive and widely available.

2) They provide common experiences for an entire group.

3) The visual detail makes it possible to study subjects which would otherwise be impossible.

4) Picture can help to prevent and correct misconceptions.

5) Picture offer a stimulus to further study, reading and research. Visual evidence is a powerful tool.

6) They help to focus attention and to develop critical judgment".[26]

Then, according to Hack Barth in Nurani, "picture can help teachers teach the material to the students. The advantages of using picture are as follows:

1) Picture can attract students' attention because they like seeing picture.

2) Picture are making clear the description of abstract things.

3) Picture can illustrate the process of something.

4) Picture can be gotten easily from sources such as from the books, newspapers, magazines.

5) The teachers just need a little of money to get the picture.

6) Picture can give concrete description about the object".[27]

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[26] Vernon S Gerlach & Donald, *Teaching And…,* P.365-366
[27] Nurani Yuliani, et. al., *Strategi Pembelajaran* (Jakarta: Pusat Penerbitan Universitas Terbuka, 2003), p. 10

So, the advantages of using picture are picture inexpensive and widely available, sizes and distances are often distorted, and can attract students' attention because they like seeing picture.

There are some disadvantages of picture sequence description are:

1. They are not useful for a large audience during a lecture.

2. Picture are limitation in form, so in large classroom not suitable in using because not of all students can to see the object.

3. They can be easily stolen or destroyed. Picture were easily destroyed because it was small things.

4. They are hard to stolen in good conditions over long periods. In over long periods the picture are bad in using.

5. You need artistic to produce good quality ones.[28]

Based explain above the researcher can conclude the advantages and disadvantages. Picture can attract students' attention because the like seeing picture, Picture are making clear the description of abstract things, Picture can illustrate the process of something, and then disadvantages are they are not useful for a large audience during a lecture, Picture are limitation in form, so in large classroom not suitable in using because not of all students can to see the object.

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[28] Nurani Yuliani, et. al., *Strategi Pembelajaran…..,* p. 90

B. Review of Related Findings

There are related finding about vocabulary mastery learned by media, as follows:

The first researcher is Tanjung who found that the flash cards media is better than picture media in teaching vocabulary at SD Negeri 200508 Padangsidimpuan. It is stated after calculating the data, the researcher had found that the coefficient $t_0 = 2,45$. It was compared with the score of t_1 on degree of freedom (df) 55 is 2,01. So, the score of this t_0 is greater than the score of t_t namely (2,45 > 2,01). So, the hypothesis is rejected. [29]

The second research is Pane with the result that the realia media is better than flashcard media in teaching vocabulary at SMP NEGERI 5 Padangsidimpuan. After calculated the data the researcher had found that the $t_{count}= 4.804$ with opportunity $(1 − α)= 1 − 5 \%=95\%$ and $dk = n_1 + n_{2−2}=28+28- 2= 54$,researcher found that $t_{table}= 2000$, caused $t_{count} > t_{table}(4.804 >2.000)$. It means that H_a was accepted. [30]

The third research has been done by Lubis who found that showing picture media better than using puzzle media on students' vocabulary. After calculated the data the researcher had found that the coefficient H0 was

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[29] Mila Sartika Tanjung, "The Comparative Study On Using Picture And Flash Cards Media In Teaching Vocabulary At SD Negeri 200508 Padangsidimpuan'', *Thesis* (Padangsidimpuan: IAIN Padangsidimpuan, 2011/2012).

[30]Dian Adella Pane, "The Comparative Study Between Realia And Flashcard Media In Students' Vocabulary Mastery At Grade VII SMP NEGERI 5 Padangsidimpuan" Padangsidimpuan'', *Thesis* (Padangsidimpuan: IAIN Padangsidimpuan, 2017).

rejected and Ha was accepted, t count   was higher than t_{table} (28.53 >2.000).
Ha more acceptable and Ho rejected.[31]

The fourth research by Triyadi with the result is there is no significant difference between teaching vocabulary using word card and picture. The researcher states that H_0 was accepted and H_a was rejected. The researcher obtained that t_0 is lower than t_t in significant level 5% (2.02) and significant level 1% (2.71) where t_0 is 1.09.[32]

The fifth research has been done by Mu'minati who found that in teaching vocabulary through picture word inductive model (PWIM) was able to improve students' vocabulary mastery at the eighth grade of SMP Negeri 1 Baraka Kab. Enrekang. The t- test value of the t – table is greater than t table value (7,46>1.703). [33]

In relation with that, researcher wanted to know and to try a new thing to do a research whether the using word card media and picture media gave different of result toward the students' vocabulary mastery. In different participant are the students of Junior High School 2 Batang Angkola in class VIII^A and VIII ^{B} and different location in SMP N2 Batang Angkola.

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[31]Elia KasumLubis, "A Comparative Study Between Puzzle And Showing Picture Media Towards Students Vocabulary Mastery At Grade VIII Mts NEGERI 2 Padangsidimpuan" *Thesis*(Padangsidimpuan: IAIN Padangsidimpuan, 2016).

[32]Ahmad triyadi, " The used of word card to improve the students' vocabulary mastery at the fifth grade students of SDN Cimuning 03 Bekasi", *Thesis* (Jakarta:UIN Syarif Hidayatullah, 2007M/1428 H).

[33]Mu'minati, "improving students' vocabulary mastery through picture word inductive model (PWIM) at the eight grade of SMP Negeri Baraka Kab. Enrekang", *Thesis* (Parepare: IAIN Parepare, 2020).

C. Conceptual Framework

Vocabulary is one important aspect in the language teaching. There are some kinds of vocabulary, they are: reading, listening, writing , speaking, High frequency vocabulary, low frequency vocabulary, active vocabulary and passive vocabulary. Then, in this research the researcher was focus the material about reading and speaking vocabulary because in SMP N 2 Batang Angkola the students skill low in reading and speaking vocabulary.

Word card is a card with a word used in classroom. Word card consist of divides that are group by type or class, such as group of animals, transportation, adjective and traffic sign. The researcher used word written in the card and show to the students one by one.

Picture is the media can be used in individual and group study. Media picture are easy to getting, easy show to the students, and it is can understand with easy to students. Then, China aphorism said that a picture many speak from thousand word. Picture inexpensive and widely available, sizes and distorted and can attract students 'attention because they like seeing picture.

Based on explanation above, the researcher can assume that picture media is better than word card media in vocabulary mastery. Picture media can improve students' memory, by observing the picture that pay attention to it was make it easier to remember and mastery vocabulary.

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┌─────────────────────────────────┐
│   STUDENTS' VOCABULARY MASTERY  │
│           STILL LOW             │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Pre- test            │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            Treatment            │
└─────────────────────────────────┘
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Teaching Vocabulary by using word card	Teaching Vocabulary by using picture

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                 ▼
┌─────────────────────────────────┐
│            Post- test           │
└─────────────────────────────────┘
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Ha = accepted	H$_0$ = rejected
There is significant difference between word card and picture media in students' vocabulary mastery at the grade eight of SMP N 2 Batang?	There is no significant difference between word card and picture media in students' vocabulary mastery at the grade eight of SMP N 2 Batang?

D. Hypothesis

Hypothesis is needed to show the researchers' thinking and expectation about what outcomes of the research was be related to this study. The hypotheses of this research are:

There is significant difference between word card and picture media in students' vocabulary mastery at the grade eight of SMP N 2 Batang Angkola.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Place and time

This research conducted at SMP N2 Batang Angkola. It is located at Jalan Lintas Sumatera km 18 south tapanuli, North Sumatera. Especially in grade eight A and grade eight B. It is selected becaused it is only stated junior high school at the grade eight students of SMP N2 Batang Angkola. This research was be done from November 2021 until finish.

B. The Research Design

This research design was quantitative method. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study.

Research design from this research was true experimental using pre-test and post- test. In this case, both of classes were given different treatment, experiment class I was given by word card media and experiment class II was given by picture media.

Table 1
Pretest- Posttest Experimental Class I

Group	Pre-test	Treatment	Post-test
Experiment class I	✓	Word card	✓
Experiment class II	✓	Picture	✓

This research was conducted at SMP N2 Batang Angkola Especially in grade eight A and grade eight B. The participant of this research was grade A and Grade B. This research used pre-test, treatment and post-test.

C. The Population and Sample

1. The Population

Population is all of the object of the research, they are the students'

of SMP N 2 Batang Angkola at grade eight. The total of the grade eight are

120 students and there are four classes.

Table: 2
The Population of the Grade eight SMP N 2Batang angkola

No	Class	Number of Students
1	VIII – A	28
2	VIII – B	28
3	VIII – C	30
4	VIII – D	30
TOTAL		116

2. The Sample

Sample is a subject in the research. So, the researcher was chose

class VIII -A and VIII – B as a sample because just these classes learning

English in a same knowledge level. Beside the researcher wanted to know

the differences between showing word card media and using picture

media.

Table: 3
Table of the Sample Students

Experimental Class I	Experimental Class II
VIII – A (28 Students)	VIII – B (28 Students)

The researcher chose the sample at grade VIII because their

material about vocabulary. It is undeniable that to vocabulary mastery

needs many media to avoid the student saturation. In this research, the researcher used random sampling.

The researcher chose two classes. The researcher chose VIII-A that consisted of 28 students and VIII-B consisted of 28 students. Therefore, total samples were 56 students. The researcher used normality and homogeneity test, they are:[1]

a. Normality Test

In normality test, the data can be tested with Chi-quadrate:

$$X^2 = \sum \left(\frac{fo-fh}{fh}\right) 2$$

Where:

X^2 = Chi-Quadrate

Fo = Frequency is gotten from the sample/result of observation

(questioner)

Fh = Frequency is gotten from the sample as image from

frequency is hoped from the population.

To calculate the result of Chi- Quadrate this research used significant level 5% (0,05) So, it can be concluded that data were distributed by normal.

b. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are

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[1]   [1]Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: BumiAksara, 2003), p.85.

same, it can be called homogeneous. Homogeneity is the similarity of variance of the group was be compared. So, the function of homogeneity test was to find out whether the data homogeny or not. It used Harley test, as follow:[2]

$$F = \frac{The\ biggest\ variants}{the\ smalllest\ variants}$$

Where:

n1 = Total of the data that bigger variant

n2 = Total of the data that smaller variant

D. Instrument of The Research

The instrument In this research was test. Test is a series of questions that see or test the ability of the students. Test is one of the instruments used in quantitative research. The test Focus to identifying animals, transportation, adjective and traffic sign.

The researcher was compare between word card and picture. The researcher was give word card test to grade eight A and picture test to grade eight B. The test was multiple choice forms that consist of for chosen, they are a, b, c and d. they chose the best answer from the word card and picture that the researcher show. The correct answer get 1 score and the incorrect answer get 0 score. After the collecting the students score, to get each of score was be divided the number of score and times 100, so the rating score is 0-100

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[2]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya* (Padang: P2PLTK, 2003), p. 276.

Table: 4
The indicator of vocabulary mastery for
Pre – test

NO	Indicator	Item	Number of item	Score	Total score
1	Identifying animals	13	1,2,3,4,5,6,7,8,9,10,11,12,13	2	26
2	Identifying transportations	13	14,15,16,17,18,19,20,21, 22,23,24,25,26	2	26
3	Identifying adjectives	12	27,28,29,30,31,32,33,34, 35,36,37,38	2	24
4	Identifying traffic sign	12	39,40,41,42,43,44,45,46, 47,48,49,50	2	24
Total		50			100

From the table above, the total of the question in pretest were 50 questions. The indicator they are animals with 13 questions. Transportation with13 students, adjectives with 12 questions and traffic sign with 12 questions. Every correct question valuable 2 score. So the total score is 100.

Table: 5
The indicator of vocabulary mastery for
Post – test

NO	Indicator	Item	Number of item	Score	Total score
1	Identifying animals	13	1,2,3,4,5,6,7,8,9,10,11,12,13	2	26
2	Identifying transportations	13	14,15,16,17,18,19,20,21,22,23, 24,25,26	2	26
3	Identifying adjectives	12	27,28,29,30,31,32,33,34,35, 36,37,38	2	24
4	Identifying traffic sign	12	39,40,41,42,43,44,45,46,47, 48,49,50	2	24
Total		50			100

From the table above, the total of the question in post test they are 50 questions. The indicator they are animals with 13 questions. Transportation with13 students, adjectives with 12 questions and traffic sign with 12 questions. Every correct question valuable 2 score. So the total score is 100.

E. **Validity and Reliability Instrument**

1. **Validity Instrument**

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure and, consequently

permits appropriate interpretations of test scores. There are three main point forms of validity are content, criterion-related, and construct.

In this research, the writer used content validity to establish validity of instrument. Content validity is of prime importance for achievement test. The researcher prepares 60 items of the question and the question that researcher used only 50 questions.

To know the validity of items, researcher used the formula: [3]

$$R_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where :

R_{pbi} = Number of index correlation point biserial

Mp   = Re- average of the score of the students answer correctly

Mt   = Re- average of the total score that achieved success by
          member of the test

SDt   = Standard of Deviation

P   = Proportion of the students answer correctly

q   = Proportion of the students answer incorrect

2. **Reliability Instrument**

To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher used formula K-R 20.[4]

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[3]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja GrafindoPersada, 2008) p. 254.

