

**A COMPARATIVE STUDY BETWEEN PICTURE WORD INDUCTIVE
MODEL (PWIM) AND MEMORIZATION LEARNING MODEL TO TEACH
VOCABULARY AT THE SEVENTH GRADE OF MTsN 3 BOYOLALI IN
THE ACADEMIC YEAR 2018/2019**

THESIS

Submitted as A Partial Requirements

for the Degree of *Undergraduate* in English Education



By:

Fita Sari

SRN. 143221197

**ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

2018

ADVISOR SHEET

Subject : Thesis of Fita Sari
: SRN. 14.32.21.197

To:
The Dean of Islamic Education and
Teacher Training Faculty
IAIN Surakarta
in Surakarta

Assalammu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that thesis of

Name : Fita Sari

SRN : 14.32.21.197

Title : A Comparative Study Between Picture Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of MTs N 3 Boyolali in Academic Year 2018/2019

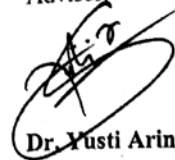
has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education Department.

Thank you for the attention

Wassalamu'alaikum Wr. Wb.

Surakarta, August 2018

Advisor,



Dr. Yusti Arini, M.Pd

NIP. 19750829 200312 2 00

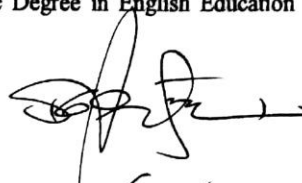
RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “A Comparative Study Between Picture Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of MTsN 3 Boyolali in Academic Year 2018/2019” by Fita Sari has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in English Education Department.

Chairman : **Dr. H. Sujito, M.Pd**
 NIP. 19720914 200212 1 001

Secretary : **Dr. Yusti Arini, M.Pd**
 NIP. 19750829 200312 2 001

Main Examiner : **Novianni Anggraini, M.Pd**
 NIP. 19830130 201101 2 008





Surakarta, 29th August 2018

Approved by

The Dean of Islamic Education and Teacher Training Faculty


Dr. H. Sujito, M.Hum
 NIP. 19670224 200003 1 001

DEDICATION

This thesis is whole-heartedly dedicated to:

1. My beloved parents, Mr. Hari Raharjo and Mrs. Sumi Hartini
2. My beloved brothers and sisters, Listanti, Nurwanti, Kusyatno, Mayar Santosa, Eny Mulyani, Aryuni, and Adi Yahman.
3. My big family who has always supported and cares.

MOTTO

Errors are necessary stepping-stones to acquire rightness

Continual Efforts and Frequent Errors are Genius Stepping Stone

-Elbert Hubbard-

Remember Me and I will remember you

-Q.S. Al-Baqarah 2: 152-

The more you give, the more will you get

-The Researcher-

PRONOUNCEMENT

Name : Fita Sari
SRN : 14.32.21.197
Study Program : English Education Department
Faculty : Islamic Education and Teacher Training Faculty

I hereby declare that the Thesis entitled "A COMPARATIVE STUDY BETWEEN PICTURE WORD INDUCTIVE MODEL AND MEMORIZATION LEARNING MODEL TO TEACH VOCABULARY AT THE SEVENTH GRADE OF MTSN 3 BOYOLALI IN ACADEMIC YEAR 2018/2019" is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 7th August 2018

Stated by,



Fita Sari

SRN. 14.32.21.197

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for researcher in particular and the readers in general.

Surakarta, August 2018

The Researcher

Fita Sari

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ABSTRACT

Fita Sari. 2018. *A Comparative Study Between Picture Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of MTsN 3 Boyolali in Academic Year 2018/2019*. Thesis. English Education Department, Islamic and Teacher Training Faculty.

Advisors : Dr. Yusti Arini, M.Pd

Keywords : Vocabulary, PWIM and Memorization Learning Model.

The problem statement of this research namely, is there any significant difference of vocabulary mastery between students who are taught by using Picture Word Inductive Model and those taught by using Memorization Learning Model at the seventh grade students of MTsN 3 Boyolali in academic year 2018/2019?. The objective of this research is to know whether there is any significant difference of vocabulary mastery between students who are taught by using Picture Word Inductive Model and those taught by using Memorization Learning Model at the seventh grade students of MtsN 3 Boyolali in academic year 2018/2019.

