THE EFFECT OF USING SCHOOL BULLETIN BOARD TOWARD STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMPN 3 PAYAKUMBUH ACADEMIC YEAR 2016/2017

THESIS

Submitted as Partial Fulfill of the Requirements to get Strata One (S1) Degree on English Teaching Specialization

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DEDICATION



Dengan menyebut nama Allah yang Maha Pengasih lagi Maha Penyayang...

"Dan seandainya pohon-pohon di bumi menjadi pena dan laut (menjadi tinta), ditambahkan kepadanya tujuh laut (lagi) sesudah (keringnya)nya, niscaya tidak akan habis-habisnya (dituliskan) kalimat Allah. Sesungguhnya Allah Maha Perkasa lagi Maha Bijaksana." (QS. Lukman:27)

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"Kennis is macht"

(ilmu pengetahuan adalah kekuatan)

Yang bertanda tangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa karya ilmiah (skripsi) saya dengan judul di atas adalah benar asli karya penulis. Pendapat atau temuan orang lain dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah dan disebutkan dalam daftar kepustakaan. Apabila dikemudian hari terbukti bahwa skripsi ini bukan karya sendiri, maka penulis bersedia diproses sesuai hukum yang berlaku dan gelar kesarjaan penulis dicabut sampai batas waktu yang tidak ditentukan.

Demikian pernyataan ini saya buatdengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Bukittinggi, 19 September 2017
Saya yang menyatakan

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Penelitian ini dilatarbelakangi oleh beberapa permasalahan di lapangan dalam pembelajaran bahasa Inggris yaitu siswa masih kurang kosakata sehingga membuat mereka sulit untuk menentukan makna bacaan, dan guru tidak menyediakan waktu khusus untuk mengajarkan kosa kata. Selanjutnya, hasil tes siswa tidak mencapai angka yang harus dicapai. Dalam mengajar kosakata dalam bahasa Inggris ada media yang memberikan pengaruh terhadap penguasaan kosakata siswa. Salah satu media yang dapat digunakan guru untuk penguasaan kosakata siswa adalah *School Bulletin Board*.

Penelitian ini menggunakan penelitian eksperimen semu dengan pendekatan kuantitatif. Jumlah sampel sebanyak 62 siswa dari kelas VIII.2 dan VIII.3. Kelas VIII.2 diperlakuan sebagai kelas eksperimen dimana peneliti memberikan perlakuan berupa penggunaan *School Bulletin Board* sebagai media dalam mengajarkan kosakata, sedangkan kelas VIII.3 diperlakuan sebagai kelas kontrol yang mana peneliti tidak menyajikan media. Peneliti mengunakan teknik *Cluster sampling* dalam menentukan sampel. Dalam penelitian ini, peneliti menggunakan tes nomalitas dengan memakai uji *Liliefors* dan tes homogenitas dengan memakai uji *Bartlett*, sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dengan (□) = 0,05.

Berdasarkan hasil perhitungan tes awal dan akhir dari kelas eksperimen terdapat hasil uji t-hitung (2,70) lebih tinggi dari pada t-table (2,00) dengan derajat kebebasan adalah df = 28 + 28 - 1 = 54 dengan (□) = 0,05. Jadi, hipotesis alternatif (Ha) diterima bahwa terdapat pengaruh yang signifikan dalam menggunakan *School Bulletin Board*. Selanjutnya, perhitungan akhir dari dua kelas di peroleh t-hitung (2,30) lebih tinggi dari t-table (2,00) dengan (□) = 0,05. Jadi, hipotesis alternatif diterima bahwa terdapat perbedaan yang signifikan antara penggunaan *School Bulletin Board* dengan yang tidak menggunakan. Kemudian t-hitung kedua kelas adalah (2,30) yang mana lebih tinggi dari t-table (1,670) dengan (□) = 0,05. Jadi, hipotesis alternatif diterima yang berarti bahwa penggunaan media *School Bulletin Board* lebih baik dari pada tidak menggunakan. Hal ini dibuktikan bahwa *School Bulletin Board* merupakan media yang mampu membantu siswa kelas VIII di SMP N 03 Payakumbuh dalam meningkatkan penguasaan kosa kata bahasa Inggris mereka.

Kata-kata kunci: *School Bulletin Board*, Penguasaan Kosakata

ABSTRACT

ADEF SILVIA BP.2313.109, **"The Effect of Using School Bulletin Board toward Students Vocabulary Mastery at the Eighth Grade of SMP N 03 Payakumbuh".** A Thesis, State Islamic Institute Bukittinggi, 2017.

This research was due to several problems found in the field that is; the students still lacked of vocabulary which made them difficult to determine the meaning or words in contex. Therefore, the students' vocabulary test scores did not achieve the passing grade. While, in teaching vocabulary, there are media that give effect to the students' vocabulary mastery. One of the media is School Bulletin Board.

This research used quasi experimental research by using quantitative approach. The sample was 62 students from class VIII.2 and class VIII.3. Class VIII.2 was used as experimental class in which the treatment was given, while class VIII.3 was used as control class where the researcher did not use the School Bulletin Board only in teaching vocabulary. The researcher used *Cluster Sampling Technique* in choosing the sample. To analyze the data, the researcher used Liliefors test to test the normality and Bartlett-test to test the homogeneity. Then, to test the hypothesis the researcher used t-test and (□) = 0.05.

Based on the calculation of pre-test and post-test from experimental class, it was found that the t-obtained (2.70) was higher than the t-table (2.00) with degree of freedom (df) = 28 + 28 - 2 = 54 and (□) = 0.05. Hence, the alternative hypothesis (Ha) was accepted which means that there was significant effect of using School Bulletin Board to students vocabulary mastery. Then, the calculation of post-test of both classes is as follows, it was obtained that the t-obtained was (2.30) which was higher than the t-table (2.00) with degree of freedom 28 + 34 – 2 = 60 and (□) = 0.05. The alternative hypothesis (Ha) was accepted which means that there is significant difference between using School Bulletin Board and not using School Bulletin Board. Then t-obtained both of classes is (2.30) which was higher than t-table (1.670) with (□) = 0.05. The alternative hypothesis (Ha) was accepted which means that using School Bulletin Board is better than not using School Bulletin Board in teaching vocabulary. It can be concluded that the entire hypotheses are accepted. It is proved that using School Bulletin Board could help the students at the eighth grade of SMP N 03 Payakumbuh in improving their vocabulary mastery.

Key words: School Bulletin Board and Vocabulary Mastery

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Bukittinggi, Agustus 2017
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is an essential component of English which must be mastered by the students because it supports four language skills. Richard states that vocabulary is a core component of langugae proficiency and provides much of the basis for how well learner speak, listen, read, and write.[1] Students can create and share ideas, opinion, and feeling to other easily when they mastered vocabulary.

In junior high school, the students are hoped to have enough vocabulary which will help them to find an idea in writing, speaking, listening and reading. Thornbury says that without vocabulary nothing can be conveyed[2]. It shows that it is very essential for the students to have adequate vocabulary that will ease them during the English lesson.

In addition, the junior high school students still learn vocabulary as language component to accomplish their English language skills. SMP N 3 Payakumbuh, is one of junior high school that teach vocabulary to the students integrated with the English skills. Although the students in eighth grade have

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[1] Richard, C. Jack and Willy A. Renandya, Methodology in Language Teaching, (America: Cambridge University Press, 2002), p.255

[2] Scott Thornburry, How to Teach Vocabulary, (England: Longman, 2002), p.13

faced by the students in mastering vocabulary.

In fact, based on the observation that was done by the researcher, the researcher found several problems in students' vocabulary mastery. The students did not have enough time to practise their vocabulary in learning process. In the result, the students got the difficulty in determining the meaning. In addition, the students were given the task by teacher which demanded the students to have enough vocabulary, such as completing the sentence in writing activity.

After doing the pre research by doing observation, the researcher did the interview with the English teacher who taught at the eight grade of SMP 3 Payakumbuh. Based on the explanation from the English teacher, the researcher found that the students had difficulties in understanding words. So, they did not have any idea what to write or define terms that they read. Due to they have difficulties in understanding words, the student did not have enough of vocabulary to be used.

Next, the problem came from the students themself. Based on the data that was found by the researcher, students in the eighth grade (VIII.6) in SMP 3 Payakumbuh academic year 2016/2017 had low result in vocabulary test, that the result was still below KKM (60,88) While, the KKM in English subject is 75.

Meanwhile, the succesful of teaching vocabulary depends on how the teachers teach the students. Teacher should be able to provide the media to

that we also portray the media involved as neutral vehicles of comunication, whereas such media may both influence and inspire meanings.[3] It can be seen that the media can be used to ease the students in getting the idea during the process of learning. One of media that can be used by the teacher is school bulletin board. This school bulletin boards is useful to be given to the students in order to improve their vocabulary.

School bulletin boards can increase the students' motivation in memorizing the words. Cooper, et. al suggest that bulletin boards that students develop to display words of interest or words on a particular topic, or word wall with lists of these words, also promote awareness and ownership. Students can then be encouraged to use the words from bulletin boards in their writing.[4] So, through the school bulletin board, students can be motivated to remind more words.

Furthermore, in English activity class like in reading, listening, speaking, and writing, there were many particular vocabularies that should be mastered by the students, while the students still had lack of vocabulary. On the other hand, by using school bulletin boards, the students can put their written word and can reread what has been written on the wall.

Based on the explanation above, the researcher was interested to do an experimental research with the title ***"The Effect of School Bulletin Boards***

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[3] Chandrel, Daniel, "The Act of Writing", p.20, 1995.

[4] Copeer, J. David, et. al, "Literacy Helping Students Construct Meaning", Cengage Learning, USA, , p.218, 2015.

3 Payakumbuh academic year 2016/2017"

B. Identification of the Problem

Based on the background of the problem above, there were some problems occured in students' vocabulary:

1. The students had low result in vocabulary test.
2. The students did not have enough time to practise the vocabulary in learning vocabulary
3. The students had difficulties in memorizing the words. So, the students did not have any idea what to write or defined terms that they read.

C. Limitation of the problem

In this research, the researcher limited the problem into the effect of School Bulletin Board in teaching vocabulary to eighth grade of SMP N 03 Payakumbuh.

D. Formulation of the Problem

In accordance with the limitation of the problem, the problem in this research was formulated in the following questions:

1. Is there significant effect of using school bulletin board toward students' vocabulary mastery?
2. Is there significant difference of teaching by using school bulletin board and not using school bulletin board toward students vocabulary mastery?

bulletin board in teaching vocabulary?

E. Purpose of the reasearch

The purposes of this research are

1. To know whether there is a significant effect of using school bulletin board toward students' vocabulary mastery
2. To know whether there is significant difference of teaching by using school bulletin board and not using school bulletin board toward students, vocabulary mastery
3. To know whether teaching by using school bulletin board is better than not using school bulletin board in teaching vocabulary

F. Significance of the research

There are some significance of the research:

1. This research will be useful to the English teacher in order to make the teacher's knowledge in teaching vocabulary increase
2. This research will be useful to the students in order to solve their problem in vocabulary and increas their motivation in memorizing vocabulary
3. This research will be useful to the researcher to improve researcher's knewledge about teaching and learning English especially in vocabulary mastery.
4. Finally, to the further researcher in order to being a consideration in conducting other research

G. The Definition of the Key Terms

essential terms which were used in the title of the research:

1. School Bulletin Board is a media that is used by the students to compose their written words and hung it on the wall.
2. Vocabulary mastery is students' capability in learning, understanding and using word of a language property that they have to learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Vocabulary

a. Definition of Vocabulary

There are several definitions of vocabulary. According to Richard and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write[5]. When the students have lack of vocabulary, the contingency of the students to produce the language is less. Due to the vocabulary is a core of component of language proficiency, the learners must mastered the vocabulary as the basic to support their skills in English. Next, Linse says that vocabulary is the collection of word that an individual knows.[6] It means that it will be difficult to learn the four English skills if the students have lack of vocabulary proficiency.

From explanation above, it can be concluded that vocabulary is the basic element of producing language and finally applied in four skill such as; speaking, listening, reading, and write.

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[5] Richard and Renandya, *Methodology in Language Teaching*, (America: Cambridge university press, 2002), p.255

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

b. The importance of Vocabulary

Vocabulary is the basic essence of language to help the students in producing the language its self. Thornbury says that without vocabulary nothing can be conveyed[7]. This statement shows that students must have enough vocabulary to facilitate them in producing and receiving the language.

Furthermore, in learning process, improving students' vocabulary is the important thing that the teacher should have done. There are some advantages when students can master the English vocabulary. According to Bonet here some advantages:

a. Students will be better improving their reading, writing, speaking and listening vocabulary.
b. Students will think more clearly. Thoughts are limited by vocabulary.
c. Students will experience personal growth and greater confidence.
d. Students will understand other people idea and explanation easily.
e. Students will gain important survival tools for the new millennium.
f. Students' friend will think they are getting very smart.[8]

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[7] Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.13

[8] Diana Bonet, *Vocabulary Improvement*, (Boston: Thomson Course Technology, 1991, p.iii

students learn language and their ability to build communication with others. In the other hand, mastering vocabulary is more important than grammar.

To conclude, vocabulary is an essential part of language. It can be defined as the total number of words in a language. Vocabulary has an important role in learning language. Vocabulary helps language learners to understand texts, enrich their utterances and facilitates them in expressing their ideas in learning language.

c. Teaching Vocabulary

Teaching vocabulary is an activity that is done by the teacher and the learner in order the learner can acquire some new words to improve the language. Before teaching vocabulary, the teacher should consider several things to make the class can be taught sistematically. Thornburry suggets the factor in considering teaching vocabulary. The following factors are:

a. The level of the learners

   The teacher should know the level of her/his students whether beginner, intermediate or advanced.

b. The learner's likely familiarity with the words.

   The learner may have known the words before even though the words not part of their active vocabulary.

c. The difficulty of items.

or difficult to find the real meaning for her/his students.

d. Their 'teach ability'.

   The teacher should know whether easy to demonstrate or explain the words.

e. Items are being learned for production or for recognition only.

   The teacher should know whether the words for speaking and writing or listening and reading only.[9]

Based on the factors above, it can be seen that the teacher should consider the several factors in teaching vocabulary such as; the level of the learner, the learners' familirity of words, the difficulty of items, teaching ability, and the consideration of whether the items are being learmt for production or recognition only.

Moreover, Linse adds that vocabulary should be integrated into teaching the four skills- listening, speaking, reading and writing.[10] So, it explains that before mastering the four skills, the learner should master the vocabulary in the beginning to foster them in the four skills.

d. Types of Vocabulary

In teaching vocabulary, the teacher should explain the students the word class of those words. It should be done in order the students can apply those word appropriately. There are many word classes tha

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[9] Scott Thornburry, *How to Teach Vocabulary,* (England: Longman, Pearson Education limited, 2002), p.75-76

[10] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2005), p.122

the students should know. According to Thornbury, the words divide into eight classes:[11]

a. Nouns: reference to an object. Such as: record, player.
b. Pronouns: personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them.
c. Verbs: predication of an action. Such as: like, looking, doing, to look.
d. Adjective: modification by a property. Such as: old, new.
e. Adverb: a word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.
f. Preposition: a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.
g. Conjunction: a word which merely joins together sentences, and sometimes words. Such as: and, or.
h. Determiner: a word that comes before a noun and points it out without describing it the way that an adjective does. Such as: in the phrase my boy friend, that strange woman. The word my and that is determiner.

During the lesson, the teacher can introduce the students about word classes by reading the text that is given. The teacher can give a text which consist the whole word classes where the students can classify the each word classes.

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[11] Scott Thornburry, *How to Teach Vocabulary,* (England: Longman, Pearson Education limited, 2002), p. 3

e. Vocabulary Testing

A test is the way to know how well the students achieve the lesson that has been given by the teacher. According to Brown, "a test is a method of measuring a person's ability, knowledge or performance in a given domain".[12] Without giving the test to the students, there is no reliable means to knowing how affective a teaching sequence. So, giving the test is important in order to know how well the students achieve the lesson that has been given.

Testing provides a feedback between students and teacher. According to Read, vocabulary test is to find out whether the students can match each word with synonym, a dictionary type definition or an equivalent word in their own language.[13] It means that the purpose of vocabulary test is to know the students' ability in matches the word with their own language. In testing of vocabulary, there are many types of test that can use by a teacher to measure the students' ability. The Teacher can use some of types vocabulary testing such as synonym, antonym, definition, and gap filling. Hughes states that there are some types of vocabulary test: synonym, antonym, definition, and gap filling."[14]

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[12] Dauglas Brown, *Language Assessment Principle and Classroom Practice*, (New York:Longman,2003), p.3

[13] John Read, *Assessing Vocabulary*, (UK: Cambridge University Press,2000), p.16

[14] Arthur Hughest, *Testing for Language Teacher,* (Cambridge, 1989), p.180-183

1) Synonym

   Synonym is the same meaning of word. For exapmle, same means similar.

2) Antonym

   Antonym is opposite meaning of word. For example, hot is opposite meaning with cold

3) Definition

   Definition is the meaning of word based on context and category. Definition can use the function, explanation, meaning and description of the word. For example, rose is the beautiful flower.

4) Gap filling

   The context can be given in one sentence only, but the teacher can give several sentences in which the word appear.[15] In this test, teacher make sentences and put gap in the part of sentences, then the learner fill the suit word which has contextual meaning based on sentence in the gap part. So the learner will be easily remember the word.

2. Teaching Vocabulary by Using School Bulletin Board

a. Nature of School Bulletin Board

School bulletin board is a media that is used by the students to put their writing on the wall. According to Fidere, students writing was also displayed on bulletin boards in hallways and hung from wires

[15]Visnja Pasific Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition,* (Multilingual Matters, LTD, Clevedon, Bufallo, Taronto), p.20

streched across the classsroom. Young authors always enjoy comments made by other students, parents, and teacher[16]. It can be seen that school bulletin boards can be used to display what students have written.

The other name of the school bulletin board is commonly called with "word wall". Fawcett claims that a word wall is a bulletin boards or section of the calssroom wall that contains a collection of words, usually in alphabetical order and written with thick black marker or with large letters on colored paper.[17] So, by hanging school bulletin board or word wall, the written words can be shown.

Furthermore, Clark suggests that word walls at this stage are a vital tool students can use in their writing. A word wall can help students get over the speed bumps of how to spell and write a specific words. Word wall can be hung around the room on large sheets of laminated construction paper[18]. It can be known that school bulletin board or word wall is a tool that is used to put students writing of vocabulary which is finally shown on the wall. In addition, Clark adds that this is a form of publishing for students. It also helps students share what they have written and learn about the audience to whom they are

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[16] Fidere, Adele, "Teaching Writing A Workshop Approach", Scholastic Professional Books, USA p. 12,1993

[17] Gay Fawcett."Vocabulary in Action: Lesson from Great Literacy Teachers", rowman & littlefield publishing group Inc, Toronto, p.71, 2012.

[18] Sarah Kartchner Clark, *Beginning Writing,* Teacher Created Resource, USA, 2011, P.4

writing.[19] So, students do not write only for themselves or to fulfil the task, but they will feel satisfied if they can share their idea to the other.