The formula:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{st2 - \sum pq}{st2}\right)$$

Where:

R_{11}: Reliability of the Instrument

N   : Total of Question

S_t^2 : Variants Total

P   : Propose Subject who is right Answer(1) N

Q   : Propose Subject who is Wrong Answer (0) N

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable r $_{count}$ > r $_{table}$ by using formulation KR-20 with r $_{table}$ 0.70.

Criteria of test reliability are as follows: [5]

r_{11} = 0,70 high correlation (reliable)

r_{11} > 0,70 high correlation (reliable)

r_{11} < 0,70 low correlation (un- reliable)

F.   The Procedures of the Data

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the result. In collecting data the researcher used some steps, they are:

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[4]H. Douglas Brown. *Language Assessment Practical and language Practice*, (San Francisco: Longman, 2003), p. 21.
[5]Anas Sudijono, *Pengantar Statistik......,*p.209.

1. **Pre – test**

    The pre-test is conducted to find out the homogeneity of the sample. The function of the pretest is to find the main scores of the interactive strategy class and conventional class before the research give treatment. In this case, the researcher has some procedures. There are:

    1) The researcher prepared the test 4 items

    2) The researcher distributed the paper of test to students of experimental class I and experimental class II

    3) The researcher explained what the students to do

    4)   Giving time.

    5) The students answered the question.

    6) Collecting their paper test of researcher.

    7) The researcher checked the answer of students and finds the mean score of vocabulary achievement taught by using

    activating and connecting background knowledge.

2. **Treatment**

    After gave the pretest, the researcher gave the treatment. In this case is different. Becaused this is a comparative between media so the treatment was be divided into two.

    Treatment for experimental class I:

    1) The researcher gave the treatment by using word card media

    2) The researcher gave the test for the students to see their ability before used word card media

3) Then after collecting their paper the researcher started to teach by using word card

4) The researcher showed the card one side of the card in Indonesian language and one side of the card in English

5) The researcher repeated the word and asked the students to memorizing the word

6) Then the researcher showed the word card randomly and the students answered the question of the test that the researcher gave.

Treatment for experimental class II:

1) The researcher gave the treatment by using picture media

2) The researcher gave the test for the students to saw their ability before used picture media

3) Then after collecting their paper the researcher started taught by using picture

4) The researcher showed the picture and wrote down the English under the picture

5) The researcher repeated the word in English of the picture and asked the students to memorize the picture and that picture in English

6) Then the researcher showed the picture randomly and the students answered the test that the researcher gave.

3. Post – test

After giving treatment the researcher conducted a posttest which the same test with the pretest, and that conducted in the previous of the

research. This posttest is the final test in the research especially measuring the treatment, whether is significant or not. After conducting the post test the researcher analyze the data, and the researcher found out the comparison outlining strategy in experimental class. The research has procedure there were:

1) The researcher prepared 4 items

2) The researcher distributed the paper of test to students of experimental class I and experimental class II .

3) The researcher explained what the students to do

4) Gave time (ninety minutes)

5) The students answered the question

6) The researcher collecting their paper test to researcher the researcher

7) Checked the answer of students and found the mean score of vocabulary achievement taught by outlining strategy.

In collecting data, the research conducts twice of test for those groups. They are pre-test and post-test.

G. The Technique of Collecting the Data

After collecting the data, it needed clarified the data by using a technique, the technique of data analysis was done by statistic process because this research is a kind of quantitative research. In quantitative research, all the data was computed by statistic. To analyze the data, the researcher used the formula of the t-test as shown below, to know the better

media in teaching vocabulary. Actually, in this research the researcher used Anas Sudijino opinion by using t-test formula[5]

The formula is :

$$"t0 ="\frac{M1-M2}{SE\ M1-M2}$$

Where:

t_0 : Result of observation

M_1 : Mean variable I, the result of teaching vocabulary by using word card

M_2 : Mean variable II, the result of teaching vocabulary by using picture media

SE_{M1} : Standard Error, the different of mean variable I and variable II

H. The Hypotheses

The researcher will use T – test to examine hypothesis. The researcher used independent sample T – test by using SPSS v.25. The result can be seen from the mean score. The mean Score would show weather is the difference between mean score of experimental class I and experimental class II. The researcher made the hypotheses from the data that have been analyze by looking at the t $_{count}$ and compare it to t

table

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents research result. In order to evaluate a comparative study between students' vocabulary mastery learned by word card and picture media at the grade eight of SMP N 2 Batang Angkola, the researcher has calculated the data using pretest and posttest. Applying quantitative research, the research used formulation of t- test. Next, researcher was describe the result based on the data calculated as follow:

A. Description of Data

1. Students' Vocabulary Mastery Learned by Word card

a. Pretest score of experimental class I

In experimental class I, the researcher calculated the result that got by students in answering vocabulary test. The pretest score of experimental class could be seen in the following table.

Table: 4.1
The score of Experimental Class I in Pre- Test

No	Total	1670
1	The Highest Score	72
2	The Lowest Score	50
3	Mean	59.64
4	Median	59.00
5	Modus	56
6	Range	22
7	Interval	6
8	Standard Deviation	6.668
9	Variants	44.460

Based on the table above the total score of experimental class I in pre- test was 1670, mean was 59.64, standard deviation was 6.668,

variants was 44.460, median was 59.00, range was 22, modus was 56, interval was 6. The research got that the highest score was 72 and the lowest score was 50.

The computed frequency distribution of the students' score of experimental class I could be applied into table frequency distribution as follow:

Table: 4.2
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	50 – 53	4	14.28%
2	54 – 57	8	28.57%
3	58 – 61	6	21.42%
4	62 – 65	4	14.28%
5	66 – 69	2	7.14%
6	70 – 73	4	14.28%

From the table above, it can be concluded that the most students are in interval 54-76 (8 students/28.57%). The least students are interval 66-69 (2 students/7.14%). In order to get description of the data clearly and completely, the researcher presented the pretest score experimental class I in histogram on the following figure:

Frequency
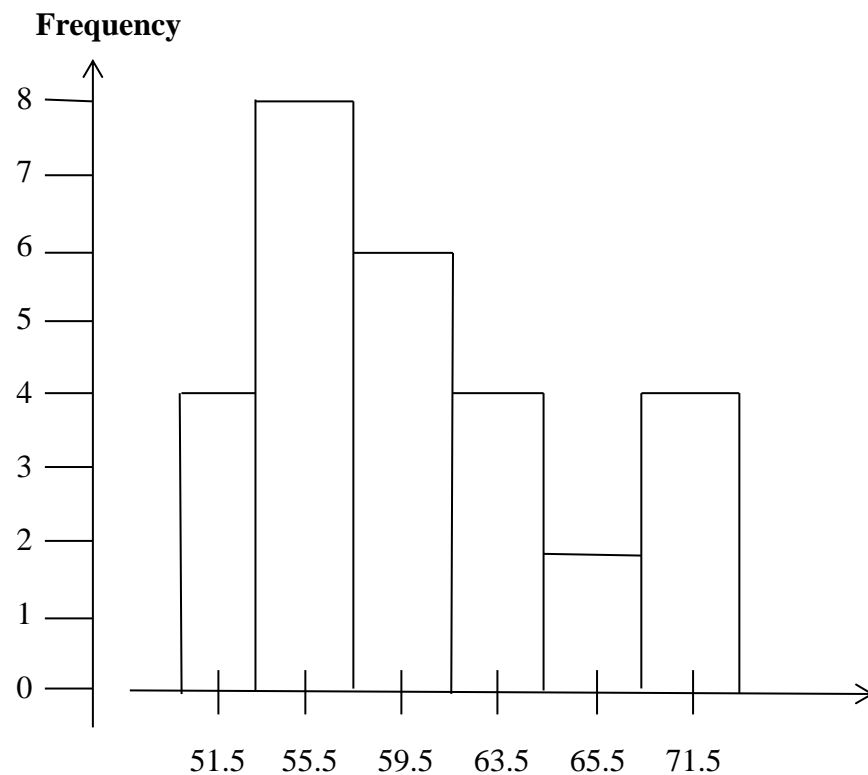
Figure 1 : Score Pre – Test of Experimental Class I

From the histogram above, it can be seen score 51.5 (4 students), score 55.5 (8 students), score 59.5 (6 students), score 63.5 (4 students), score 65.5 (2 students) and score 71.5 (4 students). .

b. **Posttest Score of experimental class I**

In posttest experimental class I, the researcher calculated the result that got by students in answering vocabulary test. The score pretest experimental class could be seen in the following table.

Table: 4.3
The score of Experimental Class I in Post- Test

No	Total	1908
1	Highest Score	76
2	Lowest Score	60
3	Mean	68.14

4	Median	67.00
5	Modus	76
6	Range	16
7	Interval	6
8	Standard Deviation	5.441
9	Variants	29.608

Based on the table above the total score of experimental class I in post- test was 1908, mean was 68.14, standard deviation was 5.441, variants was 29.608, median was 67.00, range was 16, modus was 76, interval was 6. The research got the highest score was 76 and the lowest score was 60.

The computed frequency distribution of the students' score of experimental class I could be applied into table frequency distribution as follow:

Table: 4.4
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60 – 62	6	21.42%
2	63 – 65	4	14.28%
3	66 – 68	6	21.42%
4	69 – 71	2	7.14%
5	72 – 74	5	17.85%
6	75 – 77	5	17.85%

From the table above, it can be concluded that the most students are in interval 60-62 (6 students 21.42%). The least students are interval 72-74 (2 students/7.14%). In order to get description of the

data clearly and completely, the researcher presented the posttest score of experimental class I in histogram on the following figure:

Frequency

Figure 3 : Score Post – Test of Experimental Class I

From the histogram above, it can be seen score 61 (6 students), score 64 (4 students), score 67 (6 students), score 70 (2 students), score 73 (5 students) and score 76 (5 students).

c. **The Comparative Pre–Test Score and Post–Test of Experimental Class I**

Based on the pretest and posttest score of experimental class I the researcher compared the result that got by students in answering vocabulary test. The score pretest and posttest experimental class I could be seen in the following table:

Table 4.5
The score of Experimental Class I in Pre- Test and Post- Test

No	Total	1670	1908
1	Highest Score	72	76
2	Lowest Score	50	60
3	Mean	59.64	68.14
4	Median	59.00	67.00
5	Modus	56	76
6	Range	22	16

7	Interval	6	6
8	Standard Deviation	6.668	5.441
9	Variants	44.460	29.608

Based on the table above the total score of experimental class I in pretest was 1670 and in post- test was 1908, the highest score in pretest was 72 and in posttest was 76, the lowest score in pre test was 50 and in pretest was 60, mean was 59.64 in pretest and 68.14 in posttest, standard deviation in pretest was 6.668 and in posttest was 5.441, variants in pretest was 44.460 and in posttest was 29.608, median in pretest was 59.00 and in posttest was 67.00, range in pretest 22 and in posttest was 16, modus in pretest was 56 and in posttest was 76, interval in pretest was 6 and in posttest was 6.

So based mean score from the description above, mean score in pretest score was 1670 and posttest score was 1908 the researcher conclude that there is a significant differences between students' vocabulary mastery by using word card.

2. **Students' Vocabulary Mastery Learned by Picture Media**
   a. **Pretest score of experimental class II**

In experimental class II, the researcher calculated the result that got from students in answering vocabulary test. The pretest score of experimental class could be seen in the following table.

Table: 4.6
The score of Experimental Class II in Pre- Test

No	Total	1908
1	Highest Score	76
2	Lowest Score	60
3	Mean	68.14

4	Median	69.00
5	Modus	70
6	Range	16
7	Interval	6
8	Standard Deviation	5.104
9	Variants	26.053

Based on the table above the total score of experimental class II in pre- test was 1908, mean was 68.14, standard deviation was 5.104, variants was 26.053, median was 69.00, range was 16, modus was 70, interval was 6. The research got the highest score was 76 and the lowest score was 60.