The research method used in this research is a quasi-experimental research. The design of this research is non-equivalent group pre-test and post-test design. The researcher used cluster random sampling technique. The population of this research is the seventh grade of MTs N 3 Boyolali. The samples are class VII A as the experimental class which is consist of 32 students and VII B as the control class which consist of 32 students. The experimental class taught by using Picture Word Inductive Model and control class taught by using Memorization Learning Model. The research instruments used to collect the data in this research is test. The data were analysed by using independent sample t-test through *SPSS 17.0 for windows*.

The research finding of the research shows that there was any significant difference of vocabulary mastery between the students who are taught by using Picture Word Inductive Model and those taught by using Memorization Learning Model. It can be seen from hypothesis test indicated that the significance value less than 0.05 ($0.00 < 0.05$). And then, the calculation of t_{observed} is 4.252 which is higher than t_{table} 1.999. It can be concluded that H_a is accepted and H_o is rejected. The mean of students who are taught by using PWIM is 86 while those are taught by using Memorization Learning Model is 77.15. Therefore, it can be concluded that PWIM is more effective to teach vocabulary than Memorization Learning Model.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is the international language for communication. It has been used as a means of communication around the globe. We use language to inform the people around us what we feel, think, and understand. Harmer (1991:199) states that English as a foreign language is not only used as communication and maintaining relationship with other nations, but also as a subject learned at school. There are four skills that should be mastered by the students, they are listening, speaking, reading and writing. It is divided in two, receptive skill for listening and reading, and productive skill for writing and speaking.

Thornbury (2002:13) states that without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. This is how the linguist David Wilkins summed up the importance the vocabulary learning. Learning vocabulary is a very important part of learning a language. Students who want to be able to communicate in English well must have wide range of vocabulary, because learning a foreign language involves the acquisition of many words. Vocabulary

is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. The more words students know, the more they will be able to understand what they hear and read.

Ur (1996:60) states that vocabulary can be defined, roughly, as the words we teach in foreign language. Rakchanok (2014), states that vocabulary learning plays an important role in language teaching especially in the context where English is taught as a foreign language. Vocabulary mastery can support student's listening and reading ability to understand text they are listening and reading. Vocabulary mastery can also support student's writing and speaking ability to communicate their ideas in written and spoken form. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they cannot understand the foreign language words. For this reason it is very important for students to build up large store of vocabulary and to have rich vocabulary.

Knowing that vocabulary is an important aspect, it should be taught to the students to make them master the vocabulary as many as possible. The vocabulary should be known, understood, mastered, memorized and applied in the appropriate context. In the school, the

teacher teaches the vocabulary by giving list of vocabulary or translates the difficult vocabulary that the students unknown. In that condition, the students know the new vocabulary, but they easily forget the vocabulary later. They just know the new vocabulary; they do not understand, master or memorize it. This case makes the students have the low vocabulary mastery.

Teaching vocabulary is not easy for teacher, but the students usually get bored of learning this subject. That is why the teacher are demanded to use the model which is appropriate with the students need to achieve the good criteria of vocabulary learning, so that the students will enjoy and understand the learning process well. Learning vocabulary at Junior High School can be done through many ways, such as: dictionary, picture, guessing, reading, game, etc. In this case the researcher will take picture in teaching vocabulary, because through picture the students can see person, place, and thing directly. The uses of picture are more efficient and practice than word. They easier to recall and remember than words, further more they expose real life situation although it happen a long time ago.

Calhoun (1999:21) states that Picture Word Inductive Model is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. The PWIM is used with whole class, small

group, pairs, or individually to lead the students into inquiring about words and adding them to their vocabularies, discovering phonetic and structural principles in those words.

PWIM is predicted effective to teach vocabulary due to some reasons. Calhoun (1999:22) states that this model has some advantages such as: it helps the students to identify the words based on the picture they see, students hear the words pronounced correctly many times, students see and hear letters identified and written correctly many times and students hear the words spelled correctly many times and participate in spelling them correctly.

Based on Manoukian (2013) memorization is a learning process that involves repeating information until it's remembered verbatim. Duong and Nguyen (2006:2) said that the term 'memorizing' usually refers to the conscious processes. This means the learners use memorization consciously and they think about the process of memorization when they are applying it. Students use memorization to prepare for spelling tests or to memorize the definitions of term, names of presidents, verb forms in foreign language, and among other things.