Next, Spiliotopoulos and Carey in Noriko, claim that bulletin boards allow students to share their ideas with all the students in the class or even people outside the class, which enables them to hear multiple voices and perspectives[20]. After hanging the words that students write, students can share their ideas and get the respond from other students.

Beside using the school bulletin board as a display to the students, a school bulletin board can also decorate as interesting as possible. Reith states that successful classroom bulletin board display shouldnot only be decorative, but also must have clear-cut purposes andfunctions: informational (i.e., post current school news),instructional (i.e., expand on classroom units), and motivational(i.e., tap subliminal awareness)[21]. The other characteristics of the school bulletin boards are they must be informational, instructional, and motivational.

To conclude, school bulletin board is a very useful display to improve students vocabulary mastery. The students can also be motivated due to their written words will be shown and get respond

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[19] Sarah Kartchner Clark, *Begining Writing*, ...P.6

[20]Noriko Iwamoto, *Writing on Board or Paper*, The Japan Association of English Linguistic and Literature, 2015, P.124

[21] James. W. Reith, *Bulletin Boards: The Great Corkboard Wasteland*, Arizona English Bulletin; Volume 12, Number 2, 1970, P.35

from the other students and teacher. In addition, students can evaluate their written words by seeing the vocabulary that they hang on the wall.

b. Guideline of using school bulletin boards

A bulletin board should be an attention-grabber, it must attract notice before it can do anything else. Noticing is the succesful key of school bulletin board. According to Reith, there are some specific ideas in using school bulletin boards:[22] The specific ideas are

1) Consider the bulletin board to be an organic thing, an integral part of the whole classroom that functions as a teaching tool.
2) A door is an excellent bulletin board; the students use it every time they leave the room. It has high visibility and strategic location.
3) The wall space around the clock is a marvelous place for mounting subliminal messages, e.g., the correct spelling of a word that everyone has been having troble with, or the new word for the day (for those of you who build vocabulary systematically)
4) Nothing is quite so consistently fascinating as the human face. Cut pictures of them out of magazine, mount them, and write balloon speeches for tem
5) Choose a theme
6) Grocery stores and department stores will sometimes part with used commercial displays. Parts or all of these commercially produced materials will be helpful in producing classroom displays

[22] James. W. Reith, *Bulletin Boards*..... P.37

7) Then cut out letters from newspaper and magazine ads. Collect all those posters the students make for campaigns, parties, dances, and other activities, cut out the lettersindividually, put them into a cardboard box, and you'll soon have enough of all coulours, styles, and sizes to letter any bulletin board attractively.
8) Pictures are superb motivational devices for writing description and naration.
9) Political or comic cartoons clustered around a central idea will attract immediate attention.

It can be seen that there are many consideration to apply the school bulletin board in the classroom. The suggestion that is given by Reith, show that the students need to be encouraged by giving them the idea in making school bulletin board.

Furtherrmore, Clark suggests the guideline of word wall as the followed[23]:

1) Add words gradually. Do not put too many up the time. With younger students add one or two a time. Older students can handle up five words a week
2) Make words very accesible by putting them were every students can see the. Be sure that the word wall is in a prominent place in the classroom and is easily accesible.

[23] Sarah Kartchner Clark, *Beginning Writing*, Teacher Created Resource, USA, 2011, P.27

3) Write the words in big, black letters. Be sure the words are printed neatly. You can use background colors for color words.
4) Be selective about what words go on the word wall, limiting additions to those common words the children use a lot in writing.
5) Use the words on the word wall in a variety of activities.
6) Do a variety of review activities. Be sure to provide enough practice so that words on the word wall become easy for students to identify, read, and spell automatically.
7) Encourage students to use the words on the wall in all of writing activities. Make sure that word wall words are spelled correctly in any writing students do.

To conclude, the guidline of applying School Bulletin Board is important in order to improve students' vocabulary effectively.

c. Procedure in Teaching Writing by Using School Bulletin Board

There are many procedures that can be used to apply school bulletin boards in the classroom. Due to School Bulletin Board is media that can be decorated based on the topic of the lesson, Groeneweg suggests the steps of School Bulletin Boards as follows:[24]

1) Label a class chart Instead of Said, Keep a running list of alternative words for said as you read various books.
2) Have Childern choose one of the words from the list.

[24] Nicole Groeneweg, Interactive Project and Displays, Creative Teaching Press, Hummington Beach, 2007, p. 25

3) Cut poster board in half and ask them to glue the faces on the poster board. Give the childern manila paper and ask them to write a pharse that matches their expression.Have childernmake a speech bubble around the words, cut outthe bubble and glue it to poster board.

From the procedure above, the students can use words from the list that they have chosen. So they can use the words to their writing.

Next, Gravois suggests the template 'word for wise' for the procedure of School Bulletin Board where the students can put the word with its definition, synonym, antonym, and the sentence. The steps can be seen as followed:[25]

1) Give each student a copy of the Word Wheel template.
2) Assign a different spelling or vocabulary word to each student. Students will study their words in more depth as they complete the word wheel.
3) Review the following directions with the students so they understand how to complete the word whell
   a) Break the word down into syllables and write it in the box in the center of the circle (i.e., syl • la • bles).
   b) In the DEFINITION wedge, write the dictionary definition of the word.

[25] Michael Gravois, *Totally Awesome & Totally Easy Language Art Bulletin Board*, Schoolastic Professional Books, USA, 2003, P.42

c) Use a thesaurus to find as many synonyms and antonyms of the word as you can. Write them in the SYNONYMS and ANTONYMS wedges of the circle.

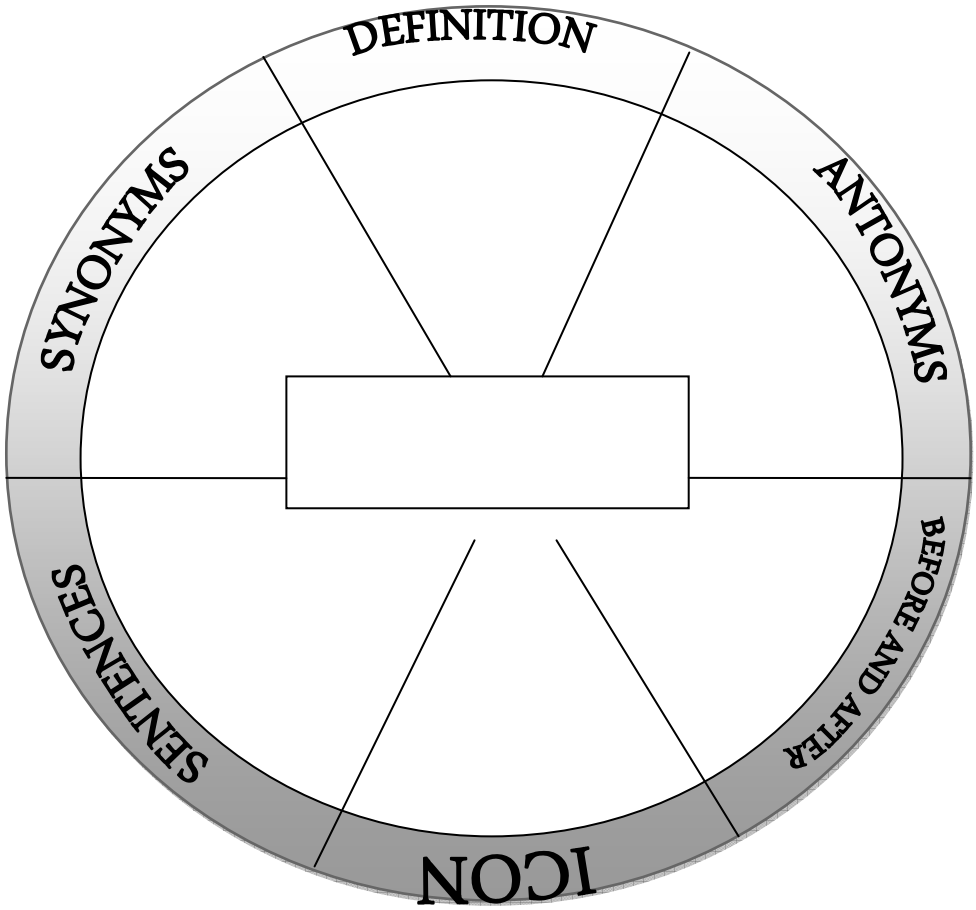
d) In the ICON wedge, draw a simple icon that conveys the meaning of the word. The icon can be a simple symbol in the style of a road sign. (Students will have to be creative if the word is not a noun.)

e) In the SENTENCE wedge, write a complete sentence using the word in a way that conveys its meaning.

f) Find the word in the dictionary. In the BEFORE AND AFTER wedge, write each word that comes immediately before and immediately after the word.

4) Students should cut out the wheels. Hang the word wheels on a bulletin board under a banner that reads WORDS FOR THE WISE.

The school bulletin board WORDS FOR THE WISE that is suggested by Gravois can be described by the picture follows:



Source: *Language Arts Bulletin Boards p.29*

At the wedge 1, the students write the definition of the word, at the wedge 2, the students write the antonym of the word, at the wedge 3, the students write the synonym of the word, at the wedge 4, the students write the sentence, at the wedge 5, the students draw the icon, and at the wedge 6, the students write before and after that the look for on the dictionary.

From these steps that is suggested by Gravois, it can be seen that there are several steps of using school bulletin board towards students vocabulary mastery. By using “word for the wise” template,

the students can prepare their and put it on the template before it is hung on the wall, which involves words, the definition, synonim, antonym, and the sentence that can be used by the students. In conclusion, the students can improve their vocabulary because the not only write down the words on the wall but they also can find the synonym, antonym and even write the sentence related to the words that they use.

d) The Benefit of School Bulletin Board

Using School Bulletin Board give positive impact in teaching vocabulary. There are some benefits of school bulletin board toward students students vocabulary. Clark claims there are many advantages of using School Bulletin board. The advantages can be seen as follow:[26]

1) Support the teaching of words and how word is used in writing
2) Foster the reading and writing
3) Provide the reference support for children during their reading and writing.
4) Promote independence on the part of young writers as they work with words in writing and reading
5) Provide a visual to help childern remember connections between letters and words.
6) Develop a growing core of words that become part of a writers' reading and writing vocabulary.

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[26] Sarah Kartchner Clark, *Beginning Writing*, Teacher Created Resource, USA, 2011, p.27

B. The Review of the Related Finding

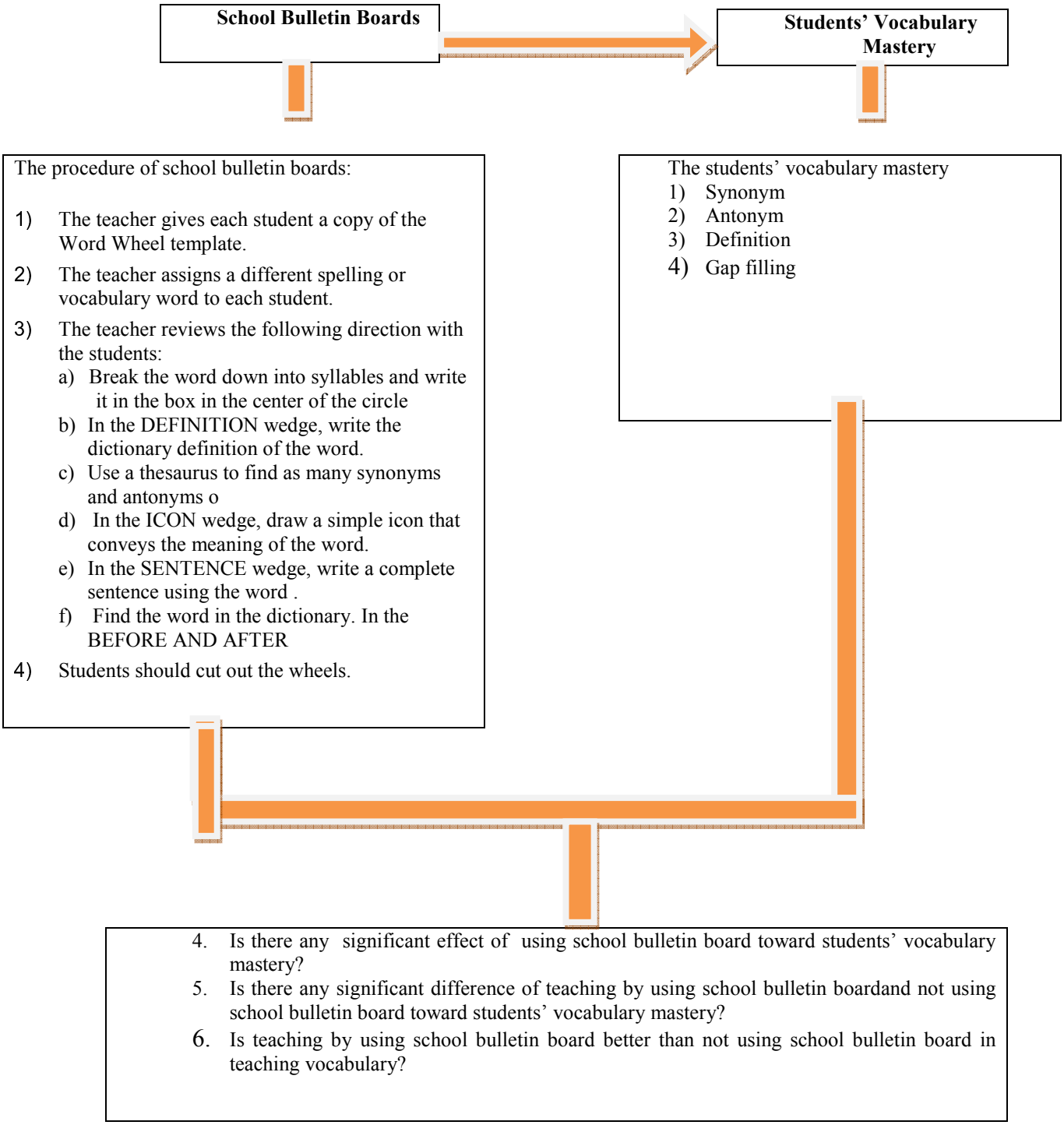
There were some studies related to this research. The writer found some researches that were observed by some researches as follows. The first, the research was observed by Siska Nuzulina (2011) with the title "The Influence of Using Word Wall Toward Students' Vocabulary Mastery at MTs Al-Furqan Dumai". She found that the students still lack of vocabulary and they do not practise a lot. Meanwhile, after the students use the word wall, the vocabulary that students have increased.

The second by Dian Rizki Nurcahyani (2016) with the title "The Effectiveness of Using Word Wall Meida Toward Students' Vocabulary Mastery of Eight Grade in MtsN Bandung ". She found that the students have dificulty in achieving basic competence because students' vocabulary is inadequate and the result of the writing test was still below average. In the other hand after the using word wall, students' vocabulary better than before. It is shown ffrom the score obtained by te students after being taught by using word wall media.

Based on the related finding above, it could be concluded that school bulletin boards is very usefull towards students' vocabulary mastery. So, the researcher focused on teaching vocabulary using school bulletin board to the eight grade of SMP 3 Payakumbuh in 2016/2017 academic year in order to make the students not only using enough vocabulary in English but also enjoying in learning vobaluray.

C. The Conceptual of Framework

The conceptual framework of this research can be created as follow :



D. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypotheses of this research are

1. H_a: There is a significant effect of using school bulletin board toward students vocabulary mastery

   H_o : There is no significant effect of using school bulletin board toward students' vocabulary mastery.

2. H_a : There is difference between teaching by using school bulletin board and not using School Bulletin Board toward students vocabulary mastery

   H_o : There is no difference between teaching by using School Bulletin Board and not using School Bulletin board toward students vocabulary mastery.

3. H_a : Teaching by using School Bulletin Board is better than not using School Bulletin Board in teaching vocabulary

   H_o: Teaching by using School bulletin Board is not better than not using School Bulletin Board in teaching vocabulary

In conclusion, for the first hypothesis states that Ha means there is a significant effect of using school bulletin boards towards students' vocabulary mastery. On the other hand, H_0 means using school bulletin boars does not give a significnt effect towards students' vocabulary mastery. For the second hypothesis H_a means there is significant difference of the students' vocabulary mastery between the students who use school bulletin boards and the students who do not

use school bulletin boards and H_0 means there is no significant difference of the students' vocabulary mastery between the students who use school bulletin boards and the students who do not use school bulletin boards, and for third hypothesis H_a means the vocabulary of the students who use school bulletin boards is better than the vocabulary of the students who do not use school bulletin boards and H_0 means the vocabulary of the students who using school bulletin boards is not better than the vocabulary of the students who do not use school bulletin boards.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting the research, the researcher used the quantitative research. The quantitative research is the research which uses the numerical, statistical or mathematical to process the data. Gay states that quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. However, a quantitative research approach entails more than just the use of numerical data.[27]

According to Gay, in experimental research, the researcher manipulated at least one independent variable, controled other relevant variables, and observed the effect on one or more dependent variable.[28] So, the experimental research has to do with the effect of dependent variable that is used in the research at the final result. In addition, experimental research is accurately used to test the cause-effect relationship by using hypothesis test. Dealing with this purpose, the experimental research is conducted to compare two groups by giving a test to check whether there was a significant difference between the special treatment that will be given to one group and the other group that will not.

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[27] Gay, L.R. et. al, *Educational Research Competencies for Analysis and Application,* Pearson, USA, 2011, P.7

[28] Gay, L.R. et. al, *Educational Research Competencies for Analysis and Application,* ..., P.249

In this experimental research, the researcher used a quasi-experimental design by using the pretest-posttest control group design. Gay also adds that an experiment typically involves two groups or two classes, an experimental group and a control group.[29] The experimental group and the control group were given the same test. The test was the same in qualities and quantities to keep the reliability of the research. It was given to know how the effect of school bulletin board toward students' vocabulary. The research described as following table:

Table 3.1 : Control-Group Pre-test-Post-test Design

	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	-	T2C

Where:

T1E = the pre-test for the experimental class

T2E = the post-test for the experimental class

X = the treatment

T1C = the pre-test for the control class

T2C = the post-test for the control class

Based on the research design above, special treatment was only given to the experimental class. The post-test was conducted after giving the treatment to the experimental class and it was given in order to observe students' vocabulary mastery.

[29]Gay, L.R. et. al, *Educational Research Competencies for Analysis and Application, ...*, P.249

B. Population and Sample

1. Population

Gay states that population in testing a sample , especially in a quantitative study, can allow the researcher to make inferences, about the performance of the large group.[30] The population of this research was the second grade students of SMP 3 Payakumbuh academic year 2016 / 2017. The eighth grade of SMP 3 Payakumbuh in 2016 / 2017 Academic Year consists of nine classes. there are $VIII_1$, $VIII_2$, $VIII_3$ $VIII_4$ $VIII_5$ $VIII_6$ $VIII_7$, $VIII_8$, $VIII_9$ It is shown in following table:

Table 3.2 : The Total Population of second grade in SMP N 3 Payakumbuh in 2016 / 2017 Academic Year

No	Classes	Total of population
1	VIII.1	31
2	VIII.2	29
3	VIII.3	34
4	VIII.4	34
5	VIII.5	33
6	VIII.6	34
7	VIII.7	30
8	VIII.8	34
9	VIII.9	34
Total		293

Source: English teacher

From this tabel, the population from this research was 293 students that were the total of the students in the nine classes of second grade in SMP Negeri 3 Payakumbuh

[30] Gay, L.R. et. al, *Educational Research Competencies for Analysis and Application, ...*, P.129

2. Sample

According to Gay, the sample is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent change of selection for the sample.[31] In this research, the researcher used two classes which would be experimental class and control class.