The computed frequency distribution of the students' score of experimental class II could be applied into table frequency distribution as follow:

Table: 4.7
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60 – 62	6	21.42%
2	63 – 65	3	10.71%
3	66 – 68	5	17.85%
4	69 – 71	5	17.85%
5	72 – 74	6	21.42%
6	75 – 77	3	10,71%

From the table above, it can be concluded that the most students are in interval 60-62 and 72-74 (6 students/21.42%). The least students are interval 63-65 and 75-77 (3 students/10.71%). In order to get description of the data clearly and completely, the researcher

presented the pretest of experimental class II in histogram on the following figure:
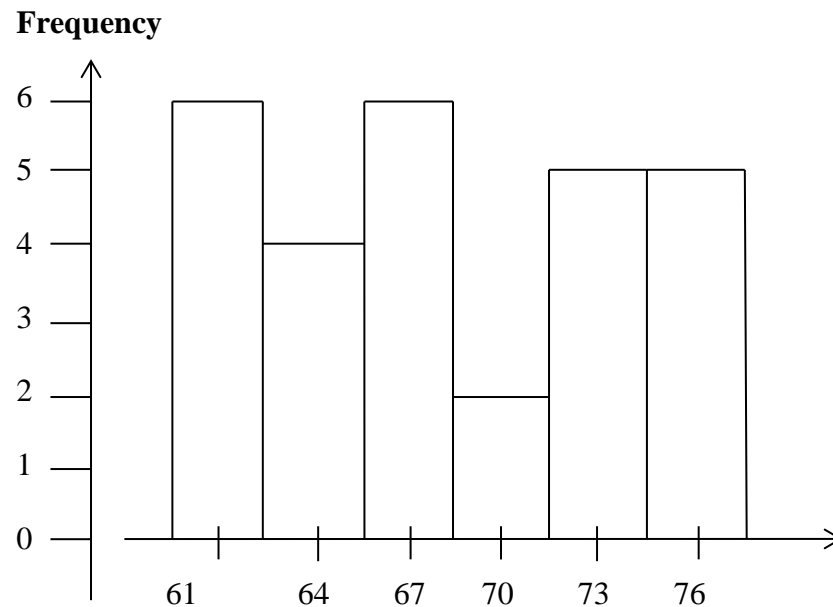
Frequency

Figure 2 : Score Pre – Test of Experimental Class II

From the histogram above, it can be seen score 61 (6 students), score 64 (3 students), score 67 (5 students), score 70 (5 students), score 76 (3 students).

b. Score of posttest in experimental class II

In posttest of experimental class II, the researcher calculated the result that got from students in answering vocabulary test. The score of pretest of experimental class could be seen in the following table.

Table: 4.8
The score of Experimental Class II in Post- Test

No	Total	2226
1	Highest Score	90
2	Lowest Score	68
3	Mean	79.50
4	Median	80.00
5	Modus	80
6	Range	22

7	Interval	6
8	Standard Deviation	7.110
9	Variants	50.556

Based on the table above the total score of experimental class II in post- test was 2226, mean was 79.50, standard deviation was 7.110, variants was 50.556, median was 80.00, range was 22, modus was 80, interval was 6. The research got the highest score was 90 and the lowest score was 68.

The computed frequency distribution of the students' score of experimental class II could be applied into table frequency distribution as follow:

Table: 4.9
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	68 – 71	4	14.28%
2	72 - 75	6	21.42%
3	76 – 79	2	7.14%
4	80 – 83	7	25%
5	84 – 87	3	10.71%
6	88 – 91	6	21.42%

From the table above, it can be concluded that the most students are in interval 80-83 (7 students/25%). The least students are interval 76-79 (2 students/7.14%). In order to get description of the data clearly and completely, the researcher presented the posttest score of experimental class II in histogram on the following figure:
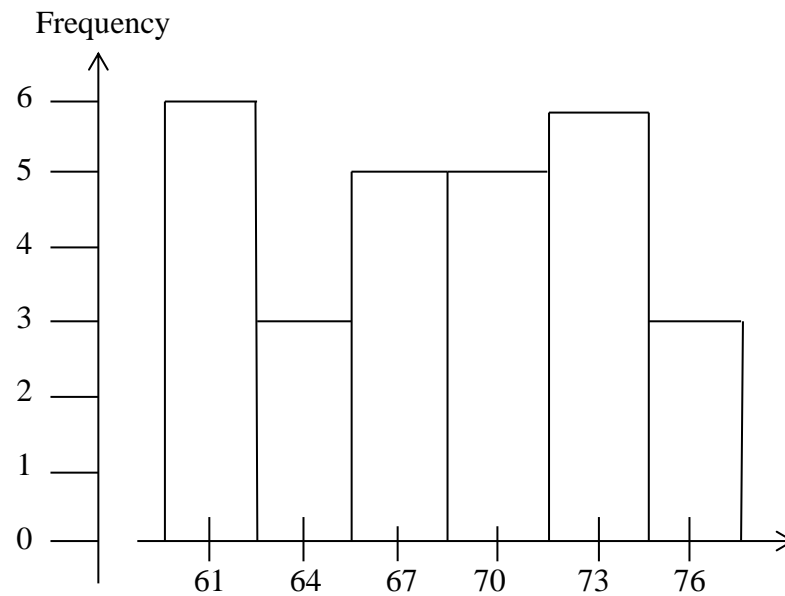
Frequency
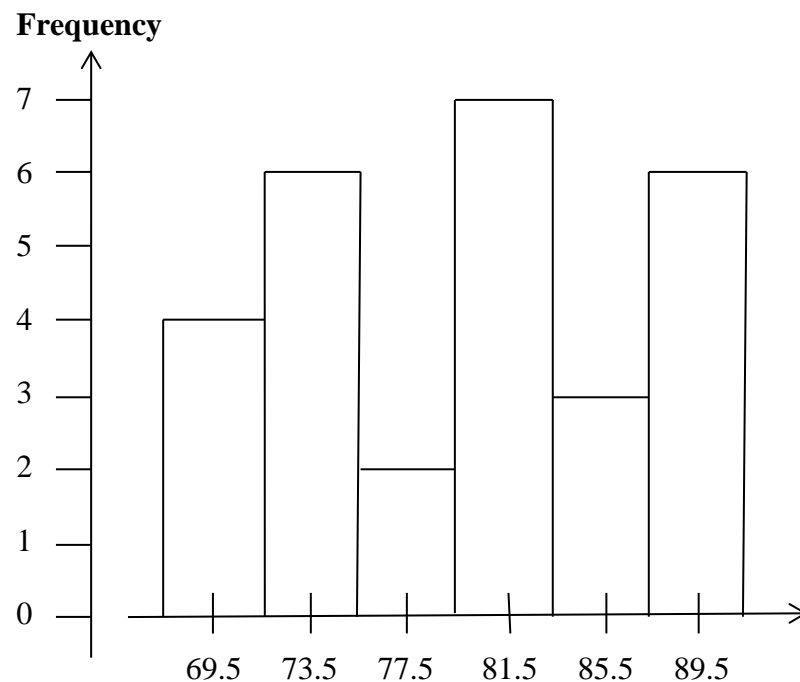
Figure 4 : Score Post – Test of Experimental Class II

From the histogram above, it can be seen score 69.5 (4

students), score 73.5 (6 students), score 77.5 (2 students), score

81.5 (4 students), score 85.5 (3 students) and score 89.5 (4

students).

c. **The Comparative Pre–Test Score and Post–Test of Experimental**
    Class II

Based on the pretest and posttest score of experimental class II

the researcher compared the result that got by students in answering

vocabulary test. The score pretest and posttest experimental class I

could be seen in the following table:

Table 4.10
The score of Experimental Class II in Pre- Test and Post- Test

No	Total	1908	2226
1	Highest Score	76	90
2	Lowest Score	60	68
3	Mean	68.14	79.50
4	Median	69.00	80.00
5	Modus	70	80

6	Range	16	22
7	Interval	6	6
8	Standard Deviation	5.104	7.110
9	Variants	26.053	50.556

Based on the table above the total score of experimental class II in pretest was 1908 and in post- test was 2226, the highest score in pretest was 76 and in posttest was 90, the lowest score in pre test was 60 and in pretest was 68, mean was 68.14 in pretest and 79.50 in posttest, standard deviation in pretest was 5.104 and in posttest was 7.110, variants in pretest was 26.053 and in posttest was 50.556, median in pretest was 69.00 and in posttest was 80.00, range in pretest 16 and in posttest was 22, modus in pretest was 70 and in posttest was 80, interval in pretest was 6 and in posttest was 6.

So based mean score from the description above, mean score in pretest score was 1908 and posttest score was 2226 the researcher conclude that there is a significant differences between students' vocabulary mastery by using picture media.

B.   Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also prove whether the data is normality and homogeneity or not.

a. **Pre Test**

1) **Normality Test of Pre – Test**

Data normality of the two groups was calculated using SPSS v.25 using Kolmogorov-Smirnov test becaused the number of samples in thestudy was 56 students, the significance level of test was 5% or 0.05. The hyphothesis that was be tested in normality test as follows :

H_0 : The students scores are not distributed normally. H_0 is accepted when theKolmogorov-Smirnov<0.05.

H_a : The students scores are distributed normally. H_a is accepted when the Kolmogorov-Smirnov> 0.05.

Based on the analysis of normality of the pre-test data with Kolmogorov-Smirnov test using SPSS v.25 it was obtained that the pre test experimental class I was 0.197 and the pretest experimental class II was 0.156. In other word, 0.197>0.05 in experimental class I and 0.156> 0.05 in experimental class II.

Table 4.9
Normality in Pre-test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
RESULT	pretest experiment I	.136	28	.197	.938	28	.101
	pretest experiment II	.142	28	.156	.935	28	.085

The calculation found that Kolmogorov-Smirnov>
0.05. So it can be concluded that pre-test data in experimental
class I and experimental class II were normally distributed.

2) **Homogeneity Test of Pre test**

The homogeneity of variance test aims to
determinewhether the iniatial value (pre-test) of the sample
has ahomogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of
variance analysis of the initial value data (pre-test) using
SPSS v.25 calculation obtained a sinificance value (sig) was
0.282. Based on criteria for testing data homogeneity using
SPSS v.25 obtained a value significance (sig) based on
mean>0.05 or 0.082 >0.05 it means the pre-test value of the
sample has a homogeneous variance.

Table 4.10
Homogeneity in Pre-test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	1.183	1	54	.282

b. **Post– Test**

1) **Normality Test of Post Test**

Data normality of the two groups was calculated using SPSS v.25 using Kolmogorov-Smirnov test becaused the number of samples in the study was 56 students, the significance level of test was 5% or 0.05. The hyphothesis that was be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov<0.05.

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov> 0.05.

Based on the analysis of normality of the post -test data with Kolmogorov-Smirnov test using SPSS v.25 it was obtained that the experimental class I was 0.068 and the experimental class II was 0.189. In other word, 0.068 >0.05 in experimental class I and 0.189> 0.05 in experimentall class.

Table 4.11
Normality in Post-Test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
RESULT	posttest experiment I	.159	28	.068	.898	28	.010
	posttest experiment II	.140	27	.189	.936	27	.095
a. Lilliefors Significance Correction							

on the test criteria obtained a significant value (sig) Kolmogorov-Smirnov> 0.05 so it can be concluded that post-test in experimental class I and experimental class II were normally distributed.

2) Homogeneity Test of Post Test

The homogeneity of variance test aims to determine whether the iniatial value (post-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.25 calculation, obtained a sinificance value (sig) was 0.165. Based on criteria for testing data homogeneity using SPSS v.25 obtained a value significance (sig) based on mean>0.05, or 0.165 >0.05 it means the post-test value of the sample has a homogeneous variance.

Table 4.12
Homogeneity of Post-test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.165	1	53	.686

2. **Hypothesis Test**

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hyphothesis using Independent Sample T-test using SPSS v.25. The hyphothesis that was be tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant difference between students' vocabulary mastery by using word card and picture at the grade eight students of SMP N 2 Batang Angkola

If $H_a : \mu_1 \neq \mu_2$ means there Is significant difference between students' vocabulary mastery by using word card and picture at the grade eight students of SMP N 2 Batang Angkola

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or 6.866>2.004. Based on the test criteria, Ho is rejected and Ha is accepted. It means that the average of students'vocabulary in experimental class II using picture is higher than average of students' vocabulary in experimental class I. The result of hyphothesis by using Independent T-test could be seen as below:

Table 4.13
Independent T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
The Result of Students' Vocabulary Mastery	Equal variances assumed	3.651	.061	6.866	54	.000	-11.357	1.654	-14.673	-8.041
	Equal variances not assumed			6.866	48.989	.000	-11.357	1.654	-14.681	-8.033

Based on researcher calculation, the researcher concluded the students vocabulary mastery using word card and picture media in showed the result of mean score experimental class I and Experimental class II in pre-test (59.64<68.14) the result of mean score experimental class I and Experimental class II in post-test (6.814<79.50) and t count > t table (2.0048 > 6.866) so the hypothesis was accepted. It means the result and hypothesis testing showed that puzzle and picture media had the effect, and hypothesis alternative (Ha) was accepted and hypothesis zero (H0) was rejected. It was indicated that the score of picture was bigger than word card. Based on the explanation above, the researcher concluded that hypotheses alternative Ha

was accepted and H0 was rejected there is a significant difference between students' vocabulary mastery by using word card and picture media. From the description above it means H_a: $\mu_1 \neq \mu_2$ it was found that "picturesignificantly affect on vocabulary mastery at the grade eight of students of SMP N 2 Batang Angkola.

C. Discussion

This research found that there was a significant difference between word card and picture media in students' vocabulary mastery at grade eight of SMP N 2 Batang Angkola. In fact students' vocabulary mastery using picture media is higher than using word card. It can be seen from the research hypothesis that there is a significant difference between word card and picture media on students' Vocabulary Mastery at grade eight of SMP N 2 Batang Angkola

Based on pre-test that was given to students' before treatment, the students got mean score 59.64 for experimental class I and 68.14 was in experimental class II. While in the postest, the mean score of experimental class I was 68.14 and experimental class II was 79.50.