Based on the explanation above, the researcher intends to conducted a research entitled **“A Comparative Study Between Picture Word Inductive Model (PWIM) and Memorization**

**Learning Model to Teach Vocabulary at the Seventh Grade of
MTsN 3 Boyolali in the Academic Year 2018/2019”**

B. Identification of Problem

Based on the explanation above, some problems which are found in the school are:

1. The students have lack of vocabularies.
2. There were a lot of the students that have difficult in English, because they have difficult in memorizing the meaning of the word.
3. The students are not interested with the model of teaching used in learning English.
4. The students feel so bored and lazy to memorize vocabularies in English learning.
5. There is no strategy or technique that applied by the teacher and it makes the atmosphere in the classroom not interest and enjoyable.

C. Limitation of Problem

In order to focus on the topic, the researcher makes limitation of using PWIM in teaching vocabulary in this research. The researcher limits the object of two kinds of variable, they are PWIM and Memorization Learning Model as independent variable and vocabulary as dependent variable. The subject of the research is the seventh grade of MTsN 3 Boyolali at the first semester in academic year 2018/2019. The researcher limits the study to find out students' vocabulary before and after taught by using PWIM and

Memorization Learning Model at the seventh grade students of MTsN 3 Boyolali in the first semester in academic year 2018/2019. The researcher used descriptive text in this research, because based on the syllabus.

D. Problem Statement

Based on the background of this study, the researcher identifies the problem as follow: Is there any significant difference of vocabulary mastery between students taught by using PWIM and those taught by using Memorization Learning Model at the seventh grade students of MTsN 3 Boyolali in academic year 2018/2019?

E. Objective of Study

In line with the problem statement above, the objective of the research to know whether there is any significant difference of vocabulary mastery between students taught by using PWIM and those taught by using Memorization Learning Model at the seventh grade students of MTsN 3 Boyolali in academic year 2018/2019.

F. Benefit of Study

The study about the use of PWIM in teaching vocabulary hopefully will give contribution to English teaching and learning, they are:

1. Theoretical Benefit

The result of this research hopefully can be used as the solution of the teaching vocabulary problem. Hopefully, it can be used in English teaching and learning, especially in teaching vocabulary between

experimental and control class at the seventh grade students of MTsN 3 Boyolali in academic year 2018/2019.

2. Practically Benefit

The significances of the research are hopefully used for:

a. The Other Researchers

For the other researchers, they can used the research findings as consideration on their research. The result of this research can be a reference and give the view to the other researcher that the researcher has contribution in teaching vocabulary.

b. The Students

For the students, hopefully the students can improve their vocabulary through PWIM and develop their English skill.

c. The Teacher

The teacher can use the result of the study as a feedback on teaching activities and they will increase their performance in teaching program well. This study also gives contribution to the English teacher in the use of PWIM as a vocabulary teaching model to improve student's vocabulary achievement, and also to improve the result of teaching vocabulary.

G. The Definition of Key Term

This is a research entitled “The Use of Picture Word Inductive Model (PWIM) to Teach Vocabulary (An Experimental Research at The Seventh Grade of MTsN 3 Boyolali in Academic Year 2018/2019)”.

The researcher gives the definition of key terms to avoid misunderstanding.

1. Experimental Design

Richards (1985: 100) Experimental design is an approach to educational research in which an idea or hypothesis is tested or varied by setting up situations in which the relationship between subject and variables can be determined. While, John W. Best (1981: 55) explains that experimental research is a systematic and logical method to find out cause and effect relationship.

2. Teaching

Brown (2007:7) explains that teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

3. Vocabulary

Vocabulary is one of the important things in mastering English as foreign language well. Ur (1996:60) states that vocabulary can defines, roughly, as the words we teach in foreign language.

4. Picture Word Inductive Model (PWIM)

Calhoun (1999:21) explains that the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Descriptions

1. Definition of Vocabulary

Studying a language cannot be separated from studying vocabulary because it is an essential part of language. Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Ur (1996:60) states that that vocabulary can defined, roughly, as the words we teach in foreign language. Hornby (1995:133) states that vocabulary is a total of words in language. While, English Cambridge Dictionary explains that vocabulary is all the words known and used by particular person. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It means that vocabulary is all the foreign language words that the teacher teaches to the students in order that the students can use those words for communication.