To determine a sample in this research, the techniques used cluster sampling technique. Before choosing the classes, the researcher analyzed the normality and homogenity of the data. The steps can be seen as follow:

a. Collect the mark of students' vocabulary test from English teacher at the eighth grade of SMP N 03 Payakumbuh 2016/2017 academic year

b. Test the normality of the data

The purpose of testing the normality of the data was to know whether the data spreads out normally or not. Normality of the data is tested by using Lilliefors test. It was done in these steps below:

1) Arrange the students' score from the lowest to the highest
2) Find the mean score ($\bar{x}$) and the standard deviation (SD) and the variant (S^2)

$$\bar{x} = \frac{\sum fxi}{n}$$

[31] Gay, L.R. et. al, *Educational Research Competencies for Analysis and Application,* P.131

Where:

$\bar{x}$ = Mean

$\sum x$ = The sum of all the scores

n = Total number of subject

$$SD = \sqrt{\frac{\sum f(xi-\bar{x})^2}{n-1}}$$

Where:

SD = Standard Deviation

$\sum fx$ = Sum of the multiple between frequencies

n = Number of class

1 = Constant number

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

Where:

S^2 = Variant

$\sum fx$ = Sum of the multiple between frequencies

n = Number of class

1 = Constant number

3) Find the score of Zi by using this formula : $Zi = \frac{Xi-\bar{x}}{S}$

Where:

Zi = Score

Xi = Limit of under class or higher class

$\bar{x}$ = Mean

4) Find the score of P (Zi) by consult the score of Zi with Z table

5) Find Sn (Xi) - P(Zi))
6) Find the absolute score of Sn (Xi) – P (Zi)
7) Determine the higher score of obsulute mark Sn (Xi) - P (Zi). It is named with Lo (Liliefors)
8) Test the Lo score with Liliefors table with the certain degree of freedom (□) : 0.05.
9) Take the conclusion, if Lo<Ltab or if Ltab>Lo it can be concluded that the data is distributed normally with the degree of freedom in (□) 5%.[32]

After that, the researcher found the homogeny of the data. The homogeneity of the data was used to find out whether the population is homogeneous or not, so the researcher used the Bartlett test. The homogeneity test by using Bartlett test was done by using the steps below:

1) Find the variant with the formula:

$$S^2 = \frac{\sum dk.Si^2}{\sum dk}$$

2) Find the barlett with

$$B = (\sum dk)\ (Log\ S^2)$$

3) Find the X^2 count with

$$X^2 = (In10)\{B - \sum (n-1) Log\ S_i^2\}$$

4) If the result of X^2 count □ than X^2 table, so its homogeny[33]

[32] Agus Irianto, Statistic: Konsep Dasar & Aplikasinya (Jakarta: Kencana, 2007), p. 274

[33] Sudjana. "Metoda Statistika", Bandung, Tarsito, p. 239

Next, the researcher determined the classes by using cluster sampling. Cohen, et.al state that by cluster sampling, the researcher can select a specific number of school and test all students in those selected schools.[34] The steps of using cluster sampling can be seen as follows:

1) Write the name of classes in piece of paper
2) Roll the paper and shake the paper
3) Throw the paper twice and choose the experiment and control class

After choosing the classes by using cluster sampling, the researsher determined VIII.2 class as experimental class and VIII.3 class as control class.

C. Instrumentation

Instrument is a tool used to collect data. The instrument that was used in this research was test about students' vocabulary and the form of test was multiple choices. There were two tests used, pre-test and post-test. The test was set based on the goal of teaching and learning that would be achieved. Pre-test was used to know students' vocabulary at the beginning and posttest was used to know the development of the students' vocabulary in the end after being given the treatment.

In order to make that test become the valid and reliable test, the researcher used the validity and reliability of the test.

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[34]Cohen, et.al. "Research Methods in Education", Canada, Roudledge, p.112

1. Validity

Validity in testing is used to discover whether a test measures accurately what is intended to measure. Arikunto says that a test can be said as a valid test if the measure what is intended to measure and the instrument is called as valid instrument when it can give a true description about the data based on the reality or fact.[35] In this research, the validity was the content validity and construct validity. The validity test was done by using product moment by pearson as follows:[36]

$$R_{xy} = \frac{N\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2-(\Sigma X)^2][N\Sigma Y^2-(\Sigma Y)^2]}}$$

Where:

r_{xy} = Correlation coefficient between x variable and y variable, these two variables are correlated

N = Total of students

$\sum XY$ = Total of multiple score item and total score

$\sum X$ = Total item

$\sum Y$ = Total score

invalid.

2. Reliability

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[35] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikani,* (Jakarta: Bumi Aksara, 1997) p. 57

[36] Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan dan Praktek* :Edisi Revisi IV, (Jakarta:Rineka Cipta,1998) p.161

Test is reliable the test gives the current result as the same as the previous test that concerned with the test consistently measures whenever it used. A reliable measure in one that provides consistent and stable indication of the characteristic being investigated.[37] The researcher used the Spearman formula as follow:[38]

$$r_{11} = \frac{2\, r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}}$$

Where :

R^{11} = Reliability coefficient

n = The sum of students

$r_{\frac{1}{2}\frac{1}{2}}$ = Corelation coefesien of product moment

1 and2 = Constant numbers

General description of coeficient correlation as follows :

0.80 - 1.00 : very high

0.60 - 0.80 : high

0.40 - 0.60 : moderate

0.20 - 0.40 : low

A. Technique of the Data Collection

[37] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*:revisi,……p.87

[38] Anas Sudiyono, Pengantar Evaluasi Pendidikan, (Jakarta: Rajawali Pers, 2009)

The researcher gave pre-test and post-test to both experimental and control groups. The pre-test was given in order to know the students' vocabulary at the beginning and the post-test is given in order to know the significant effect after giving the treatment to the experiment group.

The result of the test was used as the data of this research. The researcher examined and analyzed the students' answer sheet one by one. The maximum score is 100 and minimum score is 0. So, each student scored by dividing score of correct answers with total items then times to one hundred. Then the researcher compared the result of the test gained by the experimental and control groups in order to know whether the using of school bulletin board can give significant effect or not in improving the students' vocabulary mastery.

B. Technique of the data analysis

The data analysis is aimed to test hypothesis of the research. This researcher used the t-test in analyzing the data. Suharsimi Arikunto states if in a research there are experimental and control class, the researcher uses t-test to analyze the data.[39]

There are some formulas that were used to analyze the data in this research. Gays says that formulas are used to find out whether there was or

Bulletin Boards is better than not using School Bulletin Board. formula as follows:[40]

The formulas are following:

[39] Suharsimi Arikunto, *Manajemen Penelitian,*(Jakarta: Rineka Cipta, 2007), p. 392
[40] Gay….395

1. Average score of each group: $\bar{x} = \frac{\sum fxi}{n}$

2. Sum of square: $SS = \Sigma xi^2 - \frac{(\Sigma xi)^2}{N}$

3. t – test formulate to hypothesis 1:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2} \quad \frac{(1 + 1)}{n1 \quad n2}}}$$

Where:

t = the value of t-calculate

X1 = Mean Score of the posttest from Experiment Class

X2 = Mean Score of the pretest from Experiment Class

SS = The sum of square

SS1= The Sum of square of posttest from Experiment Class

SS2= The Sum of square of pretest from Experiment Class

n = Number of sample

n1 = Number of Sample in the Experiment Class

n2 = Number of Sample in the experiment Class

4. t – test formulate to hypothesis 2:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{}\right)\left(\frac{1}{} + \frac{1}{}\right)}}$$

Where:

t = the value of t-calculate

X1 = Mean Score of the posttest from Experiment Class

X2 = Mean Score of the posttest from Control Class

SS = The sum of square

SS1 = The Sum of square of posttest from Experiment Class

SS2 = The Sum of square of posttest from Control Class

n = Number of sample

n1 = Number of Sample in the Experiment Class

n2 = Number of Sample in the Control Class

To find out whether the value of t obtained indicate a significant effect between mean pre-test and post-test score of experimental class. Significant difference between post-test both of class, it was compared to the value of **t** in the table at the degree of freedom □ = 0, 05. The condition is the descriptive hypothesis (H_a) was accepted if $\mathbf{t_{hit} > t_{table}}$. It means that the descriptive hypotheses was (H_a) accepted.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this research, the findings were about the students' score of students' vocabulary test from both control and experimental class in the pre test and the post test. Here, the researcher described about the data analysis to answer the formulation of the problems: 1) was there a significant effect of using School Bulletin Boards towards students' vocabulary mastery at the eighth grade students of SMP N 03 Payakumbuh? 2) was there a significant diferences between the students who were taught by using School Bulletin Boards and the students who were taught without School Bulletin Boards? 3) was the students' vocabulary mastery that were taught by using School Bulletin Board better than students who were not taught by using School Bulletin Board?

The findings of this research showed that there was a significant effect of using School Bulletin Boards toward students' vocabulary mastery at the eighth grade students of SMP N 03 Payakumbuh. Then, there was a significant diferences between the students who were taught by using School Bulletin Boards and the students who were taught without School Bulletin Boards. Furtheremore, the students' vocabulary mastery that were taught by using School Bulletin Boards was better than the students who were not taught by

The descriptions of the data can be seen below:

1. Description of the Data

This data of the research was based on the students' score on the pre-test and post- test given for both of groups: the experiment group and control group. Both groups were given the same pre-test and post-test, 34 students for control class and 28 students for experimental class.

The pre-test and post-test were multiple choices where students chose one of four options; A, B, C, D. The topic given was Recount Text. The scores in pre-test and post-test for both groups were different.

The description of the data in both of the experimental and control classes were explained below:

a. Data from the Pre- test of Experimental and Control Class

Pre-test has been given by researcher at the first meeting before conducting the treatment for experiment class by using school bulletin boards and for control class the researcher did not use School Bulletin Board

The description from the pre-test result of the experimental class found that there were two students who got 76, three of them got 84, 72, three students got 48, 52, 60, 64, 68, and 80 and four students got 56 and 68. It was shown that the highest score of pre-test in the experimental class is 84 and the lowest score is 48. The mean score of

130.77

From more the explanations see the table 4.1:

Table 4.1: Pre-test Scores of the Experimental class (VIII. 2)

NO	NAME	SCORES
1	AFR	56
2	AA	60
3	AS	68
4	AM	48
5	DW	48
6	E	72
7	HA	72
8	IS	48
9	IR	64
1	LHA	64
1	MFR	68
1	NS	56
1	NA	56
1	NI	52
1	RAR	76
1	SYS	60
1	ZH	60
1	ZA	56
1	SH	68
2	SNP	84
2	TW	76
2	TK	80
2	UI	52
2	UIO	52
2	VVW	64
2	VJK	84
2	WYT	80
2	WQ	80
Highest Score		84
Lowest Score		48
Mean Score		64.437
Standard Deviation		11.43
Variant		130.77

The description from the pre-test result of the control class found that there were theree students who got 48, 56, 60, 64, 68, and 72, four of them got 44, 52, 76 an 80. It was shown that the highest score of pre-test in the control class is 80 and the lowest score is 44. The mean score of pre-test is 62.12. The standard deviation is 12.18 and the variant is 148.59

From more the explanations see the table 4.2

Table 4.2: Pre-test Score of the Control Class (VIII.3)

NO	NAME	SCORES
1	AR	64
2	AZ	56
3	ARA	68
4	ASD	76
5	A	68
6	FI	76
7	IQ	56
8	IR	56
9	IF	80
1	IH	60
1	KR	44
1	MA	76
1	MHAF	68
1	MHAS	72
1	MI	60
1	MRAE	60
1	MRAM	80
1	MR	76
1	MSJ	64
2	MWS	64
2	MWW	44
2	MS	48
2	RFK	44
2	RFL	48
2	REF	80
2	RWD	80
2	RZF	48
2	ST	52

2	SU	52
3	STK	72
3	SW	72
3	TU	52
3	TY	44
3	YI	52
Highest Score		80
Lowest Score		44
Mean Score		62.12
Standard Deviation		12.18
Variant		148.59

The result of pre-test in both of the experimental and control classes is also shown in the table 4.3:

Table 4.3: The cumulative Test Result of Pre-test in the Experimental and control classes

Statistic	Experimental Class	Control Class
N	28	34
Mean	64.43	62.12
Standard Deviation	11.43	12.18
Variant	130.77	148.59
Minimum	48	44
Maximum	84	80

Table 4.3 shows that there are 62 students who are involved in the pre-test 28 students in the experimental class and 34 students in the control class. The mean score of the experimental class is 64.43 and control class is 62.12. The standard deviation of the experimental class is 11.43 and control class is 12.18. The variant of the experimental class is 148.59 and control class is 130.77. The lowest score of the experimental is 48 and control class is 44. The highest score of the experimental class is 84 and control class is 80.

b. Data from the Post-test of Experimental and Control Class

Post test was conducted at the end of the treatment in the experiment and control class. The data gained from the post-test score of the experimental class as follows:

Table 4.4: The Post-Test Score of the Experimental Class

NO	NAME	SCORES
1	AFR	60
2	AA	64
3	AS	76
4	AM	56
5	DW	56
6	E	96
7	HA	84
8	IS	52
9	IR	64
10	LHA	80
11	MFR	80
12	NS	56
13	NA	72
14	NI	52
15	RAR	84
16	SYS	60
17	ZH	72
18	ZA	64
19	SH	80
20	SNP	96
21	TW	88
22	TK	88
23	UI	60
24	UIO	76
25	VVW	72
26	VJK	96
27	WYT	84
28	WQ	96
Highest Score		96
Lowest Score		52
Mean Score		73.71
Standard Deviation		14.37
Variant		206.73

The table 4.4 shows that the highest score of post-test in the experimental class is 96 and the lowest score is 52. The mean score of post-test is 73.31 the standard deviation is 14.37 and the variant is 206.73.

The data gained from the post-test score of the control class as follow:

Table 4.5: The Post-test Score of the Control Class

NO	NAME	SCORES
1	AR	64
2	AZ	56
3	ARA	72
4	ASD	72
5	A	84
6	FI	80
7	IQ	56
8	IR	60
9	IF	84
10	IH	60
11	KR	52
12	MA	80
13	MHAF	76
14	MHAS	76
15	MI	64
16	MRAE	72
17	MRAM	88
18	MR	88
19	MSJ	68
20	MWS	52
21	MWW	44
22	MS	48
23	RFK	44
24	RFL	48
25	REF	84
26	RWD	84
27	RZF	44
28	ST	52
29	SU	68
30	STK	76

31	SW	80
32	TU	44
33	TY	48
34	YI	56
Highest Score		88
Lowest Score		44
Mean Score		67.06
Standard Deviation		14.30
Variant		204.66

The table 4.5 shows that the highest scores of post-test in control class was 88 and the lowest score was 44. The mean score of post-test was 67.06, the standard deviation is 14.30 and the variant was 204.66

The result of post-test in both of the experimental and control classes are also shown in the table 4.6:

Table 4.6: The cumulative Test Result of Post-test in the Experimental and Control Classes

Statistic	Experimental class	Control Class
N	28	34
Mean Score	73.71	67.06
Standard Deviation	14.37	14.30
Variant	206.73	204.66
Minimum	52	44
Maximum	96	88

The data shows that there were also 62 students who were involved in the post-test 28 students in experimental class and 34 students in control class. The mean score of the experimental class was 73.71 and control class is 67.06. The standard deviation of experimental class was 14.37 and control class was 14.30. The variant of the

experimental class is 206.73 and control class was 204.66. The lowest score of the experimental class is 52 and control class is 44. The highest score of the experimental class was 96 and control class was 88.

The comparison of test result of pre-test and post-test from the experimental and the control class can be seen in table 4.7:

Table 4.7: The Comparison of Pre-Test and Post-Test of the Experimental and Control Classes

Test Result / The Class	Pre-test	Post-test
Experimental Class	μ =64.43 SD=11.43 S^2 =130.77	μ =73.71 SD=14.37 S^2 =206.73
Control Class	μ =62.12 SD=12.18 S^2 =148.59	μ =67.06 SD=14.3 S^2 =204.66

The table 4.7 describes that the mean score of pre-test in the experimental class is 63.43 and the mean score of the post-test in the experimental class is 73.71. It means, the post-test result of the experimental class is higher than pre-test result of the experimental class. The table above also shows that the mean score of post-test in the experimental class is higher than the mean score of post-test in the control class, they are 73.71 and 67.06.

2. Analysis of the Data

The analysis of the data in this research involved several statistical processes, such as:

a. Testing of Normality of the Data

The normality test of the data was needed to find out whether the data was distributed normally or not. The normality test of the data was conducted by using Liliefors test with the level of significance 0.05.

Table 4.8: Normality of students' pre test in Experiment (VIII.2) Class

X	F	Fk	Fk/n	Zi	F(Zi)	L
48	3	3	0,11	-1,44	0,0749	0,03
52	3	6	0,21	-1,09	0,1379	0,08
56	4	10	0,36	-0,74	0,2296	0,13
60	3	13	0,46	-0,39	0,3483	**0,12**
64	3	16	0,57	-0,04	0,484	0,09
68	3	19	0,68	0,31	0,6217	0,06
72	2	21	0,75	0,66	0,7454	0,00
76	2	23	0,82	1,01	0,8438	-0,02
80	3	26	0,93	1,36	0,9131	0,02
84	2	28	1,00	1,71	0,9564	0,04
Lmax		**<**		**Ltabel**		
0,12				**0,16**		**Normal**

From the column of F(Zi)-S(Zi), the score of Lo = 0.12 ,L table for n= 28 with the level of significance 0,05 = 0.16. So, Lo<L table, 0.12 < 0.16. It can be concluded that the sample was distributed normally.

Table 4.9: Normality of students' pre test in control (VIII.3) class

X	F	Fk	Fk/n	Zi	F(Zi)	L
44	4	4	0,12	-1,49	0,0681	0,05
48	3	7	0,21	-1,16	0,123	0,08
52	4	11	0,32	-0,83	0,203	**0,12**
56	3	14	0,41	-0,50	0,308	0,10
60	3	17	0,50	-0,17	0,432	0,07
64	3	20	0,59	0,15	0,559	0,03
68	3	23	0,68	0,48	0,684	-0,01
72	3	26	0,76	0,81	0,791	-0,03
76	4	30	0,88	1,14	0,872	0,01
80	4	34	1,00	1,47	0,929	0,07
Lmax			**<**		**Ltabel**	**Normal**
0,12					**0,15**	

From the column of F(Zi)-S(Zi), the score of Lo =0.12. L table for n=34 with the level of significance 0.05 = 0.150. So, Lo<L table, 0.12<0.150. It can be concluded that the sample was distributed normally.