The researcher also provided the similar cases with this research. The researcher is Pane. The result of this research is the realia media is better than flashcard media in teaching vocabulary at SMP NEGERI 5 Padangsidimpuan. After calculating the data the researcher had found that the $t_{count}= 4.804$ and t

$_{table}$= 2000, caused $t_{count} > t_{table}$(4.804 >2.000). It means that H_a was accepted. [1] The similarity of Pane's research and this research is comparing two Medias but the difference is kinds of the Medias that compared and the result also different with this research because the result from Pane's research is realia media is better flashcard. Flashcard is one of card and also have a picture.

The second researcher is Lubis. This research shows that picture media better than using puzzle media on students' vocabulary. After calculating the data the researcher had found that the coefficient H0 was rejected and Ha was accepted, t count was higher than t_{table} (28.53 >2.000). Ha more acceptable and Ho rejected.[2] The similarity of Lubis's research and this research is comparing two Medias and one of the media is picture media. Picture media is better than puzzle in student's vocabulary mastery. The difference is one of kinds the media that she used puzzle of her research.

The third researcher is Tanjung. Based on data analysis research found that the flash cards media is better than picture media in teaching vocabulary at SD Negeri 200508 Padangsidimpuan.[13] The similarity of Tanjung's research and this research is comparing two Medias and one of the media is picture media but the difference is the hypothesis of the research. The hypothesis is flash cards media is better than picture media.

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[1]Dian Adella Pane, "The Comparative Study Between Realia And Flashcard Media In Students' Vocabulary Mastery At Grade VII SMP NEGERI 5 Padangsidimpuan" Padangsidimpuan'', *Thesis* (Padangsidimpuan: IAIN Padangsidimpuan, 2017).

[2]Elia KasumLubis, "A Comparative Study Between Puzzle And Showing Picture Media Towards Students Vocabulary Mastery At Grade VIII Mts NEGERI 2 Padangsidimpuan" *Thesis*(Padangsidimpuan: IAIN Padangsidimpuan, 2016).

[3]Mila Sartika Tanjung, "The Comparative Study On Using Picture And Flash Cards Media In Teaching Vocabulary At SD Negeri 200508 Padangsidimpuan'', *Thesis* (Padangsidimpuan: IAIN Padangsidimpuan, 2011/2012).

D. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data,and from arranging proposal until finishing thesis, so the research knew that is was far from the excellent thesis.

The researcher found the threats of this research as follow:

1. The English teachers in the school were seldom to used media to teaching.

2. The students needed more time to answering the test.

3. The students were lack of experience in processing data or lack of knowledge about it.

4. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.

E. Limitation of the Problem

The researcher would used media to teaching vocabulary. there are various media can we used in teaching vocabulary, such us flashcard, photo, poster, magazine, book, picture, card, word card, film, video, CD, computer, puzzle, map, radio, tap recorder and so on. The researcher just only focus on two Medias, those are using word card and picture media. The researcher compares two media only; they are word card and picture. It is to see the vocabulary mastery of the students at grade eight SMP N 2 Batang Angkola. The vocabulary was be related to animals, transportations, adjectives and traffic sign.

CHAPTER V

CONCLUSION AND SUGGESSION

A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. Students vocabulary mastery of the grade eight of SMP N 2 Batang Angkola by using word card is better than before using word card. It is seen by the result of Pre-test in experimental class I was (59.64) in the bad category and the result of Post-test in experimental class I was 68.14 in the enough category.

2. Students vocabulary mastery of the grade eight of SMP N 2 Batang Angkola by using picture is better than before using picture. It is seen by the result of Pre-test in experimental class II was (68.14) in the enough category and the result of Post-test in experimental class I was (79.50) in the good category.

3. By the result of T-test, it is seen that t_{count} =6.866, significance value (sig)α = 0.05 and dk = $n_1 + n_2 - 2 = 54$ with t_{table} =2,0048. $t_{count}>t_{table}$, $H_a$was accepted. T – test in experimental class II shows that t $_{count}$ 6.886, significance value (sig)α = 0,05 and dk = $n_1 + n_2 - 2 = 54$witht_{table} =2,0048. $t_{count}>t_{table}$, $H_a$was accepted. So, it can be said that there is significant differences between using word card and picture media on students' vocabulary mastery at thegrade eight students of SMP N 2 Batang Angkola.

B. Suggestions

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

1. English teachers especially an English teacher in SMP N 2 Batang Angkola to used media especially word card and picture media in teaching vocabulary to increase the students'mastery.

2. Students to be more active while learning and can increase learning result in English, especially vocabulary mastery.

3. Head master to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.

4. Next researchers to conduct more in depth research by studying different theories, populations or other English competencies.

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CURRICULUM VITAE

A. Identity

Name : Nurul Khofifah Harahap
Reg. Number : 18 203 00015
Place/ Birth : Sorik, May 14th 2000
Sex : Female
Religion : Islam
Address : Sorik Kecamatan Batang Angkola

B. Parents

Father's Name : Mhd. Rif'ah
Mother's Name : Erni Khairani

C. Educational Background

1. Elementary School : SD Negeri 101020 Sorik, 2012
2. Junior High School : SMP Negeri 2 Batang Angkola, 2015.
3. Senior High School : SMA Negeri 1 Batang Angkola, 2018.
4. University : IAIN Padangsidimpuan, 2017- 2021

APPENDIX 1

Experiment I

RPP KEMAMPUAN VOCABULARY MENGGUNAKAN MEDIA KARTU (RPP)

Nama Sekolah   : SMP N 2 BATANG ANGKOLA

Mata Pelajaran   : BAHASA INGGRIS

Kelas / Semester   : VIII / 2

Alokasi Waktu   : 2 X 40 Menit

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a. **Standar Kompetensi**
   1. Memahami makna dalam percakapan transaksional dan interpersonal Sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
   2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berineraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

b. **Indikator**

Indikator	Nilai Karakter
Identifikasi Animals	Religius, kereatif, mandiri, kerja keras, rasa ingin tahu, komunikatif
Identifikasi transportations	
Identifikasi adjectives	
Identifikasi traffic sign	

c. **Tujuan Pembelajaran**
   Pada akhir pembelajaran siswa diharapkan:
   1. Peserta didik memahami animals dan contohnya
   2. Peserta didik memahami transportation dan contohnya.
   3. Peserta didik memahami adjective dan contohnya
   4. Peserta didik memahami traffic sign dan contohnya

d. **Materi Pembelajaran**

Materi pokok : Memorizing Vocabulary

e. **Media Pembelajaran**

Media kartu

f. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Ke – 1

Kegiatan	
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan memberi salam dan berdoa bersama yang dioimpin oleh ketua kelas 2. Guru memeriksa kehadiran peserta didik 3. Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai 4. Memberi motivasi pada siswa bahawa pentingnya materi yang akan dipelajari 5. Memberi sedikit penjelasan mengenai materi yang akan dipelajari dan cara belajar mengajar dengan media kartu

Kegiatan Inti	**1. Kegiatan Literasi**
	  a. Mendengarkan dengan seksama penjelasan guru mengenai materi pembelajaran
	  b. Guru menyebutkan beberapa kosa dalam bahasa indonesia kata dan siswa diminta untuk mengartikan nya ke dalam bahasa Inggris untuk melihat sejauh mana kemampuan kosa kata siswa
	
	  2. Critical thinking
	Guru memberikan kesempatan kepada para peserta didik untuk mengajukan beberapa pertanyaan tentang materi yang kurang dipahami guna untuk mengembangkan rasa ingin tahu dan berfikir kritis peserta didik .
	
	  3. Collaboration
	  a. Guru membagi peserta didik ke dalam 5 kelompok, yaitu kelompok A,B,C,D dan E

	b. Guru menjelaskan peraturan tentang materi vocabulary animlas, transportation and adjective menggunakan media kartu
	c. Guru menunjukkan 10 kartu per item kepada peserta didik satu per satu yang berisi kosa kata bahasa Indonesia yang kedua sisi kertas tersebut diisi dengan kata, satu sisi diisi dengan kata berbahasa Indonesia dan satu lagi bahasa inggris kemudian guru menyebutkan pengucapan kata tersebut dengan benar
	d. Peserta didik diminta untuk menghafal kosa kata tersebut
	e. Guru menunjukkan kartu secara acak dan peserta didik diminta untuk menebak kosa kata dari gambar tersebut dengan bahasa inggris
	f. Peserta didik tidak diperbolehkan untuk melihat kamus atau apapun yang berhubungan dengan bahasa inggris, peserta didik hanya mengandalkan ingatan
	g. Peserta didik beradu cepat untuk menjawab pertanyaan yang diberikan oleh guru
	h. Peserta yang paling banyak mendapat poin dinyatakan menang
	i. Peserta didik kembali ke tempat duduk masing – masing
	j. Guru membagikan kertas berisi soal dan meminta peserta didik untuk menjawab pertanyaan tersebut.
	4. Communication a. Guru memberikan kesempatan kepada para peserta didik untuk memberikan kesimpulan

	tentang materi pembelajaran berupa kosa kata dalam bentuk kartu b. Peserta didik mengemukakan pendapat atas kegiatan pembelajaran yang telah dilakukan **5. Creativity** Menyimpulkan tentang poin – poin penting dalam kegiatan pembelajaran yang telah dilakukan berupa hasil test tertulis dari peserta didik tentang materi kosa kata melalui media kartu
Penutup	1. Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang telah dilakukan 2. Guru memrikan reward kepada kelompok dengan nilai tertinggi dan memberikan memberikan motivasi kepada kelompok dengan nilai terendah 3. Guru menyampaikan materi pada pertemuan berikutnya 4. Guru menutup pembelajaran dengan membaca alhamdalah dan salam

Pertemuan Ke -2

Kegiatan	
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan memberi salam dan berdoa bersama yang dioimpin oleh ketua kelas 2. Guru memeriksa kehadiran peserta didik 3. Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai 4. Memberi motivasi pada siswa bahawa pentingnya

	materi yang akan dipelajari
	5. Memberi sedikit penjelasan mengenai materi yang akan dipelajari dan cara belajar mengajar dengan media kartu
Kegiatan Inti	**a. Kegiatan Literasi** b. Mendengarkan dengan seksama penjelasan guru mengenai materi pembelajaran c. Guru menyebutkan beberapa kosa dalam bahasa indonesia kata dan siswa diminta untuk mengartikan nya ke dalam bahasa Inggris untuk melihat sejauh mana kemampuan kosa kata siswa **d. Critical thinking** Guru memberikan kesempatan kepada para peserta didik untuk mengajukan beberapa pertanyaan tentang materi yang kurang dipahami guna untuk mengembangkan rasa ingin tahu dan berfikir kritis peserta didik . **e. Collaboration** a. Guru membagi peserta didik ke dalam 5 kelompok, yaitu kelompok A,B,C,D dan E b. Guru menjelaskan peraturan tentang materi vocabulary animals, transportations and adjectives menggunakan media kartu c. Guru menunjukkan 10 kartu per item kepada peserta didik satu per satu yang berisi kosa kata bahasa Indonesia yang kedua sisi kertas tersebut diisi dengan kata, satu sisi diisi dengan kata berbahasa Indonesia dan satu lagi bahasa inggris kemudian guru menyebutkan pengucapan kata

	tersebut dengan benar
	d. Peserta didik diminta untuk menghafal kosa kata tersebut
	e. Guru menunjukkan kartu secara acak dan peserta didik diminta untuk menebak kosa kata dari gambar tersebut dengan bahasa inggris
	f. Peserta didik tidak diperbolehkan untuk melihat kamus atau apapun yang berhubungan dengan bahasa inggris, peserta didik hanya mengandalkan ingatan
	g. Peserta didik beradu cepat untuk menjawab pertanyaan yang diberikan oleh guru
	h. Peserta yang paling banyak mendapat poin dinyatakan menang
	i. Peserta didik kembali ke tempat duduk masing – masing
	j. Guru membagikan kertas berisi soal dan meminta peserta didik untuk menjawab pertanyaan tersebut.
	k. Communication a. Guru memberikan kesempatan kepada para peserta didik untuk memberikan kesimpulan tentang materi pembelajaran berupa kosa kata dalam bentuk kartu
	b. Peserta didik mengemukakan pendapat atas kegiatan pembelajaran yang telah dilakukan
	c. **Creativity** Menyimpulkan tentang poin – poin penting dalam kegiatan pembelajaran yang telah dilakukan berupa hasil test tertulis dari peserta didik tentang materi kosa kata melalui media kartu

Penutup	1. Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang telah dilakukan
	2. Guru memrikan reward kepada kelompok dengan nilai tertinggi dan memberikan memberikan motivasi kepada kelompok dengan nilai terendah
	3. Guru menyampaikan materi pada pertemuan berikutnya
	4. Guru menutup pembelajaran dengan membaca alhamdalah dan salam

h. Penilaian

Penilaian Pengetahuan : Tes Tertulis

Benteng Huraba,

Mengetahui   Peneliti
Guru Bahasa Inggris Kelas VIII

Masliani, S.Pd.   **Nurul Khofifah Harahap**

Kepala Sekolah SMP N 2 Batang Angkola

Muhammad Yunus Siregar, S.Pd.
NIP : 19650224 199903 1 002

APPENDIX 2

Experiment II

RPP KEMAMPUAN VOCABULARY MENGGUNAKAN MEDIA PICTURE (RPP)

Nama Sekolah : SMP N 2 BATANG ANGKOLA

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII / 2

Alokasi Waktu : 2 X 40 Menit

---

a. **Standar Kompetensi**
   1. Memahami makna dalam percakapan transaksional dan interpersonal Sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
   2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berineraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

b. **Indikator**

Indikator	Nilai Karakter
Identifikasi Animals	Religius, kereatif, mandiri, kerja keras, rasa ingin tahu, komunikatif
Identifikasi transportations	
Identifikasi adjective	
Identifikasi traffic sign	

c. **Tujuan Pembelajaran**
   Pada akhir pembelajaran siswa diharapkan:
   1. Peserta didik memahami animals dan contohnya
   2. Peserta didik memahami transportations dan contohnya.
   3. Peserta didik memahami adjective dan contohnya
   4. Peserta didik memahami traffic sign dan contohnya

d. **Materi Pembelajaran**

Materi pokok : Memorizing Vocabulary

e. **Media Pembelajaran**

Media Picture

f. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Ke – 1

Kegiatan		
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan memberi greeting (salam) dan berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmat 2. Guru memeriksa kehadiran peserta didik 3. Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai 4. Memberi motivasi pada siswa bahawa pentingnya materi yang akan dipelajari 5. Memberi sedikit penjelasan mengenai materi yang akan dipelajari dan cara belajar mengajar dengan media picture	
Kegiatan Inti	1. **Kegiatan Literasi** 2. Mendengarkan dengan seksama penjelasan guru mengenai materi pembelajaran 3. Guru menyebutkan beberapa kosa dalam bahasa inggris kata dan siswa diminta untuk mengartikan nya ke dalam bahasa Indonesia untuk melihat sejauh mana kemampuan kosa kata siswa 4. **Critical thinking** Guru memberikan kesempatan kepada para peserta didik untuk mengajukan beberapa pertanyaan tentang materi yang kurang dipahami guna untuk mengembangkan rasa ingin tahu dan berfikir kritis peserta didik . 5. **Collaboration** a. Guru membagi peserta didik ke dalam 5 kelompok, yaitu kelompok A,B,C,D dan E	

b. Guru menjelaskan peraturan tentang materi vocabulary animals, transportation and adjective menggunakan media picture c. Guru menunjukkan gambar kepada peserta didik kemudian guru menyebutkan kosa kata tersebut dalam bahasa inggris dengan pengucapan yang benar d. Peserta didik diminta untuk menghafal kosa kata tersebut e. Guru menunjukkan 10 gambar per item secara acak dan peserta didik diminta untuk menebak kosa kata dari gambar tersebut dengan bahasa inggris f. Peserta didik tidak diperbolehkan untuk melihat kamus atau apapun yang berhubungan dengan bahasa inggris, peserta didik hanya mengandalkan ingatan g. Peserta didik beradu cepat untuk menjawab pertanyaan yang diberikan oleh guru h. Peserta yang paling banyak mendapat poin dinyatakan menang i. Peserta didik kembali ke tempat duduk masing – masing j. Guru membagikan kertas berisi soal dan meminta peserta didik untuk menjawab pertanyaan tersebut. **6. Communication** a. Guru memberikan kesempatan kepada para peserta didik untuk memberikan kesimpulan tentang materi pembelajaran berupa kosa kata dalam bentuk gambar	

	b. Peserta didik mengemukakan pendapat atas kegiatan pembelajaran yang telah dilakukan **7. Creativity** Menyimpulkan tentang poin – poin penting dalam kegiatan pembelajaran yang telah dilakukan berupa hasil test tertulis dari peserta didik tentang materi kosa kata melalui media	
Penutup	1. Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang telah dilakukan 2. Guru memrikan reward kepada kelompok dengan nilai tertinggi dan memberikan memberikan motivasi kepada kelompok dengan nilai terendah 3. Guru menyampaikan materi pada pertemuan berikutnya 4. Guru menutup pembelajaran dengan membaca alhamdalah dan salam	

Pertemuan Ke – 2

Kegiatan		
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan memberi greeting (salam) dan berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmat 2. Guru memeriksa kehadiran peserta didik 3. Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai 4. Memberi motivasi pada siswa bahawa pentingnya materi yang akan dipelajari	

	5. Memberi sedikit penjelasan mengenai materi yang akan dipelajari dan cara belajar mengajar dengan media picture	

Kegiatan Inti	**1. Kegiatan Literasi**
	  a. Mendengarkan dengan seksama penjelasan guru mengenai materi pembelajaran
	  b. Guru menyebutkan beberapa kosa dalam bahasa inggris kata dan siswa diminta untuk mengartikan nya ke dalam bahasa Indonesia untuk melihat sejauh mana kemampuan kosa kata siswa
	
	2. Critical thinking
	Guru memberikan kesempatan kepada para peserta didik untuk mengajukan beberapa pertanyaan tentang materi yang kurang dipahami guna untuk mengembangkan rasa ingin tahu dan berfikir kritis peserta didik .
	
	3. Collaboration
	  a. Guru membagi peserta didik ke dalam 5 kelompok, yaitu kelompok A,B,C,D dan E
	  b. Guru menjelaskan peraturan tentang materi vocabulary animals, transportation and adjective menggunakan media picture
	  c. Guru menunjukkan 10 gambar per item kepada peserta didik kemudian guru menyebutkan kosa kata tersebut dalam bahasa inggris dengan pengucapan yang benar
	  d. Peserta didik diminta untuk menghafal kosa kata tersebut	

	e. Guru menunjukkan gambar secara acak dan peserta didik diminta untuk menebak kosa kata dari gambar tersebut dengan bahasa inggris f. Peserta didik tidak diperbolehkan untuk melihat kamus atau apapun yang berhubungan dengan bahasa inggris, peserta didik hanya mengandalkan ingatan g. Peserta didik beradu cepat untuk menjawab pertanyaan yang diberikan oleh guru h. Peserta yang paling banyak mendapat poin dinyatakan menang i. Peserta didik kembali ke tempat duduk masing – masing j. Guru membagikan kertas berisi soal dan meminta peserta didik untuk menjawab pertanyaan tersebut. **4. Communication** a. Guru memberikan kesempatan kepada para peserta didik untuk memberikan kesimpulan tentang materi pembelajaran berupa kosa kata dalam bentuk gambar b. Peserta didik mengemukakan pendapat atas kegiatan pembelajaran yang telah dilakukan **5. Creativity** Menyimpulkan tentang poin – poin penting dalam kegiatan pembelajaran yang telah dilakukan berupa hasil test tertulis dari peserta didik tentang materi kosa kata melalui media	
Penutup	5. Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang	

	telah dilakukan	
	6. Guru memberikan reward kepada kelompok dengan nilai tertinggi dan memberikan memberikan motivasi kepada kelompok dengan nilai terendah	
	7. Guru menyampaikan materi pada pertemuan berikutnya	
	8. Guru menutup pembelajaran dengan membaca alhamdalah dan salam	

h. Penilaian

Penilaian Pengetahuan : Tes Tertulis

Benteng Huraba,

Mengetahui   Peneliti
Guru Bahasa Inggris Kelas VIII

Masliani, S.Pd.   **Nurul Khofifah Harahap**

Kepala Sekolah SMP N 2 Batang Angkola

Muhammad Yunus Siregar, S.Pd
NIP : 19650224 199903 1 002

APPENDIX 3

Instrument for Pre- Test

Name :

Look picture and answer the question!

- ✓ **Animals Vocabulary**

1. What is it?

  a. Tiger
  b. Horse
  c. Owl
  d. Lion

2. What is it?

  a. Tiger
  b. Horse
  c. Owl
  d. Lion

3. What is it?

  a. penguin
  b. bear
  c. dear
  d. ant

4. "kura- kura" in English is …

  a. Ant
  b. Crab
  c. Bear
  d. Turtle

5. What is it?

  a. Panda
  b. Lion
  c. Tiger
  d. Cat

6. "Buaya" means …..

  a. Panda
  b. Tiger
  c. Crocodile
  d. Dog

7. What is the animal in the picture?

   a. Giraffe
   b. Zebra
   c. Cat
   d. Dog

8. What is it?

   a. Lion
   b. Elephant
   c. Sheep
   d. Bear

9. The picture above is…..
   a. Leopard
   b. Crab
   c. Star fish
   d. Lion

10. What is it?

   a. Eagle
   b. Bird
   c. Owl
   d. Squirrel

11. What is the animal in the picture?

   a. Dog
   b. Zebra
   c. Giraffe
   d. Bear

12. What is it?

   a. Starfish
   b. Octopus
   c. Dolphin
   d. Fish

13. The picture below is…..

    a. Fish
    b. Whale
    c. Sea lion
    d. Octopus

✓ **Transportation Vocabulary**

14. What is the transportation in the picture?

    a. Taxy
    b. Helicopter
    c. Very
    d. Bicycle

15. What is the transportation in the picture?

    a. Taxy
    b. Helicopter
    c. Very

    d. Bicycle

16. What is it?

    a. Bus
    b. Taxy
    c. Car
    d. Motorcycle

17. "Sepeda motor" in English is

    a. Helicopter
    b. Very
    c. Bicycle
    d. Motorcycle

18. What is it?

    a. Scooter
    b. Truck
    c. Submarine
    d. Car

19. "Angkot" means …..

a. Public car
b. Taxy
c. Ambulance
d. Train

20. What is the transportation in the picture?

a. Taxy
b. Helicopter
c. Ambulance
d. Truck

23. This picture means…..

a. Bus
b. Bicycle
c. Tricycle
d. Ice cream truck

21. This picture in English we call …..

a. Van
b. Police car
c. Fire engine
d. Boat

24. What is the transportation in the picture?

a. Helicopter
b. Train
c. School bus
d. Jeep

a. Boat
b. Cable car
c. Train
d. Van

25. What is it?

22. What is the transportation in the picture?

a. Tractor
b. Truck
c. Cable car
d. Car

26. This picture in English we call …..

a. Tricycle
b. Motorcycle
c. Train
d. Scooter

✓ **Adjective Vocabulary**

27. What is the adjective in the picture?

a. Sad
b. Happy
c. Angry
d. Cool

28. What is the adjective in the picture?

a. Beautiful
b. Handsome
c. Short
d. Slim

29. This adjective means…

a. Poor
b. Shy
c. Rich
d. Clean

30. What is the adjective in the picture?

a. Arrogant
b. Long
c. Short
d. fat

31. What is the goal of the picture?

a. Loud
b. Short
c. Thin
d. Chubby

32. "Kuat" in english is…..

a. Long
b. Better
c. Beautiful
d. strong

33. This adjective means……

a. Big
b. Agree
c. Blind
d. Long

34. This adjevtive means…..

35. What is the adjective in the picture?
a. Wet
b. Clean
c. Dirty
d. Awful

36. What is the adjective in the picture?

a. cool
b. hot
c. big
d. small

37. This adjective means……

a. Big
b. Strong
c. Cool
d. Happy

38. " Lezat" in english is…..

    a. Happy
    b. Far
    c. Delicious
    d. Sad

✓ **traffic sign Vocabulary**

39. what is the traffict sihgn in the picture?

    a. traffic light
    b. no overtaking
    c. do not walk here
    d. no smoking

40. what is the traffict sign in the picture means?

    a. Dead end
    b. No parking
    c. Winding road
    d. Road slippery when wet

41. This traffic sign means…..

    a. Do not pass
    b. Traffic light
    c. No stop
    d. No entry

42. what is the traffict sign in the picture means?

    a. No u turn
    b. No turn left
    c. No entry
    d. Give way

43. what is the purpose of traffict sign in the picture?

    a. No u turn
    b. No turn right
    c. No entry
    d. Give way

44. what is the purpose of traffict sihgn in the picture?

a. do not use lift
b. do not run
c. do not pass
d. truck forbidden to pass

45. what is the traffict sign in the picture?

a. danger
b. crossroad
c. stop
d. falling stones

46. what is this traffict sign means…

a. No car
b. No truck
c. No buses
d. No bicycle

47. It means…..

a. No car
b. No truck
c. No buses
d. No motorcycle

48. what is the traffict sign means in the picture?

a. No entry
b. No parking
c. Stop
d. Go straight

49. what is this traffict sign means…
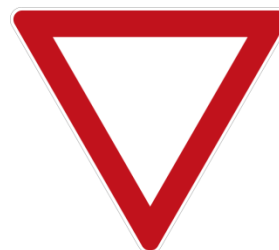
a. give way
b. no car
c. falling stones
d. no entry

50. It means…..

a. Give away
b. Stones
c. Ahead only
d. School crossing

APPENDIX 4

Instrument of Soal Post – Test

Name :

Look picture and answer the question!