Table 4.10: Normality of students' post test in Experiment (VIII.2) Class

X	F	Fk	Fk/n	Zi	F(Zi)	L
52	2	2	0,07	-1,51	0,065	0,01
56	3	5	0,18	-1,23	0,109	0,07
60	3	8	0,29	-0,95	0,171	0,11
64	3	11	0,39	-0,68	0,248	**0,14**
72	3	14	0,50	-0,12	0,452	0,05
76	2	16	0,57	0,16	0,563	0,01
80	3	19	0,68	0,44	0,67	0,01
84	3	22	0,79	0,72	0,764	0,02
88	2	24	0,86	0,99	0,838	0,02
96	4	28	1,00	1,55	0,939	0,06
Lmax			**<**			**Ltabel**
0,14						**0,16**

From the column of F(Zi)-S(Zi), the score of Lo = 0.14 ,L table for n= 28 with the level of significance 0,05 = 0.16. So, Lo<L table, 0.14 < 0.16. It can be concluded that the sample was distributed normally.

Table 4.11: Normality of students' post test in control (VIII.3) class

X	F	Fk	Fk/n	Zi	F(Zi)	L
44	4	4	0,12	-1,46	0,0721	0,05
48	3	7	0,21	-1,18	0,119	0,09
52	3	10	0,29	-0,91	0,181	0,11
56	3	13	0,38	-0,64	0,261	**0,12**
60	2	15	0,44	-0,37	0,355	0,09
64	2	17	0,50	-0,10	0,46	0,04
68	2	19	0,56	0,18	0,571	-0,01
72	3	22	0,65	0,45	0,673	-0,03
76	3	25	0,74	0,72	0,764	-0,03
80	3	28	0,82	0,99	0,838	-0,01
84	4	32	0,94	1,26	0,896	0,05
88	2	34	1,00	1,54	0,938	0,06
Lmax			**<**		**Ltabel**	**Normal**
0,12					**0,15**	

From the column of F(Zi)-S(Zi), the score of Lo =0.12. L table for n=34 with the level of significance 0.05 = 0.150. So, Lo<L table, 0.12<0.150. It can be concluded that the sample was distributed normally.

b. Testing the Homogeneity of the Data

The homogeneity of the data was used to find out whether the data was homogeneity or not. From the population, the researcher found that the data was homogeny.

Table 4.11: Homogenity of students' pre test in experiment and control (VIII.3) class

Number of Sample	dk (n-1)	1/dk	S_i^2	dk. S_i^2	Log S_i^2	(dk). log S_i^2
1	27	0,03704	130,77	3530,79	2,11651	57,1457
2	33	0,0303	148,59	4903,47	2,17199	71,6757
∑	**60**			**8434,26**		**128,821**

1) Find the variant

$$S^2 = \frac{\sum dk.Si^2}{\sum dk}$$

$$S^2 = \frac{8434.26}{60}$$

$$S^2 = 140$$

Log S^2 = 2.15

2) Find the Barlett

$$B = (\sum dk)\ (Log\ S^2)$$

$$B = (60)(2.15)$$

$$B = 129$$

3) Find X^2 count

$$X^2 = (In10)\{B - \sum (n-1) Log\ S_i^2\}$$

$$X^2 = (2,3026)\{129 - 128.8\}$$

$$X^2 = (2,3026)\{0.20\}$$

$$X^2 = 0.46$$

Result

X^2count : 0.46 □ X^2table : 3.84 = Homogeny

From the calculation of homogenity in pre test experiment and control class, it was achieved that the X^2 count was lower than X^2 table, so the data was homogeny.

Table 4.11: Homogenity of students' post test in experiment and control (VIII.3) class

Number of Sample	dk (n-1)	1/dk	S_i^2	dk. S_i^2	Log S_i^2	(dk). log S_i^2
1	27	0,03704	206,73	5581,71	2,3154	62,51589463
2	33	0,0303	216,13	7132,29	2,33472	77,04559676
∑	**60**			**12714**		**139,56**

1) Find the variant

$$S^2 = \frac{\sum dk.Si^2}{\sum dk}$$

$$S^2 = \frac{12714}{60}$$

$$S^2 = 211.9$$

Log S^2= 2. 326

2) Find the Barlet

$$B = (\sum dk)\ (Log\ S^2)$$

$$B = (60)(2.326)$$

$$B = 139.56$$

3) Find X^2 count

$$X^2 = (In10)\{B - \sum (n-1) Log\ S_i^2\}$$

$$X^2 = (2,3026)\{139.56 - 139.56\}$$

$$X^2 = (2,3026)\{0\}$$

$$X^2 = 0$$

Result

X^2count : 0 □ X^2table : 3.84 = Homogeny

3. Testing the Hypothesis

The calculation of hypothesis t-test was conducted by using t-test formula. If the value of the t obtained is higher than the value of the t

the same or less than the value of t table, the hypothesis is rejected.

a. The first hypothesis

Ha : There is a significant effect of using school bulletin board toward students' vocabulary mastery.

Ho : There is no significant effect of using school bulletin board toward students vocabulary mastery.

The first hypothesis stated that there is a significant effect of using school bulletin toward students' vocabulary mastery or there is no significant effect of using school bulletin board toward students' vocabulary mastery. The hypothesis testing is shown in the formula below:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{73.71 - 64.42}{\sqrt{\left(\frac{5581.72 + 3530.86}{28 + 28 - 2}\right)\left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t = \frac{9.29}{\sqrt{\left(\frac{9112.58}{54}\right)(0.035 + 0.035)}}$$

$$t = \frac{9.29}{\sqrt{(168.75)(0.07)}}$$

$$t = \frac{9.29}{3.43}$$

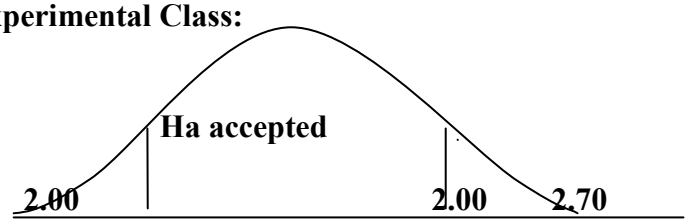
So, the t obtained = 2.70

For t table for df =(na+nb-2) = (28+28-2)= 54 With the level of significance 0.05 is = 0.05/2 = 0.025=2.00

So, t obtained >t table, 2.70.>2.00.

From the calculation of pre-test and post-test scores of the experimental class above, it was found that t obtained was 2.70 and the t table for degrees of freedom (df) = (na+nb-2)=(28+28-2)= 54 with the level significance a 0.05= was 2.00. Through comparing the t obtained (2.70) and t table (2.00), it was found that the t obtained was higher than the t table. It is show in the curve below:

Figure 1 : The Curve of the t-test Result of Post-test and Pre-test in the Experimental Class:



From the calculation it is seen that the hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because the t obtained is higher than the t table. So, it can be concluded that there is a significant effect of using school bulletin board toward students' vocabulary mastery.

From the calculation of the post-test and pre-test of the experimental class, it is found that the mean score of the experimental class in the post-test is 73.71 and pre-test is 64.42. It means, the mean score of experimental class in the post-test is higher than the mean score of the experimental class

obtained with the level of significance 0.05 is 2.70. Through comparing the t obtained (2.70) and t table (2.00), it is seen that t obtained is higher than t table. So, it can be concluded that there is a significant effect of using school bulletin board toward students' vocabulary mastery.

b. The second hypothesis

Ha : There is significant difference of teaching by using School Bulletin Board and not using School Bulletin Board toward students' vocabulary.

Ho : There is no significant difference of teaching by using School Bulletin Board and not using School Bulletin Board toward students' vocabulary.

The hypothesis test is shown in the formula below:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{73.71 - 65.41}{\sqrt{\left(\frac{5581.72 + 7132.24}{28 + 34 - 2}\right)\left(\frac{1}{28} + \frac{1}{34}\right)}}$$

$$t = \frac{8.3}{\sqrt{\left(\frac{12713.96}{60}\right)(0.036 + 0.030)}}$$

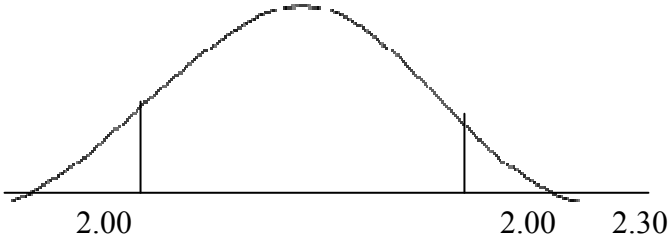
$$t = \frac{8.3}{\sqrt{(211.9)(0.064)}}$$

t_{-} 17.41

t=2.30

From the calculation of post-test scores of the both classes above, it was found that t obtained is 2.30 and the t table for degrees of freedom (df)=(na+nb-2=(34+28-2)=60 with the level significance 0.05 is 2.00. Through comparing the t obtained (2.30) and t table (2.00), it was found that the t obtained is higher than the t table. It is shown in the curve below:

Figure 2: The Curve of the t-test Result of Post-test in the Experimental and Control Classes



From the data it can be shown that the hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected because the t obtained is higher than t table, so it can be said that there are significant difference of teaching by using School Bulletin Board than not using School Bulletin Board toward students' vocabulary.

From the calculation of the post-test and pre-test of both classes, it was found that mean score of post-test in the experimental class is 71.73 and control class is 65.41. It means, the means score of post-test in the experimental class is higher than the mean score of post-test in the control class. After testing hypothesis by using t-test, it was found that t table is 2.00 with the level of significance 0.05 is. Trough comparing the t obtained (2.30) and t table (2.00), it is found that t is bigger than t table. It can be

Bulletin Board than not using School Bulletin Board toward students' vocabulary.

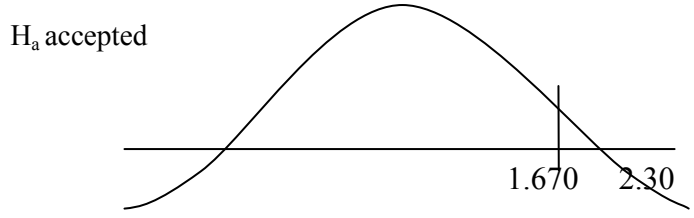
c. The third hypothesis

Ha : Teaching by using School Bulletin Board gives better result than not using School Bulletin Board toward students' vocabulary.

Ho : Teaching by using School Bulletin Board does not give better result than not using School bulletin Board toward students' vocabulary.

The third hypothesis means School Bulletin Board gives better result or not toward students' vocabulary mastery. The data gotten to prove this hypothesis is the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed test. From the second hypothesis above, it is found that t obtained is 2.30 while the t table for df = (na+nb-2) =(34+28-2)=60 with the level of significance 0.05 is 1.670. Trough comparing the t obtained (2.30) and t table (1.670), it is found that the t obtained is higher that the t table. The result of the t-test shown in the following curve:

Figure 3: The curve of the t-test result of the third hypothesis



The curve describes that the t obtained is higher than the t table. It means that the hypothesis (ha) was accepted. It can be concluded that

School Bulletin Board toward students' vocabulary mastery.

B. Discussions

Vocabulary is one of important aspects in learning English. Without mastering vocabulary, students found some problems in their learning process. The students would get the difficulty in listening, speaking, reading, and writing because vocabularyis a core component of language profiency and provides much of basis for how well lerners speak, listen, read and write.

Using the media to teach vocabulary is important to be done by the teacher. Chandrel suggests that we also portray the media involved as neutral vehicles of communication, whereas such media may both influence and inspire meanings.[41] One of the media that can be used by the teacher is School Bulletin Board. In addition, Cooper, et al add that Bulletin Board that students develop to display words of interest or words on a particular topic, or word wall with list of words, also promote awareness and ownership. Students can then be encouraged to use the words from Bulletin Boards in their writing.[42] So through the school Bulletin Board, students can be motivated to remind words and use it in their writing.

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[41] Chandrel, Daniel,"The Act of Writing", p.20, 1995

[42] Coopr, J. David et. al, "Literacy Helping Students Construct Meaning", Cengage learning, USA, p.218, 2015

To conduct the theory to the research, the researcher applied the School Bulletin Board to students at the eighth grade of SMP N 03 Payakumbuh where the students had lack of vocabulary to be used. The researcher used the

students VIII.2 as the experiment class, where the reasearcher used school bulletin board in teaching vocabulary and students VIII.3 was used as control class where the researcher did not use the School Bulletin Board in teaching vocabulary. From this classes the researcher analyzed the differences in order to answer the hypothesis.

Before giving the different treatment, the researcher gave the pre test to the both classes. The mean score of experiment class was 59.57 and the mean score of control class was 56.70. After giving the pre test, the researcher gave the treatment to the experiment class where the researcher used School Bulletin Board. Meanwhile, at the control class the reasearcher did not use School Bulletin Board.

During the treatment, the students who were taught by using School Bulletin Board, were more enthusiast rather than the students who were not taught by using School Bulletin Board because. Whereas, by using school Bulletin Board, the students could improve their creativity by decorating the word that they write which consists of definition, synonym, antonym, sentence, and picture related to the word. In addition, the students could see their own and others' writing on School Bulletin Board so their writing of vocabulary could be commented by the teacher. Fidere states that young authors always enjoy comments made by other students, parents, and

teacher.[43] It can be seen that the comment that was given by the teacher and other students could help the students' error of spelling. After giving the

classes.

Furthermore, the researcher assumed that there would be significant effect of using school bulletin board. To answer these hypothesis, the researcher used t table to the data that the researcher achieved from both classes. Based on the result of data analysis, it can be seen that H_0 was rejected for first, second, and third hypthesis. It means that H_a was accepted.

The first testing hypothesis can be concluded that students' vocabulary mastery was improved by using School Bulletin Board. It can be shown from the mean of pre test and post test in experiment class. The mean score of pre test of experiment class was 64.43 and the mean score of post test was 73.71. This condition means that teaching vocabulary by using School Bulletin Board can improve students' vocabulary mastery.

In the second hypothesis, it shew that the score of post test in experiment and control class. It explained that the score of experiment class (73.71) was higher than the score of control class (65.41). It means there were a significant of the students' achievementin vocabulary mastery between the students who taught by using School Bulletin Board and the students who were not taught by using School Bulletin Board.

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[43] Fidere, Adele, "Teaching Writing a Workshop Approach", Scholastic Professional Books, USA, p.12, 1993

To conclude, by directing to the last hypothesis it can be known which the better one. Based on the result of t test, it shew that using School Bulletin Board is better than not using School Bulletin Board. The result is suitable with Cooper, et al who states that the students can then be encouraged to use words from School Bulletin Board in their writing

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research that has been discussed in previous chapter, it can be concluded that:

1. The students' post-test scores in the experimental class were higher than the pre-test scores. It was found that t-obtained value higher than the value of the t-table. It means that there is a significant effect of using school bulletin board toward students' vocabulary mastery. In short, the first hypothesis of this researcher could be accepted that there is significant effect of using School Bulletin Board toward students' vocabulary mastery.
2. The students' post-test scores of the students who were using school bulletin board were higher than the students who were not using school bulletin board. It was found that the result of t-test which was higher that the t- table. It can be concluded that there is significant differences of

teaching by tusing School Bulletin Board and not using School Bulletin Board toward students' vocabulary mastery.

3. The finding of the t-test of post-test scores of the both classes,

than $t_{table.}$ So, it can be assumed that teaching by using School Bulletin Board gives better result than not using School Bulletin Board toward students' vocabulary mastery.

From the findings of these hypotheses, it can be concluded that school bulletin board is a good media toward students' vocabulary mastery and the teacher can use it in the classroom.

B. Suggestions

Based on the result of the research, the researcher would like to suggest that:

1. The English teacher can use school bulletin board toward student's vocabulary mastery.
2. This research is an input or consideration for many people especially who concern in English education section and other educational institutions.
3. Since this research is only beginning research, further research is expected to be done to see other issues that have not been covered by this research.

Appendix 1

Pre-test Score of the Experimental Class

NO	STUDENTS' CODE	X	X2
1	4	48	2304
2	5	48	2304
3	8	48	2304
4	14	52	2704
5	23	52	2704
6	24	52	2704
7	12	56	3136
8	13	56	3136
9	18	56	3136
10	1	56	3136
11	2	60	3600
12	16	60	3600
13	17	60	3600
14	25	64	4096
15	9	64	4096
16	10	64	4096
17	11	68	4624
18	19	68	4624
19	3	68	4624
20	6	72	5184
21	7	72	5184
22	15	76	5776
23	21	76	5776
24	22	80	6400
25	27	80	6400
26	28	80	6400

27	20	84	7056
28	26	84	7056
N		**28**	
TOTAL		**1804**	**119760**
Mean Score		**64,43**	
SD2		**130,77**	
SD		**11,43558**	

Appendix 2

Pre–test Score of the Control Class

NO	STUDENTS' CODE	X	X2
1	33	44	1936
2	23	44	1936
3	11	44	1936
4	21	44	1936
5	22	48	2304
6	24	48	2304
7	27	48	2304
8	28	52	2704
9	29	52	2704
10	32	52	2704
11	34	52	2704
12	2	56	3136
13	7	56	3136
14	8	56	3136
15	10	60	3600
16	15	60	3600
17	16	60	3600
18	20	64	4096
19	19	64	4096
20	1	64	4096
21	3	68	4624
22	5	68	4624
23	13	68	4624
24	14	72	5184
25	30	72	5184
26	31	72	5184
27	6	76	5776
28	12	76	5776

29	4	76	5776
30	18	76	5776
31	26	80	6400
32	9	80	6400
33	17	80	6400
34	25	80	6400
N		**34**	
TOTAL		**2112**	**136096**
Mean Score		**62,12**	
SD2		**148,59**	
SD		**12,18982**	

Appendix 3

The Calculation of Mean Score, Standard Deviation and Variant of Pre-test Score in Experimental Class

No	Xi	F	Fxi	x	Xi-x	(Xi-x)2	F(Xi-x)2
1	48	3	144	64,42	-16,42	269,62	808,85
2	52	3	156	64,42	-12,42	154,26	462,77
3	56	4	224	64,42	-8,42	70,90	283,59
4	60	3	180	64,42	-4,42	19,54	58,61
5	64	3	192	64,42	-0,42	0,18	0,53
6	68	3	204	64,42	3,58	12,82	38,45
7	72	2	144	64,42	7,58	57,46	114,91
8	76	2	152	64,42	11,58	134,10	268,19
9	80	3	240	64,42	15,58	242,74	728,21
10	84	2	168	64,42	19,58	383,38	766,75
∑		**28**	**1804**				**3530,86**

Mean Score	Standard Deviation	Variant
$\bar{x} = \frac{\Sigma Fxi}{n}$	$SD = \sqrt{\frac{\Sigma F(xi-\bar{x})^2}{n-1}}$	$S^2 = \frac{\Sigma F(xi-\bar{x})^2}{n-1}$
$\bar{x} = \frac{1804}{28}$	$SD = \sqrt{\frac{3530.86}{28-1}}$	$S^2 = \frac{3530.86}{28-1}$
$\bar{x} = 64.42$	$SD = \sqrt{\frac{3530.86}{27}}$	$S^2 = \frac{3530.86}{27}$
	$SD = \sqrt{130.77}$	$S^2 = 130.77$
	$SD = 11.43$	

Appendix 4

The Calculation of Mean Score, Standard Deviation and Variant of Pre-test Score in Control Class