✓ **Animals Vocabulary**

1. "Burung Hantu" in English is…..

   a. Snack
   b. Monkey
   c. Mouse
   d. Owl

2. What is the animal in the picture?

   a. Snack
   b. Monkey
   c. Mouse
   d. Owl

3. What is the animal in the picture?

   a. Sheep
   b. Monkey

   c. Mouse
   d. Lion

4. "Kupu- kupu" means…..

   a. Butterfly
   b. Owl
   c. Bird
   d. Snake

5. What is the animal in the picture?

   a. Snack
   b. Tiger
   c. Horse
   d. Chicken

6. This pictures is ….

a. Monkey
b. Pig
c. Hawk
d. Elephant

7. What is the animal in the picture?

a. Cow
b. Bird
c. Ant
d. Hawk

8. "sapi" in English we call….
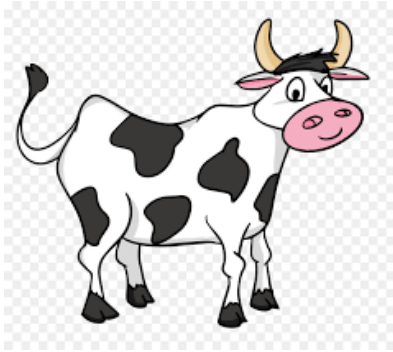
a. Goat
b. Cow
c. Lion
d. Tiger

9. What is this picture means?

a. Goat
b. Chicken
c. Tiger
d. Lion

10. What is in the picture?

a. Bird
b. Ant
c. Monkey
d. Mosquito

11. " Unta "in English is …..

a. Bird
b. Mosquito
c. Camel
d. Lion

12. What is the animal in the picture?

a. Porcupine
b. Snake

c. Chicken
d. Starfish

13. What is in the picture?

a. Hippopotamus
b. Porcupine
c. Turtle
d. Octopus

✓ **Transportation**
Vocabulary

14. What is the transportation in the picture?

a. Car
b. Airplane
c. Ambulance
d. Scooter

15. What is the transportation in the picture?

a. Police car
b. Jet
c. Very
d. Jeep

16. What is the transportation in the picture?

a. Public car
b. Bicycle
c. Train
d. Rocket

17. What is the transportation in the picture?

a. Car
b. Boat
c. Ambulance
d. Scooter

18. What is the transportation in the picture?

a. Truck
b. School bus
c. Airplane
d. Jeep

19. What is the transportation in the picture?

   a. Police car
   b. Ship
   c. Jet
   d. Ambulance

20. What is the transportation in the picture?

   a. Train
   b. Bus
   c. Car
   d. Fire engine

21. " Mobil" in English is…..

   a. Car
   b. Jeep
   c. School bus
   d. Ambulance

22. What is the transportation in the picture?

   a. Van
   b. Ship
   c. Bajaj
   d. Fire engine

23. "Balon udara" means…..

   a. Bus
   b. Taxy
   c. Hot air balloon
   d. Boat

24. " UFO " in English is

   a. Hot air ballon
   b. UFO
   c. Fire engine
   d. Ambulance

25. What is the transportation in the picture?

a. Police car
b. Fire engine
c. Train
d. Golf car

26. What is the transportation in the picture?

a. Dumb truck
b. Yacht
c. Scooter
d. Tractor

✓ **Adjectives Vocabulary**

27. What is the adjective in the picture?

a. Happy
b. Chubby
c. Laugh
d. Sad

28. What is the adjective in the picture?

a. Young
b. Old
c. Short
d. Slim

29. What is the adjective in the picture?

dc

a. Naughty
b. Sweet
c. Dirty
d. Clean

30. What is the adjective in the picture?

a. Cool
b. Hot
c. Naughty
d. Old
e.

31. "Gelap" in english is…..

a. Bright
b. Happy
c. Beautiful
d. Dark

32. What is the adjective in the picture?

a. Flat
b. Hot
c. Small
d. Chubby

33. What is the adjective in the picture?

a. Fat
b. Thick
c. Thin
d. Far

34. "Ganteng" in english is…

a. Beautiful
b. Pretty
c. Amazing
d. Handsome

35. The picture above means…..
a. Blind
b. Dangerous
c. Dirty
d. Afraid

36. What is the purpose of picture above?
a. Cleaver
b. Fat
c. Afraid
d. Dirty

37. What is the adjective in the picture?

a. Wet
b. Laugh
c. Dirty
d. Angry

38. The picture below means…..

a. Bad
b. Ugly
c. Happy
d. Good

✓ **Traffic sign Vocabulary**

39. What is this traffic sign means?

a. No turn right
b. No u turn
c. Keep right
d. Ahead only

40. This picture means….

a. Buses and cycle only
b. No stopping
c. No parking
d. No overtaking

41. This picture means…..
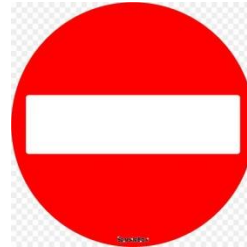
a. No entry
b. Keep left
c. Only turn left
d. School crossing patrol

42. What is the purpose of traffic sign in the picture?

a. Winding road ahead
b. Road narrows ahead
c. Stop sign ahead
d. Crossroad ahead

43. What is the traffic sign means in the picture?

a. Buses and cycle only
b. No stopping
c. Dangerous upgrade
d. No overtaking

44. What is the traffic sign means in the picture?

a. Falling rock warning
b. Slippery road ahead
c. Crossroad ahead
d. Go ahead

45. What is the traffic sign in the picture?

a. Look out for bicyle riders

b. Stop buses
c. Road is slippery when wet
d. No waiting

46. What is the purpose of traffic sign in the picture?

a. Winding road ahezd
b. No waiting
c. No parking
d. Narrow bridge ahead

47. What is the traffic sign in the picture?

a. Crossroads ahead
b. Winding road ahead
c. No buses
d. No vehicles

48. This traffic sign means…..

a. No motorcycle
b. No waiting
c. No overtaking
d. No stopping

50. This traffic sign means…..

a. Give away
b. No entry
c. School croshing
d. Turn left

49. This traffic sign means…..

shutterstock.com · 1753820879

a. Ahead only
b. Give way
c. No stopping
d. Overtaking

Instrument for Post – Test

Name :

Look pictures and answer the question !

✓ **Animals Vocabulary**

1. What is this word in English Vocabulary?

Burung Hantu

    a. Snack
    b. Monkey
    c. Mouse
    d. Owl

2. "**Tikus** " in English means…..

    a. Snack
    b. Monkey
    c. Mouse
    d. Owl

3. What is this word in English Vocabulary?

Domba

    a. Sheep
    b. Monkey
    c. House
    d. Lion

4. This word means…..

Kupu – kupu

    a. Butterfly
    b. Owl
    c. Bird
    d. Snake

5. "**Ular**" in English vocabulary is…..

    a. Snack
    b. Tiger
    c. Horse

    d. Chicken

Monyet

6. What is this word in English Vocabulary?

    a. Monkey
    b. Pig
    c. Hawk
    d. Elephant

7. What is this word in English Vocabulary?

Elang

    a. Cow
    b. Bird
    c. Ant
    d. Hawk

8. What is this word in English Vocabulary?

Sapi

    a. Goat
    b. Cow
    c. Lion
    d. Tiger

9. What is this word in English?

Ayam

    a. Goat
    b. Chicken
    c. Tiger
    d. Lion

10. What is this word in English?

Nyamuk

a. Bird
b. Ant
c. Monkey
d. Mosquito

11. **"Unta"** in English is….
a. Bird
b. Mosquito
c. Camel
d. Lion

12. This word means…..
Landak
a. Porcupine
b. Snake
c. Chicken
d. Starfish

13. This word means…..
Kuda nil
a. Hippopotamus
b. Porcupine
c. Turtle
d. Octopus

✓ **Transportation Vocabulary**

14. This word in English is…..
Pesawat
a. Car
b. Air plane
c. Ambulance
d. Scooter

15. This word in English is…..
Mobil polisi
a. Police car
b. Jet
c. Very
d. Jeep

16. This word means…..
Roket
a. Public car
b. Bicycle
c. Train
d. Rocket

17. What is this word in English?
But
a. Car
b. Boat
c. Ambulance
d. Scooter

18. What is this word in English Vocabulary?
truk
e. Truck
a. School bus
b. Airplane
c. Jeep

19. This word means….
Ambulan
a. Police car
b. Ship
c. Jet
d. Ambulance

20. What is this word in English?

Kereta api

  a. Train
  b. Bus
  c. Car
  d. Fire engine

Mobil

21. The word above means…..
  e. Car
  a. Jeep
  b. School bus
  c. Ambulance

22. # Bajai

What is this word in English Vocabulary?
  a. Van
  b. Ship
  c. Bajaj
  d. Fire engine

23. What is this word in English?

Balon udara

  a. Bus
  b. Taxy
  c. Hot air balloon
  d. Boat

24. This word in English is…..

UFO

  a. Hot air ballon
  b. UFO
  c. Fire engine
  d. Ambulance

25. What is this word in English?

Mobil Golf

  a. Police car
  b. Fire engine
  c. Train
  d. Golf car

26. # Truk pengangkut

What is this word in English Vocabulary?
  a. Dumb truck
  b. Yacht
  c. Scooter
  d. Tractor

27. What is this word in English Vocabulary?

Sedih

  a. Happy
  a. Chubby
  b. Laugh
  c. Sad

28. What is this word in English Vocabulary?

Tua

  a. Young
  b. Old
  c. Short
  d. Slim

29. What is this word in English Vocabulary?

Nakal

  a. Naughty
  b. Sweet
  c. Dirty
  d. Clean

30. This word in English is…..

Panas

    a. Cool
    b. Hot
    c. Naughty
    d. Old

31. What is this word in English Vocabulary?

Gelap

    a. Bright
    b. Happy
    c. Beautiful
    d. Dark

32. What is this word in English Vocabulary?

Cabby

    a. Flat
    b. Hot
    c. Small
    d. Chubby

33. What is this word in English Vocabulary?

Gemuk

    a. Fat
    b. Thick
    c. Thin
    d. Far

34. What is this word in English Vocabulary?

Ganteng

    a. Beautiful
    b. Pretty
    c. Amazing
    d. Handsome

35. What is this word in English?

Takut

    a. Blind
    b. Dangerous
    c. Dirty
    d. Afraid

36. What is this word in English Vocabulary?

Kotor

    a. Cleaver
    b. Fat
    c. Afraid
    d. Dirty

37. What is this word in English Vocabulary?

Tertawa

    a. Wet
    b. Laugh
    c. Dirty
    d. Angry

Baik

38. The word above means…..
    a. Bad
    b. Ugly
    c. Happy
    d. Good

39. This word means…

Dilarang putar Balik

    a. No turn right
    b. No u turn
    c. Keep right
    d. Ahead only

40. What is this word in English?

Dilarang menyelip

    a. Buses and cycle only

b. No stopping
c. No parking
d. No overtaking

41. What is this word in English?

Dilarang masuk

a. No entry
b. Keep left
c. Only turn left
d. School crossing patrol

42. This word in English means…

Banyak tikungan

a. Winding road ahead
b. Road narrows ahead
c. Stop sign ahead
d. Crossroad ahead

43. What is this word in English?

Tanjakan

a. Buses and cycle only
b. No stopping
c. Dangerous upgrade
d. No overtaking

44. What is this word in English?

Longsor

a. Falling rock warning
b. Slippery road ahead
c. Crossroad ahead
d. Go ahead

45. What is this word in English?

Jalan licin

a. Look out for bicyle riders
b. Stop buses
c. Road is slippery when wet
d. No waiting

46. This word means…..

Jalan sempit

a. Winding road ahezd
b. No waiting
c. No parking
d. Narrow bridge ahead

47. What this traffic sign means?

Jalan buntu

a. Crossroads ahead
b. Winding road ahead
c. No buses
d. No vehicles

48. What this traffic sign means?

Bukan jalur sepeda motor

a. No motorcycle
b. No waiting
c. No overtaking
d. No stopping

49. What this traffic sign means?

Jalan Lurus

a. Ahead only
b. Give way
c. No stopping

d. Overtaking

b. No entry
c. School croshing
d. Turn left

50. What this traffic sign means?

Bukan jalur sepeda motor

a. Give away

Instrument of Pre – Test

Name :

Look pictures and answer the question !

- ✓ **Animals Vocabulary**
  1. **"Kuda"** in English is…..
     a. Tiger
     b. Horse
     c. Owl
     d. Lion
  2. " **Harimau**"in English is ..
     a. Tiger
     b. Horse
     c. Owl
     d. Lion
  3. What is this word in English Vocabulary?

Penguin

     a. Penguin
     b. Bear
     c. Dear
     d. ant
  4. this word means…..

"Kura – kura"

     a. Ant
     b. Crab
     c. Bear
     d. turtle
  5. This word in English is…..

Panda

     a. Panda
     b. Lion
     c. Tiger
     d. Cat

6. This word means…..

Buaya

     a. Panda
     b. Tiger
     c. Crocodile
     d. dog
7. What is this word in English?

Zebra

     a. Giraffe
     b. Zebra
     c. Cat
     d. dog
8. What is this word in English?

Beruang

     a. Lion
     b. Elephant
     c. Sheep
     d. Beer
9. What is this word in English?

Macan tutul

     a. Leopard
     b. Crab
     c. Star fish
     d. Lion
10. This word in English is….