No	Xi	F	Fxi	x	Xi-x	(Xi-x)2	F(Xi-x)2
1	44	4	176	62,12	-18,12	328,25	1313,00
2	48	3	144	62,12	-14,12	199,37	598,12
3	52	4	208	62,12	-10,12	102,41	409,66
4	56	3	168	62,12	-6,12	37,45	112,36
5	60	3	180	62,12	-2,12	4,49	13,48
6	64	3	192	62,12	1,88	3,53	10,60
7	68	3	204	62,12	5,88	34,57	103,72
8	72	3	216	62,12	9,88	97,61	292,84
9	76	4	304	62,12	13,88	192,65	770,62
10	80	4	320	62,12	17,88	319,69	1278,78
∑		**34**	**2112**				**4903,19**

Mean Score	Standard Deviation	Variant
$\bar{x} = \frac{\square Fxi}{n}$	$SD = \sqrt{\frac{\Sigma F(xi-\bar{x})^2}{n-1}}$	$S^2 = \frac{\square F(xi-\bar{x})^2}{n-1}$
$\bar{x} = \frac{2112}{34}$	$SD = \sqrt{\frac{4903.19}{34-1}}$	$S^2 = \frac{4903.19}{34-1}$
$\bar{x} = 62.12$	$SD = \sqrt{\frac{4903.19}{33}}$	$S^2 = \frac{4903.19}{33}$
	$SD = \sqrt{148.58}$	$S^2 = 148.58$
	$SD = 12.18$	

Appendix 5

Post-test Score of the Experimental Class

NO	STUDENTS' CODE	X	X2
1	14	52	2704
2	8	52	2704
3	5	56	3136
4	4	56	3136
5	12	56	3136
6	1	60	3600
7	23	60	3600
8	16	60	3600
9	18	64	4096
10	9	64	4096
11	2	64	4096
12	13	72	5184
13	17	72	5184
14	25	72	5184
15	24	76	5776
16	3	76	5776
17	11	80	6400
18	19	80	6400
19	10	80	6400
20	27	84	7056
21	7	84	7056
22	15	84	7056
23	21	88	7744
24	22	88	7744
25	6	96	9216
26	28	96	9216

27	20	96	9216
28	26	96	9216
N		**28**	
TOTAL		**2064**	**157728**
RATA		**73,71**	
SD2		**206,73**	
SD		**14,37811**	

Appendix 6

Post–test Score of the Control Class

NO	STUDENTS' CODE	X	X2
1	27	44	1936
2	23	44	1936
3	32	44	1936
4	21	44	1936
5	22	48	2304
6	24	48	2304
7	33	48	2304
8	28	52	2704
9	20	52	2704
10	11	52	2704
11	34	56	3136
12	2	56	3136
13	7	56	3136
14	8	60	3600
15	10	60	3600
16	15	64	4096
17	1	64	4096
18	29	68	4624
19	19	68	4624
20	16	72	5184
21	3	72	5184
22	4	72	5184
23	30	76	5776
24	14	76	5776
25	13	76	5776
26	31	80	6400
27	6	80	6400

28	12	80	6400
29	5	84	7056
30	25	84	7056
31	26	84	7056
32	9	84	7056
33	17	88	7744
34	18	88	7744
N		**34**	
TOTAL		**2224**	**152608**
RATA		**65,41**	
SD2		**216,13**	
SD		**14,7013**	

Appendix 7

The Calculation of Mean Score, Standard Deviation and Variant of Post-test Score in Experiment Class

No	Xi	F	Fxi	x	Xi-x	(Xi-x)2	F(Xi-x)2
1	52	2	104	73,71	-21,71	471,51	943,02
2	56	3	168	73,71	-17,71	313,64	940,93
3	60	3	180	73,71	-13,71	187,96	563,89
4	64	3	192	73,71	-9,71	94,28	282,85
5	72	3	216	73,71	-1,71	2,92	8,77
6	76	2	152	73,71	2,29	5,24	10,49
7	80	3	240	73,71	6,29	39,56	118,69
8	84	3	252	73,71	10,29	105,88	317,65
9	88	2	176	73,71	14,29	204,20	408,41
10	96	4	384	73,71	22,29	496,84	.987,38
∑		**28**	**2064**				**5582,09**

Mean Score	Standard Deviation	Variant
$\bar{x} = \frac{\Sigma Fxi}{n}$	$SD = \sqrt{\frac{\Sigma F(xi-\bar{x})^2}{n-1}}$	$S^2 = \frac{\Sigma F(xi-\bar{x})^2}{n-1}$
$\bar{x} = \frac{2064}{28}$	$SD = \sqrt{\frac{5582.09}{28-1}}$	$S^2 = \frac{5582.09}{28-1}$
$\bar{x} = 73.71$	$SD = \sqrt{\frac{5582.09}{27}}$	$S^2 = \frac{5582.09}{27}$
	$SD = \sqrt{206.74}$	$S^2 = 206.74$
	$SD = 14.37$	

Appendix 8

The Calculation of Mean Score, Standard Deviation and Variant of Post-test Score in Control Class

No	Xi	F	Fxi	x	Xi-x	(Xi-x)2	F(Xi-x)2
1	44	4	176	65,41	-21,41	458,46	1.833,85
2	48	3	144	65,41	-17,41	303,11	909,32
3	52	3	156	65,41	-13,41	179,83	539,48
4	56	3	168	65,41	-9,41	88,55	265,64
5	60	2	120	65,41	-5,41	29,27	58,54
6	64	2	128	65,41	-1,41	1,99	3,98
7	68	2	136	65,41	2,59	6,71	13,42
8	72	3	216	65,41	6,59	43,43	130,28
9	76	3	228	65,41	10,59	112,15	336,44
10	80	3	240	65,41	14,59	212,87	638,60
11	84	4	336	65,41	18,59	345,59	1.382,35
12	88	2	176	65,41	22,59	510,31	1.020,62
∑		**34**	**2224**				**7132,54**

Mean Score	Standard Deviation	Variant
$\bar{x} = \frac{\sum Fxi}{n}$	$SD = \sqrt{\frac{\sum F(xi-\bar{x})^2}{n-1}}$	$S^2 = \frac{\sum F(xi-\bar{x})^2}{n-1}$
$\bar{x} = \frac{2224}{34}$	$SD = \sqrt{\frac{7132.54}{34-1}}$	$S^2 = \frac{7132.54}{34-1}$
$\bar{x} = 65.41$	$SD = \sqrt{\frac{7132.54}{33}}$	$S^2 = \frac{7132.54}{33}$

	SD =√ 216.13 SD =14.70	S^2 =216.13

Appendix 9

The Calculation of Homogenity Test

Class : VIII.1

NO	STUDENTS' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	3	40	-37,42	1400,21
2	4	40	-37,42	1400,21
3	9	50	-27,42	751,82
4	12	50	-27,42	751,82
5	13	50	-27,42	751,82
6	14	65	-12,42	154,24
7	15	65	-12,42	154,24
8	16	75	-2,42	5,85
9	26	75	-2,42	5,85
10	27	75	-2,42	5,85
11	2	80	2,58	6,66
12	5	80	2,58	6,66
13	8	80	2,58	6,66
14	11	80	2,58	6,66
15	17	80	2,58	6,66
16	18	80	2,58	6,66
17	19	85	7,58	57,47
18	20	85	7,58	57,47
19	25	85	7,58	57,47
20	28	85	7,58	57,47
21	31	85	7,58	57,47
22	1	90	12,58	158,27
23	6	90	12,58	158,27
24	7	90	12,58	158,27
25	10	90	12,58	158,27

26	21	90	12,58	158,27
27	22	90	12,58	158,27
28	23	90	12,58	158,27
29	24	90	12,58	158,27
30	29	95	17,58	309,08
31	30	95	17,58	309,08
n		31		
∑X		2400		7593,55
$\overline{X}$		77,42		
SD^2		253,12		
SD		6,24		

Class :VIII.2

NO	STUDENTS ' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	4	40	-31,07	965,43
2	5	40	-31,07	965,43
3	8	50	-21,07	444,01
4	14	50	-21,07	444,01
5	23	60	-11,07	122,58
6	24	60	-11,07	122,58
7	12	65	-6,07	36,86
8	13	65	-6,07	36,86
9	18	65	-6,07	36,86
10	1	70	-1,07	1,15
11	2	70	-1,07	1,15
12	16	70	-1,07	1,15
13	17	70	-1,07	1,15
14	25	70	-1,07	1,15
15	9	75	3,93	15,43
16	10	75	3,93	15,43
17	11	75	3,93	15,43
18	19	75	3,93	15,43
19	3	80	8,93	79,72
20	6	80	8,93	79,72
21	7	80	8,93	79,72
22	15	80	8,93	79,72
23	21	80	8,93	79,72
24	22	85	13,93	194,01
25	27	85	13,93	194,01
26	28	90	18,93	358,29
27	20	90	18,93	358,29
28	26	95	23,93	572,58
n		28		
∑X		1990		5317,86
$\overline{X}$		71,07		
SD^2		196,96		
SD		12,32		

Class: VIII.3

NO	STUDENTS' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	33	40	-23,24	539,88
2	23	40	-23,24	539,88
3	11	40	-23,24	539,88
4	21	40	-23,24	539,88
5	22	50	-13,24	175,17
6	24	50	-13,24	175,17
7	27	50	-13,24	175,17
8	28	50	-13,24	175,17
9	29	55	-8,24	67,82
10	32	55	-8,24	67,82
11	34	55	-8,24	67,82
12	2	60	-3,24	10,47
13	7	60	-3,24	10,47
14	8	60	-3,24	10,47
15	10	60	-3,24	10,47
16	15	60	-3,24	10,47
17	16	60	-3,24	10,47
18	20	60	-3,24	10,47
19	19	65	1,76	3,11
20	1	65	1,76	3,11
21	3	65	1,76	3,11
22	5	70	6,76	45,76
23	13	70	6,76	45,76
24	14	70	6,76	45,76
25	30	70	6,76	45,76
26	31	70	6,76	45,76
27	6	75	11,76	138,41
28	12	75	11,76	138,41
29	4	80	16,76	281,06
30	18	80	16,76	281,06
31	26	80	16,76	281,06
32	9	90	26,76	716,35
33	17	90	26,76	716,35
34	25	90	26,76	716,35
n		34		
∑X		2150		6644,12
$\overline{X}$		63,24		
SD^2		201,34		
SD		16,43		

Class : VIII.4

NO	STUDENTS' CODE	X	$(X-\overline{X})$	$(X-\overline{X})^2$
1	5	40	-22,65	512,89
2	8	40	-22,65	512,89
3	9	40	-22,65	512,89
4	10	40	-22,65	512,89
5	31	40	-22,65	512,89
6	3	50	-12,65	159,95
7	4	50	-12,65	159,95
8	11	50	-12,65	159,95
9	27	50	-12,65	159,95
10	29	50	-12,65	159,95
11	30	55	-7,65	58,48
12	32	55	-7,65	58,48
13	33	55	-7,65	58,48
14	34	55	-7,65	58,48
15	13	60	-2,65	7,01
16	14	60	-2,65	7,01
17	15	60	-2,65	7,01
18	17	60	-2,65	7,01
19	23	60	-2,65	7,01
20	1	70	7,35	54,07
21	2	70	7,35	54,07
22	6	70	7,35	54,07
23	7	70	7,35	54,07
24	12	70	7,35	54,07
25	16	75	12,35	152,60
26	18	75	12,35	152,60
27	19	75	12,35	152,60
28	20	75	12,35	152,60
29	22	80	17,35	301,12
30	24	80	17,35	301,12
31	25	85	22,35	499,65
32	21	85	22,35	499,65
33	26	90	27,35	748,18
34	28	90	27,35	748,18
n		34		
$\sum X$		2130		7611,76
$\overline{X}$		62,65		
SD^2		230,66		

Class : VIII.5

NO	STUDENTS' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	2	40	-21,52	462,90
2	7	40	-21,52	462,90
3	9	40	-21,52	462,90
4	20	40	-21,52	462,90
5	3	50	-11,52	132,60
6	4	50	-11,52	132,60
7	6	50	-11,52	132,60
8	10	50	-11,52	132,60
9	11	50	-11,52	132,60
10	15	55	-6,52	42,45
11	16	55	-6,52	42,45
12	21	55	-6,52	42,45
13	22	55	-6,52	42,45
14	28	60	-1,52	2,30
15	32	60	-1,52	2,30
16	33	60	-1,52	2,30
17	12	60	-1,52	2,30
18	19	60	-1,52	2,30
19	23	65	3,48	12,14
20	26	65	3,48	12,14
21	27	65	3,48	12,14
22	29	65	3,48	12,14
23	30	65	3,48	12,14
24	31	70	8,48	71,99
25	1	70	8,48	71,99
26	5	70	8,48	71,99
27	14	75	13,48	181,84
28	24	75	13,48	181,84
29	25	75	13,48	181,84
30	8	80	18,48	341,69
31	18	80	18,48	341,69
32	13	90	28,48	811,39
33	17	90	28,48	811,39
N		33		
∑X		2030		5824,24
$\overline{X}$		61,52		
SD^2		182,01		
SD		13,49		

Class : VIII. 6

NO	STUDENTS' CODE	X	$(X-\overline{X})$	$(X-\overline{X})^2$
1	1	40	-20,88	436,07
2	10	40	-20,88	436,07
3	11	40	-20,88	436,07
4	32	40	-20,88	436,07
5	33	40	-20,88	436,07
6	3	50	-10,88	118,43
7	9	50	-10,88	118,43
8	12	50	60,88	3706,66
9	14	50	-10,88	118,43
10	20	50	-10,88	118,43
11	28	50	-10,88	118,43
12	31	50	-10,88	118,43
13	34	50	-10,88	118,43
14	13	60	-0,88	0,78
15	15	60	-0,88	0,78
16	19	60	-0,88	0,78
17	21	60	-0,88	0,78
18	26	60	-0,88	0,78
19	27	60	-0,88	0,78
20	4	70	9,12	83,13
21	5	70	9,12	83,13
22	16	70	9,12	83,13
23	17	70	9,12	83,13
24	22	70	9,12	83,13
25	24	70	9,12	83,13
26	30	70	9,12	83,13
27	2	75	14,12	199,31
28	6	75	14,12	199,31
29	7	75	14,12	199,31
30	8	75	14,12	199,31
31	23	75	14,12	199,31
32	25	75	14,12	199,31
33	29	80	19,12	365,48
34	18	90	29,12	847,84
n		34		
∑X		2070		9711,76
$\overline{X}$		60,88		
SD^2		294,30		
SD		17,16		

Class : VIII.7

NO	STUDENTS' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	23	40	-29,44	866,98
2	4	40	-29,44	866,98
3	9	40	-29,44	866,98
4	12	50	-19,44	378,09
5	18	50	-19,44	378,09
6	10	50	-19,44	378,09
7	15	60	-9,44	89,20
8	1	60	-9,44	89,20
9	2	60	-9,44	89,20
10	11	70	0,56	0,31
11	22	70	0,56	0,31
12	25	70	0,56	0,31
13	3	75	5,56	30,86
14	5	75	5,56	30,86
15	6	75	5,56	30,86
16	7	75	5,56	30,86
17	8	75	5,56	30,86
18	13	80	10,56	111,42
19	14	80	10,56	111,42
20	16	80	10,56	111,42
21	17	80	10,56	111,42
22	19	80	10,56	111,42
23	20	85	15,56	241,98
24	21	85	15,56	241,98
25	24	85	15,56	241,98
26	26	90	20,56	422,53
27	27	95	25,56	653,09
n		27		
∑X		1875		6516,67
$\overline{X}$		69,44		
SD^2		250,64		
SD		17,55		

Class : VIII. 8

NO	STUDENTS' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	17	40	-32,83	1078,03
2	1	40	-32,83	1078,03
3	8	50	-22,83	521,36
4	9	50	-22,83	521,36
5	12	60	-12,83	164,69
6	14	60	-12,83	164,69
7	15	60	-12,83	164,69
8	19	60	-12,83	164,69
9	20	60	-12,83	164,69
10	24	65	-7,83	61,36
11	25	65	-7,83	61,36
12	27	65	-7,83	61,36
13	3	75	2,17	4,69
14	4	75	2,17	4,69
15	6	75	2,17	4,69
16	7	75	2,17	4,69
17	10	80	7,17	51,36
18	11	80	7,17	51,36
19	13	80	7,17	51,36
20	16	80	7,17	51,36
21	18	85	12,17	148,03
22	21	85	12,17	148,03
23	26	85	12,17	148,03
24	29	85	12,17	148,03
25	30	90	17,17	294,69
26	2	90	17,17	294,69
27	5	90	17,17	294,69
28	22	90	17,17	294,69
29	23	95	22,17	491,36
30	28	95	22,17	491,36
N		30		
∑X		2185		7184,17
$\overline{X}$		72,83		
SD^2		247,73		
SD		16,7		

Class : VIII. 9

NO	STUDENTS' CODE	X	(X- $\overline{X}$)	(X- $\overline{X}$)^2
1	14	40	-23,97	574,35
2	28	40	-23,97	574,35
3	11	40	-23,97	574,35
4	23	40	-23,97	574,35
5	1	50	-13,97	195,04
6	15	50	-13,97	195,04
7	20	50	-13,97	195,04
8	7	50	-13,97	195,04
9	16	55	-8,97	80,38
10	26	55	-8,97	80,38
11	27	60	-3,97	15,73
12	2	60	-3,97	15,73
13	8	60	-3,97	15,73
14	12	65	1,03	1,07
15	13	65	1,03	1,07
16	17	65	1,03	1,07
17	25	65	1,03	1,07
18	29	70	6,03	36,41
19	3	70	6,03	36,41
20	4	70	6,03	36,41
21	5	70	6,03	36,41
22	19	75	11,03	121,76
23	22	75	11,03	121,76
24	9	80	16,03	257,10
25	10	80	16,03	257,10
26	24	80	16,03	257,10
27	6	90	26,03	677,79
28	18	90	26,03	677,79
29	21	95	31,03	963,14
N		29		
TOTAL		1855		6768,97
RATA		63,97		
SD2		241,75		
SD		20,54		

Table Chi-Square

Number of Sample	dk (n-1)	1/dk	S_i^2	dk. S_i^2	Log S_i^2	(dk). log S_i^2
1	30	0,033	253,12	7593,6	2,403	72,10
2	27	0,037	196,96	5317,92	2,294	61,95
3	33	0,03	201,34	6644,22	2,304	76,03
4	33	0,03	230,66	7611,78	2,363	77,98
5	32	0,031	182,01	5824,32	2,260	72,32
6	33	0,03	294,3	9711,9	2,469	81,47
7	26	0,038	250,64	6516,64	2,399	62,38
8	29	0,034	247,73	7184,17	2,394	69,43
9	28	0,036	241,75	6769	2,383	66,73
∑	**271**			**63173,55**		**640,38**

$$S^2 = \frac{\sum dk.Si^2}{\sum dk}$$

$$S^2 = \frac{63173,55}{271}$$

$$S^2 = 233.11$$

$$\text{Log } S^2 = 2.3676$$

$$B = (\sum dk)\ (Log\ S^2)$$

$$B = (271)(2.3676)$$

$$B = 641.61$$

Find the X^2count

$$X^2 = (In10)\{B - \sum (n-1) Log\ S_i^2\}$$

$$X^2 = (2,3026)\{641.61 - 640.38\}$$

$$X^2 = (2,3026)\{1.23\}$$

$$X^2 = 2.83$$

X^2count : 2.83 □ X^2table : 16.92 = Homogeny

Appendix 10

Normality Testing

VIII. 1 Class

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	2	2	0.06	-2.35	0.0094	0.06
50	3	5	0.16	-1.72	0.0427	0.12
65	2	7	0.23	-0.78	0.2177	0.01
75	3	10	0.32	-0.15	0.4404	-0.12
80	6	16	0.52	0.16	0.5636	-0.05
85	5	21	0.68	0.48	0.6844	-0.01
90	8	29	0.94	0.79	0.7852	0.15
95	2	31	1.00	1.11	0.8665	0.13
	L-MAX		**<**		**L-TABLE**	**NORMAL**
	0.15				**0.16**	

VIII. Class

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	2	2	0.07	-2.20	0.0139	0.06
50	2	4	0.14	-1.49	0.0681	0.07
60	2	6	0.21	-0.79	0.2148	0.00
65	3	9	0.32	-0.43	0.3336	-0.01
70	5	14	0.50	-0.08	0.4681	0.03
75	4	18	0.64	0.28	0.6103	0.03
80	5	23	0.82	0.63	0.7357	0.09
85	2	25	0.89	0.99	0.8389	0.05
90	2	27	0.96	1.34	0.9099	0.05
95	1	28	1.00	1.70	0.9554	0.04
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.09				**0.16**		

VIII. 3

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	4	4	0.12	-1.64	0.0505	0.07
50	4	8	0.24	-0.93	0.1762	0.06
55	3	11	0.32	-0.58	0.281	0.04
60	7	18	0.53	-0.23	0.409	0.12
65	3	21	0.62	0.12	0.5478	0.07
70	5	26	0.76	0.48	0.6844	0.08
75	2	28	0.82	0.83	0.7967	0.03
80	3	31	0.91	1.18	0.881	0.03
90	3	34	1.00	1.89	0.9706	0.03
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.12				**0.150**		

VIII. 4

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	5	5	0.15	-1.49	0.0681	0.08
50	5	10	0.29	-0.83	0.2033	0.09
55	4	14	0.41	-0.50	0.3085	0.10
60	5	19	0.56	-0.17	0.4325	0.13
70	5	24	0.71	0.48	0.6844	0.02
75	4	28	0.82	0.81	0.791	0.03
80	2	30	0.88	1.14	0.8729	0.01
85	2	32	0.94	1.47	0.9292	0.01
90	2	34	1.00	1.80	0.9641	0.04
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.13				**0.15**		

VIII. 5

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	4	4	0.12	-1.59	0.0559	0.07
50	5	9	0.27	-0.85	0.1977	0.08
55	4	13	0.39	-0.48	0.3156	0.08
60	5	18	0.55	-0.11	0.4562	0.09
65	5	23	0.70	0.26	0.6026	0.09
70	3	26	0.79	0.63	0.7357	0.05
75	3	29	0.88	1.00	0.8413	0.04
80	2	31	0.94	1.37	0.9147	0.02
90	2	33	1.00	2.11	0.9826	0.02
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.09				**0.15**		

VIII.6

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	5	5	0.15	-1.22	0.1112	0.04
50	8	13	0.38	-0.63	0.2643	0.12
60	6	19	0.56	-0.05	0.4801	0.08
70	7	26	0.76	0.53	0.7019	0.06
75	6	32	0.94	0.82	0.7939	0.15
80	1	33	0.97	1.11	0.8665	0.10
90	1	34	1.00	1.70	0.9554	0.04
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.12				**0.153**		

VIII. 7

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	3	3	0.11	-1.86	0.0314	0.08
50	3	6	0.22	-1.23	0.1093	0.11
60	3	9	0.33	-0.60	0.2743	0.06
70	3	12	0.44	0.04	0.516	-0.07
75	5	17	0.63	0.35	0.6368	-0.01
80	5	22	0.81	0.67	0.7486	0.07
85	3	25	0.93	0.98	0.8365	0.09
90	1	26	0.96	1.30	0.9032	0.06
95	1	27	1.00	1.61	0.9463	0.05
L-MAX		**>**		**L-TABLE**		**NORMAL**
0.11				**0.16**		

VIII. 8

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	2	2	0.07	-2.09	0.0183	0.05
50	2	4	0.13	-1.45	0.0735	0.06
60	5	9	0.30	-0.82	0.2061	0.09
65	3	12	0.40	-0.50	0.3085	0.09
75	4	16	0.53	0.14	0.5557	-0.02
80	4	20	0.67	0.46	0.6772	-0.01
85	4	24	0.80	0.77	0.7794	0.02
90	4	28	0.93	1.09	0.8621	0.07
95	2	30	1.00	1.41	0.9207	0.08
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.08				**0.16**		

VIII.9

X	F	Fk	Fk/n	Zi	F(Zi)	L
40	4	4	0.14	-1.54	0.0618	0.08
50	4	8	0.28	-0.90	0.1841	0.09
55	2	10	0.34	-0.58	0.281	0.06
60	3	13	0.45	-0.26	0.3974	0.05
65	4	17	0.59	0.07	0.5279	0.06
70	4	21	0.72	0.39	0.6517	0.07
75	2	23	0.79	0.71	0.7611	0.03
80	3	26	0.90	1.03	0.8485	0.05
90	2	28	0.97	1.67	0.9525	0.01
95	1	29	1.00	2.00	0.9772	0.02
L-MAX		**<**		**L-TABLE**		**NORMAL**
0.09				**0.16**		

Appendix 11

Research Guidelines

Variable	Sub Variable	Indicator	Descriptor
The effect of using school bulletin boards on students' vocabulary mastery	1. Procedure of using school bulletin boards	1) Give each student a copy of the Word Wheel template. 2) Assign a different spelling or vocabulary word to each student. 3) Disscuse these following direction with the students a) Break the word down into syllables and write it in the box in the center of the circle (i.e., syl • la • bles). b) In the DEFINITION wedge, write the dictionary definition of the word. c) Use a thesaurus to find as many synonyms and antonyms of the word as you can. Write them in the SYNONYMS and ANTONYMS wedges of the circle. d) In the ICON wedge, draw a simple icon that conveys the meaning of the word. The icon can be a simple symbol in the style of a road sign. (Students will have to be creative if the word	1) Teacher gives each students the template of word wheel 2) Teacher assign the vocabulary to students 3) The teacher and students discusse the following direction together a) The teacher leads the students to break the word syllable b) The students write the defenition in DEFENITION wedge c) Teacher leads the students by using thesaurus to find synonym and antonym d) The students draw an icon of the word in ICON wedge e) Students write the sentence in SENTENCE wedge by using the word f) Students fund the word in dictionary before and after the word in BEFORE and AFTER wedge 4) Students cut out the wheel and hung on the school bulletin board

		is not a noun.) e) In the SENTENCE wedge, write a complete sentence using the word in a way that conveys its meaning. f) Find the word in the dictionary. In the BEFORE AND AFTER wedge, write each word that comes immediately before and immediately after the word. 4) Students should cut out the wheels. Hang the word wheels on a bulletin board under a banner that reads WORDS FOR THE WISE.	
	2. Vocabulary Mastery	1. Meaning of the Word	1. Identifying the meaning of words 2. Identifying the antonym of words 3. Identifying the synonym of words 4. Filling the gap

Appendix 12

Instrument Item Guideline (Try Out Test)

Variable	Sub Variable	Indicator	Descriptor	No Item
The effect of using list group label on students' vocabulary mastery	Vocabulary mastery	Describing people	Identifying the definition/ meaning of words	1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
			Identifying the antonym of words	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
			Identifying the synonym of words	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
			Filling the gap	41, 42, 43, 44, 45, 46, 47, 48, 49, 50

Appendix 13

PEMERINTAHAN KOTA PAYAKUMBUH
DINAS PENDIDIKAN
UJIAN BAHASA INGGRIS SMP N 03 PAYAKUMBUH
TAHUN PELAJARAN2016/2017

Nama :
Kelas :
Hari / Tanggal :

Read the text, and choose the correct answer!

1. I spent the last vacation in Jogjakarta. What is the meaning of the underlined word?
   a. liburan
   b. berangkat
   c. sampai
   d. tinggal

2. I spend the last vacation with my family
   What do the underlined phrases mean?
   a. keluargaku
   b. liburanku
   c. temanku
   d. sekolahku

3. I lived in Padang.
   The word lived means….
   a. tinggal
   b. mengunjungi
   c. sampai
   d. pergi

4. Our plane was delayed at 08:00 am
   The word delayed means….
   a. ditinggalkan
   b. digagalkan
   c. dilanjutkan
   d. ditunda

5. We couldn't godirectly.The word directly means..
   a. Dengan lansung
   b. dengan hatihati
   c. Dengan cepat
   d. Dengan lancar

6. The hotel was amazing . The similar meaning with amazing is.....
   a. menyenangkan
   b. membosankan
   c. menakjubkan
   d. menyedihkan

7. We spent the first day by staying in the hotel. the underlined word means……
   a. menginap
   b. melewati
   c. menyebrangi
   d. meninggalkan

8. Yusuf went to Santana circuit in the morning to join the car race
   The word *circuit* means,
   a. arena balap
   b. tempatpencucian
   c. bioskop
   d. danau

9. She immediately checked up her purse
   The word *checked up* means
   a. memanggil
   b. memerlukan
   c. memeriksa
   d. merasakan

10. At first, he led the race
    The word *led* means
    a. mencari
    b. melihat
    c. merencanakan
    d. memimpin

11. The hotel was very large. The underlined word has similar meaning with……..
    a. big
    b. small
    c. short
    d. long

12. We arrived at the airport at 7 pm. The word arrived can be replaced by……
    a. enter
    b. reached
    c. visitd
    d. go

13. I learnt many new things in Grade VII. The word learnt has similar meaning with..
    a. wacthed
    b. wrote
    c. studied
    d. copied

14. I went to a giant mount yesterday. The synonym of giant is..
    a. big
    b. small
    c. high
    d. wide

15. The canyon was extremely high.
    The similar meaning with extremely is...
    a. quickly
    b. immediately
    c. very-very
    d. possibly

16. I attended my best friend birthday party
    attended has the similar meaning with...
    a. joined
    b. saw
    c. heard
    d. presented

17. Dinosaurs was a prehistoric animal
    The similar meaning with prehistoric is....
    a. wild
    b. big
    c. new
    d. ancient

18. I was very excited
    The synonym word excited is...
    a. interested
    b. bored
    c. tired
    d. disappointed

19. We ate some food and drank coke
    The similar meaning of word *food* is..
    a. cake
    b. pie
    c. meals
    d. burger

20. We cheered so hard.
    The similar meaning of word *cheered* is…
    a. cried
    b. laughed
    c. yelled
    d. kicked

21. The lights was on again, and we started the games.
    The synonym of the word *started* is….
    a. stopped
    b. began
    c. cancelled
    d. delayed

22. That was an unforgettable moment.
    The word *unforgettable* has similar meaning with..
    a. romantic
    b. memorable
    c. terrible
    d. terrific

23. Fuji was agreatest mount I have ever seen
    The synonym of greatest is...
    a. lowest
    b. biggest
    c. hottest
    d. smallest

24. Mom went back soon from Marocco
    The similar meaning with soon is..
    a. later
    b. earlier
    c. fast
    d. immediately

25. Dad suggested me to go to Lake Toba
    The word suggested can be replaced to be...
    a. advised
    b. told
    c. informed
    d. announced

26. I learnt many new things in Grade VII. The antonym of word new is..
    a. old
    b. fresh
    c. cheerful
    d. important

27. Many people loved Anny because she was a beautiful woman. The antonym of word beautiful is..
    a. greedy
    b. pretty
    c. happy
    d. ugly

28. Mom was sad when she saw the broken vase. The antonym of sad is..
    a. calm
    b. noisy
    c. happy
    d. naughty

29. It was very wet last Monday.
The antonym of the word wet is..
a. dry
b. hot
c. cold
d. warm

30. I had short hair when I was a baby. The opposite meaning of short is..
a. messy
b. straight
c. long
d. wavy

31. The ambulance ran so fast
The antonym of fast is
a. quick
b. immediately
c. conciously
d. slow

32. Math was a difficult subject..
The opposite meaning of difficult is..
a. interesting
b. easy
c. boring
d. nice

33. He was very disappointed
What is the antonym the of disappointed?
a. proud
b. enjoyed
c. angry
d. fun

34. .The party started at 07.00
The antonym of word *started* is…
a. finished
b. began
c. while
d. stopped

35. Everybody enjoyed the show
The opposite meaning of word *enjoyed* is…
a. relax
b. happy
c. liked
d. disliked

36. Mount Everest is<u>higher</u> than mount Fuji
    The opposite meaning with word higher is....
    a. lower
    b. smaller
    c. bigger
    d. prettier

37. The market was <u>in front of</u> the beach
    The opposite of in front of is...
    a. beside
    b. next to
    c. onto
    d. behind

38. The street was very <u>crowded</u>
    The antonym of crowded is
    a. massed
    b. hectic
    c. busy
    d. empty

39. The flood will be <u>decreased</u> sooner
    The opposite meaning of decreased is...
    a. increased
    b. reduced
    c. pulled
    d. moved

40. I <u>entered</u> the museum from the back door.
    The antonym of entered is....
    a. joined
    b. Went out
    c. involved
    d. came in

41. Surabaya is..... to Denpasar.We can go by bus
    a. long
    b. high
    c. close
    d. short

42. We ..... the third day by shopping in market half of the day. The word spent means...
    a. went
    b. spent
    c. wanted
    d. walked

43. I went to Caroline beach. That was an .....place to visit. I was happy to be there
    a. bored
    b. messy
    c. awesome
    d. windy

44. The view of the lake was very ..... I like to go there again
    a. terrible
    b. wide
    c. big
    d. nice

45. Suddenly, another car .....his car from behind
    a. crashed
    b. beated
    c. hitched
    d. kicked

46. He..... the race and his car was broken
    a. finished
    b. lost
    c. enjoyed
    d. led

47. Sarah invited her .....to her birthday party. That made it very crowded
    a. mom
    b. dad
    c. classmates
    d. brother

48. The girls were.....of the dark and the boys laughed at them.
    a. annoyed
    b. blown
    c. scared
    d. known

49. I was so ..... but happy.
    a. bored
    b. scared
    c. tired
    d. afraid

50. My backpack was so ..... I could not move in a while
    a. heavy
    b. big
    c. pretty
    d. easy

Appendix 14

The Validity of the Try Out

NO	No Items	R_{hitung}	R_{table}	Keterangan
1	Item1	0	0.360	**Invalid**
2	Item 2	0	0.360	**Invalid**
3	Item 3	0.801	0.360	Valid
4	Item 4	0.127	0.360	**Invalid**
5	Item 5	0.654	0.360	Valid
6	Item 6	0,545	0.360	Valid
7	Item 7	0,458	0.360	Valid
8	Item 8	0,150	0.360	**Invalid**
9	Item 9	0,621	0.360	Valid
10	Item 10	-0,515	0.360	**Invalid**
11	Item 11	0,210	0.360	**Invalid**
12	Item 12	0,592	0.360	Valid
13	Item 13	0,545	0.360	Valid
14	Item 14	0	0.360	**Invalid**
15	Item 15	0	0.360	**Invalid**
16	Item 16	0,534	0.360	Valid
17	Item 17	0,605	0.360	Valid
18	Item 18	-0,267	0.360	**Invalid**
19	Item 19	0	0.360	**Invalid**
20	Item 20	0,512	0.360	Valid
21	Item 21	0,069	0.360	**Invalid**
22	Item 22	0,681	0.360	Valid
23	Item 23	-0,424	0.360	**Invalid**
24	Item 24	0,601	0.360	Valid
25	Item 25	0,592	0.360	Valid
26	Item 26	0,106	0.360	**Invalid**
27	Item 27	0,501	0.360	Valid
28	Item 28	0	0.360	**Invalid**
29	Item 29	0,318	0.360	**Invalid**
30	Item 30	0	0.360	**Invalid**
31	Item 31	0,442	0.360	Valid
32	Item 32	-0,103	0.360	**Invalid**
33	Item 33	-0,556	0.360	**Invalid**
34	Item 34	0,442	0.360	Valid
35	Item 35	0,313	0.360	**Invalid**
36	Item 36	0,756	0.360	Valid
37	Item 37	0,085	0.360	**Invalid**
38	Item 38	0,756	0.360	Valid
39	Item 39	0,394	0.360	Valid
40	Item 40	0,394	0.360	Valid
41	Item 41	0,038	0.360	**Invalid**
42	Item 42	0,246	0.360	**Invalid**
43	Item 43	-0,092	0.360	**Invalid**
44	Item 44	0,605	0.360	Valid
45	Item 45	0,515	0.360	Valid
46	Item 46	0,107	0.360	**Invalid**
47	Item 47	0,374	0.360	Valid
48	Item 48	0,623	0.360	Valid
49	Item 49	0,442	0.360	Valid
50	Item 50	0	0.360	**Invalid**

Appendix 15

Table of Reliability Testing

CALCULATE OF REABILITY TEST

N	X	Y	X2	Y2	XY
1	18	20	324	400	360
2	17	21	289	441	357
3	20	19	400	361	380
4	18	21	324	441	378
5	12	18	144	324	216
6	18	14	324	196	252
7	11	15	121	225	165
8	15	21	225	441	315
9	13	12	169	144	156
10	20	19	400	361	380
11	20	23	400	529	460
12	18	21	324	441	378
13	17	21	289	441	357
14	17	21	289	441	357
15	18	21	324	441	378
16	20	20	400	400	400
17	16	18	256	324	288
18	17	18	289	324	306
19	11	15	121	225	165
20	16	21	256	441	336
21	20	21	400	441	420
22	16	21	256	441	336
23	15	20	225	400	300
24	21	22	441	484	462
25	21	20	441	400	420
26	20	21	400	441	420
27	19	19	361	361	361
28	17	20	289	400	340
29	21	20	441	400	420
30	21	20	441	400	420
∑	523	583	9363	11509	10283

THE CALCULATION OF RELIABILITY TEST

1. **The Calculation of Coefficient $r_{\frac{11}{22}}$ by Using Pearson Product Moment Formula**

$$r_{\frac{11}{22}} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{\frac{11}{22}} = \frac{30(10283) - (523)(583)}{\sqrt{\{30(9363) - (523)^2\}\{30(11509) - (583)^2\}}}$$

$$r_{\frac{11}{22}} = \frac{308490 - 304909}{\sqrt{\{280890 - 273529\}\{345270 - 339889\}}}$$

$$r_{\frac{11}{22}} = \frac{3581}{\sqrt{\{7361\}\{5381\}}}$$

$$r_{\frac{11}{22}} = \frac{3581}{\sqrt{39609541}}$$

$$r_{\frac{11}{22}} = \frac{3581}{6293{,}6}$$

$$r_{\frac{11}{22}} = 0.57$$

2. **The Calculation of Reliability Test by Using Spearman-Brown Formula**

$$r_{11} = \frac{2\, r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}}$$

$$r_{11} = \frac{2\,(0.57)}{1 + (0.57)}$$

$$r_{11} = \frac{1.14}{1.51}$$

$$r_{11} = 0.73$$

HIGH Reability

Appendix 16

Instrument Item Guideline (Pre-test and Post-test)

Variable	Sub Variable	Indicator	Descriptor	No Item
The effect of using list group label on students' vocabulary mastery	Vocabulary mastery	Describing people	Identifying the definition/ meaning of words	1, 2, 3, 4, 5
			Identifying the synonym of words	6, 7, 8, 9, 10, 11, 12, 13
			Identifying the antonym of words	14, 15, 16, 17, 18, 19, 20
			Filling the gap	21, 22, 23, 24, 25

Appendix 17

PRE TEST AFTER VALIDITING

PEMERINTAHAN KOTA PAYAKUMBUH
DINAS PENDIDIKAN
UJIAN BAHASA INGGRIS SMP N 03 PAYAKUMBUH
TAHUN PELAJARAN 2016/2017

Nama :
Kelas :
Hari / Tanggal :

Read the text, and choose the correct answer!