Burung Hantu

     a. Eagle
     b. Bird

c. Owl
d. Squirrel

11. What is this word in English Vocabulary?

Jerapah

a. Dog
b. Zebra
c. Giraffe
d. Bear

12. This word in English is….

Bintang Laut

a. Starfish
b. Octopus
c. Dolphin
d. Fish

13. What is this word in English Vocabulary?

Gurita

a. Fish
b. Whale
c. Sea lion
d. Octopus

✓ **Transportations Vocabulary**

14. What is this word in English?

Sepeda

a. Taxy
b. Helicopter
c. Very
d. bicycle

15. What is this word in English?

Kapal very

a. Taxy
b. Helicopter
c. very
d. Bicycle

16. This word means…..

Bus

a. Bus
b. Taxi
c. Car
d. Motorcycle

17. This word in English is…..

Sepeda motor

a. Helicopter
b. Very
c. Bicycle
d. Motorcycle

18. What is this word in English Vocabulary?

Kapal Selam

a. Scooter
b. Truct
c. Submarine
d. Car

19. What is this word in English Vocabulary?

Angkot

a. Public car
b. Taxy
c. Ambulance
d. Train

20. What is this word in English Vocabulary?

Tiga roda

a. Bus
b. Bicycle

c. Tricycle

d. Ice cream truck

21. This word in English is…..

Helicopter

    a. Helicopter

    b. Train

    c. School bus

    d. Jeep

22. What is this word in English?

Taxi

    a. Taxi

    b. Helicopter

    c. Ambulance

    d. Truck

23. What is this word in English?

Mobil pemadam kebakaran

    a. Van

    b. Police car

    c. Fire engine

    d. Boat

24. What is this word in English?

Kereta Gantung

    a. Boat

    b. Cable car

    c. Train

    d. Van

25. This word in English is…..

Traktor

    a. Tractor

    b. Truck

    c. Cable car

    d. Car

26. This word means…..

Skuter

    a. Tricycle

    b. Motorcycle

    c. Train

    d. Scooter

✓ **Adjectives Vocabulary**

27. This word in English is…..

Marah

    a. Sad

    b. Happy

    c. Angry

    d. Cool

28. This word in English is…..

Cantik

    a. Beautiful

    b. Handsome

    c. Short

    d. Slim

29. This word in English is…..

Kaya

    a. Poor

    b. Shy

    c. Rich

    d. Clean

30. This word in English is…..

Sombong

    a. Arrogant

    b. Long

    c. Short

    d. fat

31. What is this word in English?

Pendek

a. Loud
b. Short
c. Thin
d. Chubby

32. What is this word in English Vocabulary?

Kuat

a. Long
b. Better
c. Beautiful
d. Strong

33. What is this word in English?

Buta

a. Big
b. Agree
c. Blind
d. Long

34. What is this word in English?

Basah

a. Wet
b. Clean
c. Dirty
d. Awful

35. What is this word in English?

Pintar

a. Smart
b. Arrogant
c. Angry
d. Awful

36. What is this word in English?

Dingin

a. Cool
b. Hot
c. Big
d. Small

37. What is this word in English Vocabulary?

Bahagia

a. Big
b. Strong
c. Cool
d. Happy

38. This word in English is…..

Lezat

a. Happy
b. Far
c. Delicious
d. Sad

✓ **Traffic Sign Vocabulary**

39. What is this traffic sign means…..

Lampu lalu lintas

a. traffic light
b. no overtaking
c. do not walk here
d. no smoking

40. this traffic sign means…..

Dilarang parkir

a. Dead end
b. No parking
c. Winding road
d. Road slippery when wet

41. What is this word in English?

Dilarang berhenti

    a. Do not pass
    b. Traffic light
    c. No stop
    d. No entry

42. What is this word in English Vocabulary?

Dilarang belok kiri

    a. No u turn
    b. No turn left
    c. No entry
    d. Give way

43. What is this word in English Vocabulary?

Dilarang belok kanan

    a. No u turn
    b. No turn right
    c. No entry
    d. Give away

44. This traffic sign means…..

Dilarang lewat

    a. Do not use lift
    b. Do not run
    c. Do not pass
    d. Truct forbidden to pass

45. What is this word in English?

Berhenti

    a. Danger
    b. Cross road
    c. Stop

    d. Falling stones

46. What is the meaning of this traffic sign?

Mobil dilarang melintas

    a. No car
    b. No truck
    c. No buses
    d. No bicycle

47. What is the meaning of this traffic sign?

Sepeda Motor Dilarang melintas

    a. No car
    b. No truck
    c. No buses
    d. No motorcycle

48. This traffic sign means…..

Dilarang masuk

    a. No entry
    b. No parking
    c. Stop
    d. Go straight

49. What is this word in English Vocabulary?

Beri Jalan

    a. give way
    b. no car
    c. falling stones
    d. no entry

d. School crossing

50. This traffic sign means…..

Jalan berbatu

   a. Give away
   b. Stones
   c. Ahead only

APPENDIX 5

Kunci Jawaban Pre- Test

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

26. D
27. C
28. A
29. C
30. A
31. B
32. D
33. C
34. A
35. A
36. A
37. D
38. C
39. A
40. B
41. C
42. B
43. B
44. C
45. B
46. A
47. D
48. A
49. A
50. B

APPENDIX 6

Kunci Jawaban Pos- Test

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

33. A
34. D
35. D
36. D
37. B
38. D
39. B
40. D
41. A
42. A
43. C
44. A
45. C
46. D
47. B
48. A
49. A
50. C

APPENDIX 7

SCORE OF EXPERIMENTAL CLASS I IN PRE TEST

NO	NAME OF STUDENTS	SCORE
1	AA	50
2	AR	64
3	AM	60
4	AH	64
5	DH	54
6	DP	54
7	ES	56
8	EM	56
9	FR	50
10	HH	56
11	IW	60
12	LS	66
13	MN	50
14	NI	68
15	PY	72
16	RA	62
17	RM	58
18	RH	50
19	RF	60
20	SM	58
21	SM	60
22	SA	62
23	SW	70
24	ST	56
25	SS	56
26	SD	56
27	SR	72
28	SK	70
TOTAL		**1670**

APPENDIX 8

SCORE EXPERIMENTAL CLASS II IN PRE TEST

NO	NAME OF STUDENTS	SCORE
1	AS	64
2	AAF	66
3	AK	70
4	AS	70
5	ADN	64
6	DA	72
7	EN	74
8	FM	76
9	HS	66
10	IW	72
11	JW	62
12	KS	66
13	LS	68
14	NA	70
15	NW	74
16	FR	76
17	RM	60
18	RA	66
19	SA	62
20	SM	72
21	SA	60
22	SK	62
23	SL	70
24	SMS	62
25	TRD	64
26	WK	70
27	ZT	76
28	ZK	74
TOTAL		**1908**

APPENDIX 9

SCORE OF EXPERIMENTAL CLASS I IN POST TEST

NO	NAME OF STUDENTS	SCORE
1	AA	64
2	AR	66
3	AM	68
4	AH	70
5	DH	62
6	DP	66
7	ES	64
8	EM	66
9	FR	62
10	HH	76
11	IW	64
12	LS	68
13	MN	62
14	NI	76
15	PY	76
16	RA	70
17	RM	72
18	RH	62
19	RF	74
20	SD	76
21	SM	74
22	SA	66
23	SW	72
24	ST	64
25	SS	60
26	SD	60
27	SR	76
28	SK	72
TOTAL		**1908**

APPENDIX 10

SCORE EXPERIMENTAL CLASS II IN POST TEST

NO	NAME OF STUDENTS	SCORE
1	AS	90
2	AAF	88
3	AK	76
4	AS	70
5	ADN	80
6	DN	84
7	EN	90
8	FM	90
9	HS	82
10	IW	82
11	JW	88
12	KS	86
13	LS	80
14	NA	80
15	NM	90
16	FR	80
17	RM	72
18	RA	74
19	SA	70
20	SM	72
21	SA	74
22	SK	74
23	SL	70
24	SMS	74
25	TRD	68
26	WK	76
27	ZT	80
28	ZK	86
TOTAL		**2224**

APPENDIX 11

THE SCORE OF PRE TEST AND POST TEST IN EXPERIMENTAL CLASS I

NO	NAME OF STUDENTS	SCORE PRE TEST	SCORE POST TEST
1	AA	50	64
2	AR	64	66
3	AM	60	68
4	AH	64	70
5	DH	54	62
6	DP	54	66
7	ES	56	64
8	EM	56	66
9	FR	50	62
10	HH	56	76
11	IW	60	64
12	LS	66	68
13	MN	50	62
14	NI	68	76
15	PY	72	76
16	RA	62	70
17	RM	58	72
18	RH	50	62
19	RF	60	74
20	SD	58	76
21	SM	60	74
22	SA	62	66
23	SW	70	72
24	ST	56	64
25	SS	56	60
26	SD	56	60
27	SR	72	76
28	SK	70	72
TOTAL		**1670**	**1908**

APPENDIX 12

THE SCORE OF PRE TEST AND POST TEST IN EXPERIMENTAL CLASS II

NO	NAME OF STUDENTS	SCORE PRE TEST	SCORE POST TEST
1	AS	64	90
2	AAF	66	88
3	AK	70	76
4	AS	70	70
5	AND	64	80
6	DN	72	84
7	EN	74	90
8	FM	76	90
9	HS	66	82
10	IW	72	82
11	JW	62	88
12	KS	66	86
13	LS	68	80
14	NA	70	80
15	NM	74	90
16	FR	76	80
17	RM	60	72
18	RA	66	74
19	SA	62	70
20	SM	72	72
21	SA	60	74
22	SK	62	74
23	SL	70	70
24	SMS	62	74
25	TRD	64	68
26	WK	70	76
27	ZT	76	80
28	ZK	74	86
TOTAL		**1908**	**2224**

APPENDIX 13

RESULT OF NORMALITY TEST IN PRE TEST

A. Result Of Normality Test Of Experimental Class I

High   = 73
Low   = 50
Range (R) = high score – low score
        = 73 – 50
        = 23
Total of classes (K) = 1 + 3.3 log (28)
                = 1 + 3.3 (1.44)
                = 1 + 4.77
                = 5.77
                = 6
Length of classes   = 26 : 6
                = 4.33

The score of Experimental Class I in Pre- Test	
Total	1670
Highest Score	72
Lowest Score	50
Mean	59.64
Median	59.00
Modus	56
Range	22
Interval	6
Standard Deviation	6.668
Variants	44.460

Class interval of experimental class I		
Interval	Frequency	Percent
50 – 53	4	14.28%
54 – 76	8	28.57%
58 – 61	6	21.42%
62 – 65	4	14.28%
66 – 69	2	7.14%
70 – 73	4	14.28%

B. Result Of Normality Test Of Experimental Class II

High = 77
Low = 60
Range (R) = high score – low score
      = 77 – 60
      = 17
Total of classes (K) = 1 + 3.3 log (28)
              = 1 + 3.3 (1.44)
              = 1 + 4.77
              = 5.77
              = 6
Length of classes = 17 : 6
              = 2.83

The score of Experimental Class II in Pre- Test	
Total	1908
Highest Score	76
Lowest Score	60
Mean	68.14
Median	69.00
Modus	70
Range	16
Interval	6
Standard Deviation	5.104
Variants	26.053

Class interval of experimental class II		
Interval	Frequency	Percentages
60 – 62	6	21.42%
63 – 65	3	10.71%
66 – 68	5	17.85%
69 – 71	5	17.85%
72 – 74	6	21.42%
75 – 77	3	10,71%

C. Experimental Class I – Experimental Class II Result In Pre Test

Test of Normality							
Result		Kolmogorov - smirnov			Shapiro - whilk		
		Statistic	Df	sig	statistic	Df	sig
	Pretest Experimental class I	.136	28	.197	.938	28	.101
	Pretest Experimental class II	.142	28	.156	.935	28	.085

Descriptives

			Statistic	Std. Error
Pre test experimental class I 1	Mean		59.64	1.260
	95% Confidence Interval for Mean	Lower Bound	57.06	
		Upper Bound	62.23	
	5% Trimmed Mean		59.49	
	Median		59.00	
	Variance		44.460	
	Std. Deviation		6.668	
	Minimum		50	
	Maximum		72	
	Range		22	
	Interquartile Range		8	
	Skewness		.374	.441
	Kurtosis		-.682	.858
Pre test experimental class II	Mean		68.14	.965
	95% Confidence Interval for Mean	Lower Bound	66.16	
		Upper Bound	70.12	
	5% Trimmed Mean		68.16	
	Median		69.00	
	Variance		26.053	
	Std. Deviation		5.104	
	Minimum		60	
	Maximum		76	
	Range		16	