1. I lived in Padang.
   The word lived means….
   a. melalui
   b. tinggal
   c. mengunjungi
   d. sampai

2. We couldn't godirectly. The word directly means..
   a. denganlansung
   b. denganhatihati
   c. dengancepat
   d. denganlancar

3. The hotel was amazing .The meaning of amazing is.....
   a. menyenangkan
   b. membosankan
   c. menakjubkan
   d. menyedihkan

4. We spent the first day by staying in the hotel. the underlined word means……
   a. menginap
   b. melewati
   c. menyebrangi
   d. meninggalkan

5. She immediately checked up her purse
   The word *checked up* means
   a. memanggil
   b. memerlukan
   c. memeriksa
   d. merasakan

6. We arrived at the airport at 7 pm. The word arrived can be replaced by……
   a. enter
   b. reached
   c. visitd
   d. go

7. I learnt many new things in Grade VII. The word learnt has similar meaning with..
   a. wacthed
   b. wrote
   c. studied
   d. copied

8. I attended my best friend birthday party
   attended has the similar meaning with...
   a. joined
   b. saw
   c. heard
   d. presented

9. Dinosaurs was a prehistoric animal
   The similar meaning with prehistoric is....
   a. wild
   b. big
   c. new
   d. ancient

10. We cheered so hard.
    The similar meaning of word *cheered* is…
    a. cried
    b. laughed
    c. yelled
    d. kicked

11. That was an unforgettable moment.
    The word *unforgettable* has similar meaning with..
    a. romantic
    b. memorable
    c. terrible
    d. terrific

12. Mom went back soon from Marocco
    The similar meaning with soon is..
    a. later
    b. earlier
    c. fast
    d. immediately

13. Dad suggested me to go to Lake Toba
    The word suggested can be replaced to be...
    a. advised
    b. told
    c. informed
    d. announced

14. Many people loved Anny because she was a beautiful woman. The antonym of word beautiful is..
    a. greedy
    b. pretty
    c. happy
    d. ugly

15. The ambulance ran so fast
    The antonym of fast is
    a. quick
    b. immediately
    c. conciously
    d. slow

16. .The party started at 07.00
    The antonym of word *started* is…
    a. finished
    b. began
    c. while
    d. stopped

17. Mount Everest was higher than mount Fuji
    The opposite meaning with word higher is....
    a. lower
    b. smaller
    c. bigger
    d. prettier

18. The street was very crowded
    The antonym of crowded is
    a. massed
    b. hectic
    c. busy
    d. empty

19. The flood will be decreased sooner
    The opposite meaning of decreased is...
    a. increased
    b. reduced
    c. pulled
    d. moved

20. I entered the museum from the back door.
    The antonym of entered is....
    a. joined
    b. Went out
    c. involved
    d. came in

21. The view of the lake was very ..... I like to go there again
    a. terrible
    b. wide
    c. big
    d. nice

22. Suddenly, another car ..... his car from behind
    a. crashed
    b. beated
    c. hitched
    d. kicked

23. Sarah invited her .....to her birthday party. That made it very crowded
    a. mom
    b. dad
    c. classmates
    d. brother

24. The girls were.....of the dark and the boys laughed at them.
    a. annoyed
    b. blown
    c. scared
    d. known

25. I was so ..... but happy.
    a. bored
    b. scared
    c. tired
    d. afraid

LESSON PLAN CONTROL CLASS (1)

SATUAN PENDIDIKAN : **SMPN 3 PAYAKUMBUH**

MATA PELAJARAN : **Bahasa Inggris**

KELAS/SEMESTER : **VIII/2**

MATERI POKOK : **Teks Recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa**

ALOKASI WAKTU : **2 x 40 menit**

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kopetensi dasar	Indicator pencapaian kopetensi
	4.15 Menyusun teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1. Menentukan definisi dari kata yang digunakan di dalam teks recount 4.1.2. Melengkapi teks recount pendek sederhana tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C . MATERI PEMBELAJARAN

1) Struktur teks

a) *Orientation* tells who was involved, what happened,

where the events took place, and when it happened.

Example : *Last night, I read an article about adolescence in a magazine.*

b) Events (event 1 and 2) tell what happened and in what sequence.

Example : *After I □ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extra curricular activities.*

c) Reorientation consists of optional-closure of events/ ending.

Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.

2) Fungsi social:

a) to give the audience a description of what occurred and when it occurred.

By using the recount text, he writers can describe the past event or the writers' experience in the past.

b) to retell events for the purpose of informing or entertaining.

Beside the recount text is used to retell the past even, the recount text also can be use to entertain the readers.

3) Unsur kebahasaan

Contoh : 1) *I, at home, last night, a magazine, I took*....

2) Two days ago, I was walking in the park by myself. Suddenly I heard a noise behind some bushes....

4) Topik

Kejadian yang terjadi di masa lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Text 1

Instruction: Read the recount text bellow, disscuss the question together with your teacher and write down the answer on your note book

My vocation In bali

I spent the the last vocation in Bali with my Father,mother and Sister.We left semarang For Bali at 9.45 a.m.However we couldn,t go directly to Denpasar .Our plane had to stop at Jakarta .The We took another plane to Denpasar.However my father couldn't get the tickets to Surabaya.That's why we decided to go through Jakarta .thought it was more expensive.

We arrivengurahRai at 7 p.m and went directly to the hotel. The hotel was amzing .The name was Inna grand Bali hotel in sanur.The hotel was very large .it's about 45 hectaanur res and just next to Sanur beach. We just needed To walk for three minutes from our room to reach the beach.My sister and I went to the beach nearly every morning.

We spent the first day enjoying our staying in the hotel.On the secoudday ,we were pick by a mini bus and went to TanjungBenoaHarbour . From Tanjungbenoa. We took a boat to go to Nusa FenidaIsland.We had a great toor at nusaPenida.Fist we visited Toyapakehvillage.We enjoyed the unique Balinessvillage life there. In the After that we snorkeled in the sea.Wow the fish and the coral were amazing! Late in the evening we went back to our hotel in Denpasar.

VOCABULARY	
Noun	My father, my mother, tickets, vacation, Bali, Semarang, hotel

Verb	Left, spent, took, decided, went, needed, bought, enjoying, staying, had, visited, enjoyed, snorkeledd, bought
Adjective	Large, great, amazing, small
Adverb	Directly, finally
Preposition	In, at
Counjuction	And

Task: Complete this paragraph with the correct word!

Last week my friend and I were ..... (bore) after three weeks of holidays, so we ..... (ride) our bikes to Pasir Kencana Beach, which is only five kilometres from where I live. When we ..... (arrive) at the beach, we were ..... (surprise) to see there was hardly anyone there.

After having a quick dip in the ocean, which was really cold, we ..... (realize) one reason there were not many people there. It was also quite windy. After we ..... (buy) some hot chips at the takeaway store nearby, we ..... (ride) our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we ..... (know) it, we were many miles down the beach.

Before we ..... (make) the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

Key:

1. Bored
2. Rode

3. Arrived
4. Surprised
5. Realized
6. Bought
7. Rode
8. knew

D. METODE PEMBELAJARAN

- Scientific learning

E. SUMBER BELAJAR

Wardiman, Artono, and Jahur, Masduki B. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

http://www.englishindo.com/feeds/posts/default

F. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (10 menit)

1. Guru mengecek kerapian kelas untuk mengondisikan suasana belajar yang menyenangkan.
2. Guru mengecek penguasaan kompetensi yang sudah dipelajari semasa siswa di Sekolah Dasar tentang pembelajaran bahasa Inggris.
3. Guru menyampaikan kompetensi yang akan dicapai, yaitu teks lisan dan tulis interpersonal menyapa.
4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan, yaitu teks interaksi interpersonal menyapa dan menunjukkan manfaatnya dalam kehidupan sehari-hari

5. Guru menyampaikan lingkup penilaian, pengetahuan dan ketrampilan dan teknik penilaian yang akan digunakan, yaitu teknik tes lisan dan tulis.

Kegiatan Inti (60 menit)

Siswa	**Guru**
Mengamati Siswa mengamati text yang diberikan oleh guru	Guru memberikan text recount dalam bahasa Inggris dan menginstruksikan peserta didik untuk mengamati text recount yang telah diberikan
Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang text yang diberikan oleh guru	Guru memancing siswa untuk bertanya dengan pertanyaan bantu yang ada di bawah text recount:
Mengumpulkan informasi Siswa mengidentifikasi definisi dari kata tertentu yang ada di dalam teks	Keterangan guru 1) What is the meaning of....
Mengasosiasikan Siswa melengkapi teks recount text yang diberikan oleh guru, mengidentifikasi kata kerja bentuk kedua di dalam teks tersebut	Guru memberi teks berbentuk recount, menginstruksikan siswa untuk melengkapi teks tersebut
Mengkomunikasikan Siswa mengkomunikasikan hasil kerja kepada guru	Meminta siswa untuk mengkomunikasikan hasil kerjanya untuk diniliai

Penutup (10 menit)

1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah

dilaksanakan.

3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Guru melakukan penilaian (Pengambilan data dari tugas-tugas yang sudah dikerjakan.)
5. Guru merencanakan kegiatan tindak lanjut dalam memberikan tugas menulis teks recount berdasarkan pengalaman pribadi.
6. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Mengetahui, Kepala SMPN 3 Payakumbuh	Payakumbuh, ……..2017 Guru Bahasa Inggris
MARDIYUS, M.Pd NIP. 19671016 199003 1 001	**ADEF SILVIA** **NIM. 2313.109**

LESSON PLAN CONTROL CLASS (2)

SATUAN PENDIDIKAN : SMPN 3 PAYAKUMBUH

MATA PELAJARAN : **Bahasa Inggris**

KELAS/SEMESTER : **VIII/2**

MATERI POKOK : **Teks Recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa**

ALOKASI WAKTU : **2 x 40 menit**

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kopetensi dasar	Indicator pencapaian kopetensi
	4.14 Menyusun teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.2 Menentukan defenisi dari kata yang digunakan di dalam teks recount 4.1.3 Menyusun teks recount pendek sederhana tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C . MATERI PEMBELAJARAN

1) Struktur teks

a) Orientation tells who was involved, what happened,

where the events took place, and when it happened.

Example : *Last night, I read an article about adolescence in a magazine.*

b) Events (event 1 and 2) tell what happened and in what sequence.

Example : *After I □ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extra curricular activities.*

c) Reorientation consists of optional-closure of events/ ending.

Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.

2) Fungsi social:

a) to give the audience a description of what occurred and when it occurred.

By using the recount text, he writers can describe the past event or the writers' experience in the past.

b) to retell events for the purpose of informing or entertaining.

Beside the recount text is used to retell the past even, the recount text also can be use to entertain the readers.

3) Unsur kebahasaan

Contoh : 1) *I, at home, last night, a magazine, I took*....

2) Two days ago, I was walking in the park by myself. Suddenly I heard a noise behind some bushes....

4) Topik

Kejadian yang terjadi di masa lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Text 2

Instruction: Read the recount text bellow, disscuss the question together with your teacher and write down the answer on your note book

Yusuf went to Marina circuit in the morning to join the car race. He arrived at seven and immediately checked up his engine. The race started at eight. At first, he led the race, but it was not for long because suddenly another car hit his car from behind. He lost the race and his car was broken. He was very disappointed.

VOCABULARY	
Noun	Marinacircuit, care race, engine
Verb	Went, arrived, checked, started, led, lost, hit
Adjective	Long, dissaponted
Adverb	Immediately, suddenly
Preposition	In, at, behind
Counjuction	And, but

Arrange the sentence below become a good text!

1) After taking so far distance, we found Semirang Waterfall.
2) It was time for us to go home

3) We enjoyed the nice water in the rain forest surrounding the waterfall

4) Finally, the time was over.

Key: 1-3-2-4

C. METODE PEMBELAJARAN

- Scientific learning

D. SUMBER BELAJAR

Wardiman, Artono, and Jahur, Masduki B. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

http://www.englishindo.com/feeds/posts/default

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (10 menit)

1. Guru mengecek kerapian kelas untuk mengondisikan suasana belajar yang menyenangkan.
2. Guru mengecek penguasaan kompetensi yang sudah dipelajari semasa siswa di Sekolah Dasar tentang pembelajaran bahasa Inggris.
3. Guru menyampaikan kompetensi yang akan dicapai, yaitu teks lisan dan tulis interpersonal menyapa.
4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan, yaitu teks interaksi interpersonal menyapa dan menunjukkan manfaatnya dalam kehidupan sehari-hari
5. Guru menyampaikan lingkup penilaian, pengetahuan dan ketrampilan dan teknik penilaian yang akan digunakan, yaitu teknik tes lisan dan tulis.

Kegiatan Inti (60 menit)

Siswa	Guru

Mengamati Siswa mengamati text yang diberikan oleh guru	Guru memberikan text recount dalam bahasa Inggris dan menginstruksikan peserta didik untuk mengamati text recount yang telah diberikan
Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang text yang diberikan oleh guru	Guru memancing siswa untuk bertanya dengan pertanyaan bantu yang ada di bawah text recount:
Mengumpulkan informasi Siswa mengidentifikasi definisi dari kata yang terdapat di dalam teks recount	Keterangan guru What does these verbs means?
Mengasosiasikan Siswa menyusun teks recount yang diberikan oleh guru	Guru menginstruksikan siswa untuk menyusun teks recount berdasarkan bacaan
Mengkomunikasikan Siswa mengkomunikasikan hasil tugas yang telah dikerjakan kepada guru	Meminta siswa untuk mengkomunikasikan hasil tugas yang telah dikerjakan

Penutup (10 menit)

7. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
8. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
9. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
10. Guru melakukan penilaian (Pengambilan data dari tugas-tugas yang sudah dikerjakan.)
11. Guru merencanakan kegiatan tindak lanjut dalam memberikan tugas menulis teks recount berdasarkan pengalaman pribadi.
12. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Mengetahui, Kepala SMPN 3 Payakumbuh	Payakumbuh, ……..2017 Guru Bahasa Inggris
MARDIYUS, M.Pd NIP. 19671016 199003 1 001	**ADEF SILVIA** **NIM. 2313.109**

LESSON PLAN CONTROL CLASS (3)

SATUAN PENDIDIKAN : SMPN 3 PAYAKUMBUH

MATA PELAJARAN : Bahasa Inggris

KELAS/SEMESTER : VIII/2

MATERI POKOK : Teks Recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa

ALOKASI WAKTU : 2 x 40 menit

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kopetensi dasar	Indicator pencapaian kopetensi
	4.15 Menyusun teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menentukan definisi dari kata yang terdapat di dalam teks recount 4.1.2 Menentukan sinonim dan antonim dari kata yang digunakan di dalam teks recount

C . MATERI PEMBELAJARAN

1) Struktur teks

a) Orientation tells who was involved, what happened,

where the events took place, and when it happened.

Example : *Last night, I read an article about adolescence in a magazine.*

b) Events (event 1 and 2) tell what happened and in what sequence.

Example : *After I □ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extra curricular activities.*

c) Reorientation consists of optional-closure of events/ ending.

Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.

2) Fungsi social:

a) to give the audience a description of what occurred and when it occurred.

By using the recount text, he writers can describe the past event or the writers' experience in the past.

b) to retell events for the purpose of informing or entertaining.

Beside the recount text is used to retell the past even, the recount text also can be use to entertain the readers

3) Unsur kebahasaan

Contoh : 1) *I, at home, last night, a magazine, I took*....

2) Two days ago, I was walking in the park by myself. Suddenly I heard a noise behind some bushes....

4) Topik

Kejadian yang terjadi di masa lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Text 3

Instruction: Read the recount text bellow, disscuss the question together with your teacher and write down the answer on your note book

On Saturday, October 23rd. Sarah invited her classmates to her birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina was Xena,the warrior princess, and George was vampire.

The party started at 7. First, we sang happy birthday. Then, Sarah blew out the candles. After that, we ate some food and drank tea.

Later on, we played some games. Everybody enjoyed them. We cheered so hard. I nearly lost my voice. We were playing 'Hide and Seek' when suddenly the lights went out. The girls were afraid of the dark and the boys laughed at them. Fortunately, it did not last song. In ten minutes, the lights was on again, and we continued the games.

Before the party was over, the MC announced the the best costume of the party. George got the first prize. He looked so happy.

Finally, my dad arrived to take us home. I was so tired, but happy.

VOCABULARY	
Noun	Classmates, party, costume, party, food, candles, lights, prize

Verb	Invited, went, wore, started, blew, played, sang, blew out, ate, drank, enjoyed, cheered, laughed, continued, announced, got
Adjective	Excited, fancy, happy, tired
Adverb	Nearly, fortunately
Preposition	On
Counjuction	Because, and, but

Determine the synonym of the words below!

WORDS	SYNONYM
Prize	
Excited	
Fancy	
Tired	
Enjoyed	

Keys:

1. Present
2. Enthusiastic
3. Aderable
4. Bored
5. Entertained

Determine the antonym of the words below!

WORDS	ANTONYM
Started	
Excited	
Fancy	
Happy	
Enjoyed	

Keys:

1. Stopped
2. Bored
3. Ugly
4. Sad
5. Disturbed

C. METODE PEMBELAJARAN

- Scientific learning

D. SUMBER BELAJAR

Wardiman, Artono, and Jahur, Masduki B. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

http://www.englishindo.com/feeds/posts/default

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (10 menit)

A. Guru mengecek kerapian kelas untuk mengondisikan suasana belajar yang menyenangkan.

B. Guru mengecek penguasaan kompetensi yang sudah dipelajari semasa siswa di Sekolah Dasar tentang pembelajaran bahasa Inggris.

C. Guru menyampaikan kompetensi yang akan dicapai, yaitu teks lisan dan tulis interpersonal menyapa.

D. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan, yaitu teks interaksi interpersonal menyapa dan menunjukkan manfaatnya dalam kehidupan sehari-hari

E. Guru menyampaikan lingkup penilaian, pengetahuan dan ketrampilan dan teknik penilaian yang akan digunakan, yaitu teknik tes lisan dan tulis.

Kegiatan Inti (60 menit)

Siswa	**Guru**
Mengamati Siswa mengamati text yang diberikan oleh guru	Guru memberikan text recount dalam bahasa Inggris dan menginstruksikan peserta didik untuk mengamati text recount yang telah diberikan
Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang text yang diberikan oleh guru	Guru memancing siswa untuk bertanya dengan pertanyaan bantu yang ada di bawah text recount:
Mengumpulkan informasi Siswa mengidentifikasi deifinisi berdasarkan teks yang diberikan	Keterangan guru What is the meaning of
Mengasosiasikan Siswa mengidentifikasi sinonim dan antonim dari kata yang ada dalam teks recount	Guru memberi latihan kepada siswa
Mengkomunikasikan Siswa memaparkan hasil dari latihan yang telah dijerjakan	Meminta siswa untuk memaparkan hasil dari latihan yang telah dikerjakan

Penutup (10 menit)

A. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.

B. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
C. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
D. Guru melakukan penilaian (Pengambilan data dari tugas-tugas yang sudah dikerjakan.)
E. Guru merencanakan kegiatan tindak lanjut dalam memberikan tugas menulis teks recount berdasarkan pengalaman pribadi.
F. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Mengetahui,	Payakumbuh, ……..2017
Kepala SMPN 3 Payakumbuh	Guru Bahasa Inggris
MARDIYUS, M.Pd	**ADEF SILVIA**
NIP. 19671016 199003 1 001	**NIM. 2313.109**

LESSON PLAN EXPERIMENT CLASS (1)

SATUAN PENDIDIKAN : SMPN 3 PAYAKUMBUH

MATA PELAJARAN : Bahasa Inggris

KELAS/SEMESTER : VIII/2

MATERI POKOK : Teks Recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa

ALOKASI WAKTU : 2 x 40 menit

F. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

G. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kopetensi dasar	Indicator pencapaian kopetensi
	4.15 Menyusun teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.3. Menentukan definisi dari kata yang digunakan di dalam teks recount 4.1.4. Melengkapi teks recount pendek sederhana tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C . MATERI PEMBELAJARAN

5) Struktur teks

d) Orientation tells who was involved, what happened, where the events took place, and when it happened.

Example : *Last night, I read an article about adolescence in a magazine.*

e) Events (event 1 and 2) tell what happened and in what sequence.

Example : *After I □ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extra curricular activities.*

f) Reorientation consists of optional-closure of events/ ending.

Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.

6) Fungsi social:

c) to give the audience a description of what occurred and when it occurred.

By using the recount text, he writers can describe the past event or the writers' experience in the past.

d) to retell events for the purpose of informing or entertaining.

Beside the recount text is used to retell the past even, the recount text also can be use to entertain the readers.

7) Unsur kebahasaan

Contoh : 1) *I, at home, last night, a magazine, I took*....

2) Two days ago, I was walking in the park by myself. Suddenly I heard a noise behind some bushes....

8) Topik

Kejadian yang terjadi di masa lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Text 1

Instruction: Read the recount text bellow, disscuss the question together with your teacher and write down the answer on your note book

My vocation In bali

I spent the the last vocation in Bali with my Father,mother and Sister.We left semarang For Bali at 9.45 a.m.However we couldn,t go directly to Denpasar .Our plane had to stop at Jakarta .The We took another plane to Denpasar.However my father couldn't get the tickets to Surabaya.That's why we decided to go through Jakarta .thought it was more expensive.

We arrivengurahRai at 7 p.m and went directly to the hotel. The hotel was amzing .The name was Inna grand Bali hotel in sanur.The hotel was very large .it's about 45 hectaanur res and just next to Sanur beach. We just needed To walk for three minutes from our room to reach the beach.My sister and I went to the beach nearly every morning.

We spent the first day enjoying our staying in the hotel.On the secoudday ,we were pick by a mini bus and went to TanjungBenoaHarbour . From Tanjungbenoa. We took a boat to go to Nusa FenidaIsland.We had a great toor at nusaPenida.Fist we visited Toyapakehvillage.We enjoyed the unique Balinessvillage life there. In the After that we snorkeled in the sea.Wow the fish and the coral were amazing! Late in the evening we went back to our hotel in Denpasar.

VOCABULARY

Noun	My father, my mother, tickets, vacation, Bali, Semarang, hotel
Verb	Left, spent, had to, took, decided, went, needed, bought, enjoying, staying, had, visited, enjoyed, snorkeledd, bought
Adjective	Large, great, amazing, small
Adverb	Directly, finally
Preposition	In, at
Counjuction	And

G. METODE PEMBELAJARAN

- Scientific learning

H. SUMBER BELAJAR

Wardiman, Artono, and Jahur, Masduki B. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

http://www.englishindo.com/feeds/posts/default

I. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (10 menit)

1. Guru mengecek kerapian kelas untuk mengondisikan suasana belajar yang menyenangkan.
2. Guru mengecek penguasaan kompetensi yang sudah dipelajari semasa siswa di Sekolah Dasar tentang pembelajaran bahasa Inggris.
3. Guru menyampaikan kompetensi yang akan dicapai

4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan
5. Guru menyampaikan lingkup penilaian, pengetahuan dan ketrampilan dan teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

Siswa	**Guru**
Mengamati Siswa mengamati text yang diberikan oleh guru	Guru memberikan text recount dalam bahasa Inggris dan menginstruksikan peserta didik untuk mengamati text recount yang telah diberikan
Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang text yang diberikan oleh guru	Guru memancing siswa untuk bertanya dengan pertanyaan bantu yang ada di bawah text recount:
Mengumpulkan informasi Siswa mengidentifikasi definisi dari kata tertentu yang ada di dalam teks	Keterangan guru 1) What is the meaning of....
Mengasosiasikan Siswa melengkapi teks recount text yang diberikan oleh guru, mengidentifikasi kata kerja bentuk kedua di dalam teks tersebut	Guru memberi teks berbentuk recount, menginstruksikan siswa untuk melengkapi teks tersebut
Mengkomunikasikan Siswa mengkomunikasikan hasil kerja kepada guru	Meminta siswa untuk mengkomunikasikan hasil kerjanya untuk diniliai

Siswa	Guru
	Guru membagikan template word wheel kepada siswa
	Guru menentukan kosa kata yang berbeda kepada masing-masing siswa
Guru menjelaskan kepada siswa	
Siswa memisahkan suku kata (yang telah ditentukan dan menuliskannya di dalam kotak di tengah lingkaran (i.e., syl • la • bles).	
Siswa menulis defenisi kata di bagian DEFINITION	
Siswa menulis sinonim dan antonim di bagian SYNONYM and ANTONYM	Guru membimbing siswa untuk menentukan sinonim dan antonim menggunakan thesaurus
Siswa menggambar object di bagian ICON (jika kosa kata berbentuk verb)	
Siswa menulis kalimat dengan menuliskan kata di bagian SENTENCE	
Siswa menuliskan kosa kata sebelum dan sesudah kata yang ditentukan di dalam kamus di bagian BEFORE and AFTER	
Siswa memotong template dan menggantukannya di mading berjudul WORDS FOR THE WISE.	

Penutup (10 menit)

1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Guru melakukan penilaian (Pengambilan data dari tugas-tugas yang sudah dikerjakan.)
5. Guru merencanakan kegiatan tindak lanjut dalam memberikan tugas menulis teks recount berdasarkan pengalaman pribadi.
6. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Mengetahui, Kepala SMPN 3 Payakumbuh	Payakumbuh, ……..2017 Guru Bahasa Inggris
MARDIYUS, M.Pd NIP. 19671016 199003 1 001	**ADEF SILVIA** **NIM. 2313.109**

LESSON PLAN EXPERIMENT CLASS (2)

SATUAN PENDIDIKAN : SMPN 3 PAYAKUMBUH
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VIII/2
MATERI POKOK : Teks Recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa
ALOKASI WAKTU : 2 x 40 menit

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kopetensi dasar	Indicator pencapaian kopetensi
	4.14 Menyusun teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.4 Menentukan defenisi dari kata yang digunakan di dalam teks recount 4.1.5 Menyusun teks recount pendek sederhana tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C . MATERI PEMBELAJARAN

5) Struktur teks

d) Orientation tells who was involved, what happened, where the events took place, and when it happened.

Example : *Last night, I read an article about adolescence in a magazine.*

e) Events (event 1 and 2) tell what happened and in what sequence.

Example : *After I □ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extra curricular activities.*

f) Reorientation consists of optional-closure of events/ ending.

Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.

1) Fungsi social:

c) to give the audience a description of what occurred and when it occurred.

By using the recount text, he writers can describe the past event or the writers' experience in the past.

d) to retell events for the purpose of informing or entertaining.

Beside the recount text is used to retell the past even, the recount text also can be use to entertain the readers.

2) Unsur kebahasaan

Contoh : 1) *I, at home, last night, a magazine, I took....*

2) Two days ago, I was walking in the park by myself. Suddenly I heard a noise behind some bushes....

3) Topik

Kejadian yang terjadi di masa lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Text 2

Instruction: Read the recount text bellow, disscuss the question together with your teacher and write down the answer on your note book

Yusuf went to Marina circuit in the morning to join the car race. He arrived at seven and immediately checked up his engine. The race started at eight. At first, he led the race, but it was not for long because suddenly another car hit his car from behind. He lost the race and his car was broken. He was very disappointed.

VOCABULARY	
Noun	Marinacircuit, car race, engine
Verb	Went, arrived, checked, started, led, lost, hit
Adjective	Long, dissaponted
Adverb	Immediately, suddenly
Preposition	In, at, behind
Counjuction	And, but

H. METODE PEMBELAJARAN

- Scientific learning

I. SUMBER BELAJAR

Wardiman, Artono, and Jahur, Masduki B. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

http://www.englishindo.com/feeds/posts/default

J. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (10 menit)

1. Guru mengecek kerapian kelas untuk mengondisikan suasana belajar yang menyenangkan.
2. Guru mengecek penguasaan kompetensi yang sudah dipelajari semasa siswa di Sekolah Dasar tentang pembelajaran bahasa Inggris.
3. Guru menyampaikan kompetensi yang akan dicapai, yaitu teks lisan dan tulis interpersonal menyapa.
4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan, yaitu teks interaksi interpersonal menyapa dan menunjukkan manfaatnya dalam kehidupan sehari-hari
5. Guru menyampaikan lingkup penilaian, pengetahuan dan ketrampilan dan teknik penilaian yang akan digunakan, yaitu teknik tes lisan dan tulis.

Kegiatan Inti (60 menit)

Siswa	**Guru**
Mengamati Siswa mengamati text yang diberikan oleh guru	Guru memberikan text recount dalam bahasa Inggris dan menginstruksikan peserta didik untuk mengamati text recount yang telah diberikan

Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang text yang diberikan oleh guru	Guru memancing siswa untuk bertanya dengan pertanyaan bantu yang ada di bawah text recount:
Mengumpulkan informasi Siswa mengidentifikasi definisi dari kata tertentu yang ada di dalam teks	Keterangan guru 1) What is the meaning of....
Mengasosiasikan Siswa melengkapi teks recount text yang diberikan oleh guru, mengidentifikasi kata kerja bentuk kedua di dalam teks tersebut	Guru memberi teks berbentuk recount, menginstruksikan siswa untuk melengkapi teks tersebut
Mengkomunikasikan Siswa mengkomunikasikan hasil kerja kepada guru	Meminta siswa untuk mengkomunikasikan hasil kerjanya untuk diniliai

Siswa	**Guru**
	Guru membagikan template word wheel kepada siswa
	Guru menentukan kosa kata yang berbeda kepada masing-masing siswa
Guru menjelaskan kepada siswa	
Siswa emisahkan suku kata (yang telash ditentukan dan menuliskannya di dalam kotak di tengah lingkaran (i.e., syl • la • bles).	
Siswa menulis defenisi kata di bagian DEFINITION	

Siswa menulis sinonim dan antonim di bagian SYNONYM and ANTONYM	Guru membimbing siswa untuk menentukan sinonim dan antonim menggunakan thesaurus
Siswa menggambar object di bagian ICON (jika kosa kata berbentuk verb)	
Siswa menulis kalimat dengan menuliskan kata di bagian SENTENCE	
Siswa menuliskan kosa kata sebelum dan sesudah kata yang ditentukan di dalam kamus di bagian BEFORE and AFTER	
Siswa memotong template dan menggantukannya di mading berjudul WORDS FOR THE WISE.	

Penutup (10 menit)

1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Guru melakukan penilaian (Pengambilan data dari tugas-tugas yang sudah dikerjakan.)
5. Guru merencanakan kegiatan tindak lanjut dalam memberikan tugas menulis teks recount berdasarkan pengalaman pribadi.
6. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Mengetahui,
Kepala SMPN 3 Payakumbuh

MARDIYUS, M.Pd
NIP. 19671016 199003 1 001

Payakumbuh, ……..2017
Guru Bahasa Inggris

ADEF SILVIA
NIM. 2313.109

LESSON PLAN EXPERIMENT CLASS (3)

SATUAN PENDIDIKAN : SMPN 3 PAYAKUMBUH
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VIII/2
MATERI POKOK : Teks Recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa
ALOKASI WAKTU : 2 x 40 menit

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kopetensi dasar	Indicator pencapaian kopetensi
	4.15 Menyusun teks *recount* tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.3 Menentukan definisi dari kata yang terdapat di dalam teks recount 4.1.4 Menentukan sinonim dan antonim dari kata yang digunakan di dalam teks recount

C . MATERI PEMBELAJARAN

5) Struktur teks

d) Orientation tells who was involved, what happened, where the events took place, and when it happened.

Example : *Last night, I read an article about adolescence in a magazine.*

e) Events (event 1 and 2) tell what happened and in what sequence.

Example : *After I □ nished reading the article, I remembered my own adolescence*; *To divert my emotions, I took many extra curricular activities.*

f) Reorientation consists of optional-closure of events/ ending.

Example : *I was able to control my emotions and to have a place where I could express my creativity in positive ways*.

1) Fungsi social:

c) to give the audience a description of what occurred and when it occurred.

By using the recount text, he writers can describe the past event or the writers' experience in the past.

d) to retell events for the purpose of informing or entertaining.

Beside the recount text is used to retell the past even, the recount text also can be use to entertain the readers

2) Unsur kebahasaan

Contoh : 1) *I, at home, last night, a magazine, I took....*

2) Two days ago, I was walking in the park by myself. Suddenly I heard a noise behind some bushes....

3) Topik

Kejadian yang terjadi di masa lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Text 3

Instruction: Read the recount text bellow, disscuss the question together with your teacher and write down the answer on your note book

On Saturday, October 23rd. Sarah invited her classmates to her birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina was Xena,the warrior princess, and George was vampire.

The party started at 7. First, we sang happy birthday. Then, Sarah blew out the candles. After that, we ate some food and drank tea.

Later on, we played some games. Everybody enjoyed them. We cheered so hard. I nearly lost my voice. We were playing 'Hide and Seek' when suddenly the lights went out. The girls were afraid of the dark and the boys laughed at them. Fortunately, it did not last song. In ten minutes, the lights was on again, and we continued the games.

Before the party was over, the MC announced the the best costume of the party. George got the first prize. He looked so happy.

Finally, my dad arrived to take us home. I was so tired, but happy.

VOCABULARY	
Noun	Classmates, party, costume, party, food, candles, lights, prize
Verb	Invited, went, wore, started, blew, played, sang, blew out, ate, drank, enjoyed, cheered, laughed, continued, announced, got
Adjective	Excited, fancy, happy, tired
Adverb	Nearly, fortunately
Preposition	On
Counjuction	Because, and, but

- Scientific learning

F. SUMBER BELAJAR

Wardiman, Artono, and Jahur, Masduki B. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

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G. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (10 menit)

1. Guru mengecek kerapian kelas untuk mengondisikan suasana belajar yang menyenangkan.
2. Guru mengecek penguasaan kompetensi yang sudah dipelajari semasa siswa di Sekolah Dasar tentang pembelajaran bahasa Inggris.
3. Guru menyampaikan kompetensi yang akan dicapai, yaitu teks lisan dan tulis interpersonal menyapa.

4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan, yaitu teks interaksi interpersonal menyapa dan menunjukkan manfaatnya dalam kehidupan sehari-hari
5. Guru menyampaikan lingkup penilaian, pengetahuan dan ketrampilan dan teknik penilaian yang akan digunakan, yaitu teknik tes lisan dan tulis.

Kegiatan Inti (60 menit)

Siswa	**Guru**
Mengamati Siswa mengamati text yang diberikan oleh guru	Guru memberikan text recount dalam bahasa Inggris dan menginstruksikan peserta didik untuk mengamati text recount yang telah diberikan
Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang text yang diberikan oleh guru	Guru memancing siswa untuk bertanya dengan pertanyaan bantu yang ada di bawah text recount:
Mengumpulkan informasi Siswa mengidentifikasi definisi dari kata tertentu yang ada di dalam teks	Keterangan guru 1) What is the meaning of....
Mengasosiasikan Siswa melengkapi teks recount text yang diberikan oleh guru, mengidentifikasi kata kerja bentuk kedua di dalam teks tersebut	Guru memberi teks berbentuk recount, menginstruksikan siswa untuk melengkapi teks tersebut
Mengkomunikasikan Siswa mengkomunikasikan hasil kerja kepada guru	Meminta siswa untuk mengkomunikasikan hasil kerjanya untuk diniliai

Siswa	Guru
	Guru membagikan template word wheel kepada siswa
	Guru menentukan kosa kata yang berbeda kepada masing-masing siswa
Guru menjelaskan kepada siswa	
Siswa emisahkan suku kata (yang telash ditentukan dan menuliskannya di dalam kotak di tengah lingkaran (i.e., syl • la • bles).	
Siswa menulis defenisi kata di bagian DEFINITION	
Siswa menulis sinonim dan antonim di bagian SYNONYM and ANTONYM	Guru membimbing siswa untuk menentukan sinonim dan antonim menggunakan thesaurus
Siswa menggambar object di bagian ICON (jika kosa kata berbentuk verb)	
Siswa menulis kalimat dengan menuliskan kata di bagian SENTENCE	
Siswa menuliskan kosa kata sebelum dan sesudah kata yang ditentukan di dalam kamus di bagian BEFORE and AFTER	
Siswa memotong template dan menggantukannya di mading berjudul WORDS FOR THE WISE.	

Penutup (10 menit)

1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4. Guru melakukan penilaian (Pengambilan data dari tugas-tugas yang sudah dikerjakan.)
5. Guru merencanakan kegiatan tindak lanjut dalam memberikan tugas menulis teks recount berdasarkan pengalaman pribadi.
6. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Mengetahui, Kepala SMPN 3 Payakumbuh	Payakumbuh, ……..2017 Guru Bahasa Inggris
MARDIYUS, M.Pd NIP. 19671016 199003 1 001	**ADEF SILVIA** **NIM. 2313.109**

BIOGRAPHY



Full Name	:	**ADEF SILVIA**
PLACE/ DAY OF BIRTH	:	Bukittinggi, 5th of February 1995
ADRESS	:	Padang Tiakar Hilir, Payakumbuh
E-mail	:	Adefsilvia05@gmail.com
Facebook	:	Adef Silvia
Phone Number	:	082284905918

Parents

Father	:	Nofriwarman
Mother	:	Indrawati
Quote	**:**	***In de nood, leert meen bidden***

Education

Elementary	:	SDN 05 Payakumbuh
Junior	:	MTsN Payakumbuh
Senior	:	R-SMA-BI 1 Payakumbuh
College	:	IAIN Bukittinggi