	Interquartile Range	8	
	Skewness	.001	.441
	Kurtosis	-1.242	.858

Histogram
For experimental class I in Pre test

Frequency

Histogram

For experimental class II in Pre test

Frequency
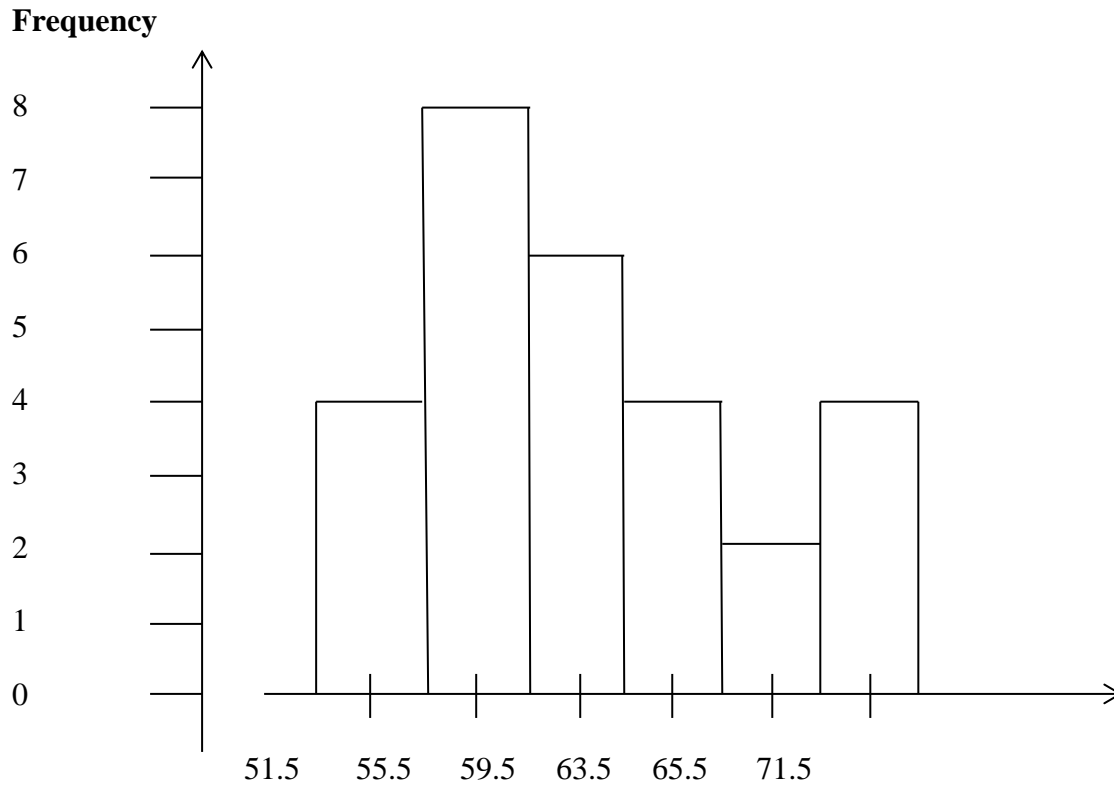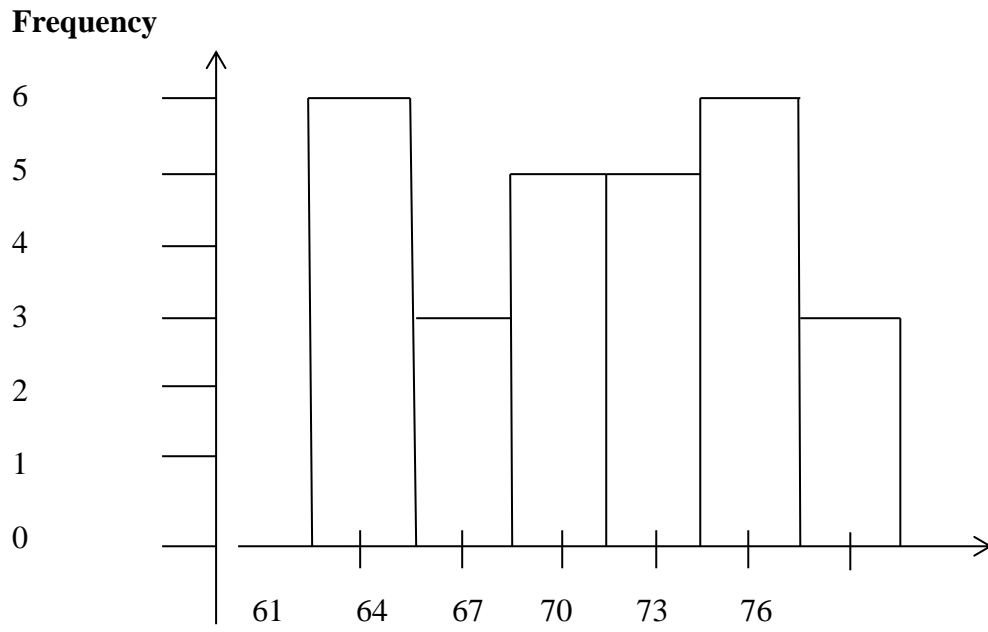
APPENDIX 14

RESULT OF HOMOGENEITY IN PRE TEST

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pretest experiment 1	Based on Mean	.515	1	54	.476
	Based on Median	.502	1	54	.482
	Based on Median and with adjusted df	.502	1	49.182	.482
	Based on trimmed mean	.511	1	54	.478

APPENDIX 15

RESULT OF NORMALITY TEST IN POST TEST

A. Result Of Normality Test Of Experimental Class I

High = 77
Low   = 60
Range (R) = high score – low score
    = 77 – 60
    = 17
Total of classes (K) = 1 + 3.3 log (28)
    = 1 + 3.3 (1.44)
    = 1 + 4.77
    = 5.77
    = 6
Length of classes   = 17 : 6
    = 2.83

The score of Experimental Class I in Pre- Test	
Total	1908
Highest Score	76
Lowest Score	60
Mean	68.14
Median	67.00
Modus	76
Range	16
Interval	6
Standard Deviation	5.441
Variants	29.608

Class interval of experimental class II		
interval	Frequency	Percent
60 – 62	6	21.42%
63 – 65	4	14.28%
69 – 68	6	21.42%
72 – 74	2	7.14%
75 – 77	5	17.85%
74 – 77	5	17.85%

B. Result Of Normality Test Of Experimental Class II

High = 90

Low = 68

Range (R) = high score – low score

= 90 – 68

= 22

Total of classes (K) = 1 + 3.3 log (28)

= 1 + 3.3 (1.44)

= 1 + 4.77

= 5.77

= 6

Length of classes = 22: 6

= 3.66

The score of Experimental Class II in Pre- Test	
Highest Score	90
Lowest Score	68
Mean	79.50
Median	80.00
Modus	80
Range	22
Interval	6
Standard Deviation	7.110
Variants	50.556
Highest Score	90

Class interval of experimental class II		
Interval	Frequency	Percentages
68 – 71	4	14.28%
72 - 75	6	21.42%
76 – 79	2	7.14%
80 – 83	7	25%
84 – 87	3	10.71%
88 – 91	6	21.42%

A. Experimental Class I – Experimental Class II Result In Post Test

Test of Normality							
Result		Kolmogorov – smirnov			Shapiro – whilk		
		Statistic	Df	Sig	Statistic	df	Sig
	Posttest Experimental class I	.153	28	.091	.912	28	.022
	Posttest Experimental class II	.138	28	.188	.928	28	.055

		DESKRIPSI		Statistic	Std. Error
Posttest 1 experimental class I		Mean		68.14	1.028
		95% Confidence Interval for Mean	Lower Bound	66.03	95% Confidence Interval for Mean
			Upper Bound	70.25	
		5% Trimmed Mean		68.16	
		Median		67.00	
		Variance		29.608	
		Std. Deviation		5.441	
		Minimum		60	
		Maximum		76	
		Range		16	
		Interquartile Range		10	
		Skewness		.169	.441
		Kurtosis		-1.367	.858
Post test experimental class II		Mean		79.50	1.344
		95% Confidence Interval for Mean	Lower Bound	76.74	
			Upper Bound	82.26	
		5% Trimmed Mean		79.52	
		Median		80.00	
		Variance		50.556	

	Std. Deviation	7.110	
	Minimum	68	
	Maximum	90	
	Range	22	
	Interquartile Range	12	
	Skewness	.094	.441
	Kurtosis	-1.277	.858

Histogram

For experimental class I in Post test

Frequency

Histogram

For experimental class II in Post test

Frequency
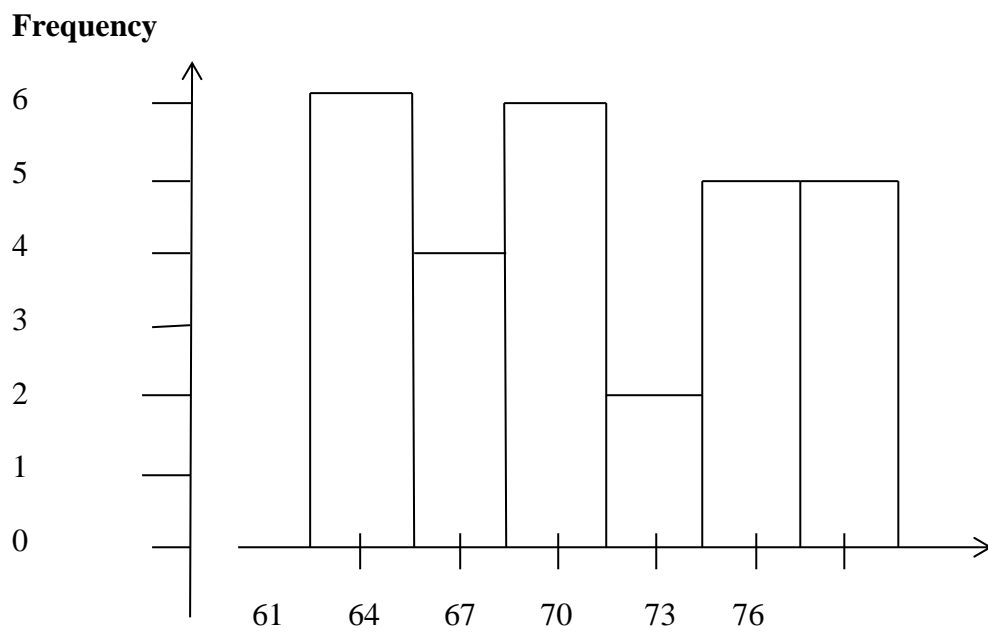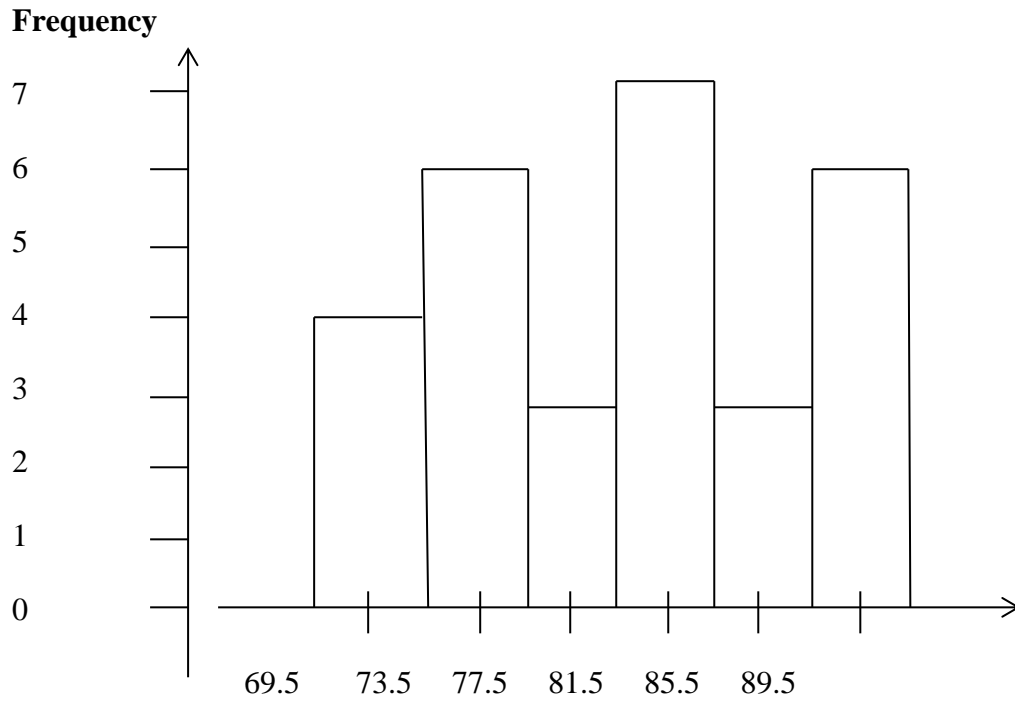
APPENDIX 16

RESULT OF HOMOGENEITY IN POST TEST

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	3.651	1	54	.061
	Based on Median	3.023	1	54	.088
	Based on Median and with adjusted df	3.023	1	47.233	.089
	Based on trimmed mean	3.627	1	54	.062

APPENDIX 17

INDEPENDENT SAMPLES TEST

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
The Result of Students' Vocabulary Mastery	Equal variances assumed	3.651	.061	6.866	54	.000	-11.357	1.654	-14.673	-8.041
	Equal variances not assumed			2.005	48.989	.000	-11.357	1.654	-14.681	-8.033

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