Rakchanok (2014) states that vocabulary has been recognized as an important factor for language learning because insufficient vocabulary knowledge leads the learners to encounter difficulties in language

learning. It is needed to communicate successfully in the second language. Without mastering vocabulary, of course, foreign language learners will get some difficulties in developing their second language. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition.

Based on the definition above, it can be concluded that vocabulary is the set of words from the language that the teacher teach as the central of language, takes the important part and every word has different function. Vocabulary plays a significant role in supporting the mastery of language skills namely listening, reading, writing and speaking. Lewis and Hill (1990:12) explain that vocabulary mastery is important for the students. In order to communicate well in a language, students should acquire and adequate number of words and should know how to use them accurately. In speaking skill, they can cover all the words that they use in oral communication. In reading skill, they can understand all the words in written material. The more vocabulary the learners have, the easier for them to develop their four skills. In listening skill, by having many vocabulary they can hear and understand all the words in oral communication easily. And in writing skill, they can express their ideas, opinions, and feeling cohesively.

2. The Kinds of Vocabulary

There are many kinds of vocabulary based on some experts. Harmer (1991:150) states that there are two kinds of vocabulary.

a. Active vocabulary

Active vocabulary means the stock of word that a person actually uses in his/ her own speech or writing. It is used in oral or written expression by the students.

b. Passive vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meaning. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the word in a text and will know the meaning of the unknown word on the text.

Based on the definition above the researcher concluded that active vocabulary is stock of words that used by people to express their feeling, ideas or opinion to changes the information or communicate with other people both oral and written. Meanwhile, the passive vocabulary is less to understand the meaning of words that usually happened in listening or reading. Because the students know about the meaning of word after they read the word in the text.

3. Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Mastery refers to having great skill at something or total dominance over something. English Cambridge Dictionary explains that great skill in particular skill or activity. Hornby (1995:721) defines mastery as complete knowledge or complete skill. Complete here means that the students or learners have to know the word and the aspect which build that word. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English.

Based on the explanation above the researcher concluded that mastery is an ability to use skill and knowledge of certain subject. So, vocabulary mastery refers to an ability to use skill and knowledge on a set of single or more than one word in a particular language known and used by people with their meanings.

4. Teaching Vocabulary

Brown (1980:7) said that teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching vocabulary means the teacher shares ideas and opinions about word.

Concoran (1970:157) states that the teacher is responsible for teaching students to recognize and identify, then to put the words together into phrase. Teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. Teaching vocabulary means that the teacher tells and explains about words and aspects. The teacher transfers the knowledge to the students. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Based on the definition above the researcher concluded that teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. The English teachers had better teach English vocabulary first than other aspect in order to the students know more vocabulary and the meaning of words.

5. Techniques in Teaching Vocabulary

There are many kinds of techniques that can be applied in teaching vocabulary. Nation (1974:21) mentions six techniques of teaching vocabulary that can be prepared and chosen as follows:

a. Visually

We can teach vocabulary by showing the written form of the word, the mouth movements involved in saying the word, the hand movements

that draw the letters of the word in the air, and showing wooden or plastics letters that spell the word.

b. Tactilely

It means the learners use their sense of touch by using letters made of wood, cupboard, sandpaper, and so on, so the learners can feel the shapes of the learners that make up the words.

c. Aurally

We can teach vocabulary by saying the word and producing the word in some other aural code.

d. Demonstration

We can help the learners understand the meaning of word by showing an object or cut out figure and performing an action.

e. Pictures

We can helps the learners understand the meaning of a word by using photographs, blackboard drawings, illustrations cut from magazine or newspaper.

f. Explanation

We can helps the learners understand the meaning of a word by description, giving synonyms or opposites, putting the word into a defining context and translating.

Based on the explanation above the researcher concluded that there are many kinds of techniques that can be applied by teacher in

teaching vocabulary such as visually, tactically, aurally, demonstration, pictures and explanation. Those techniques can be applied by teacher in teaching vocabulary to develop student's knowledge about vocabulary.

6. Testing Vocabulary

Brown (2004:84) states that one of the ways to knowing the students development or students understanding about material is through test. Classroom test generally prepared test, administer, and scored by one teacher. There are many published exercise on vocabulary. Brown (2003:194-201) defines some of the possible test, there are:

a. Multiple-choice

By far the most popular method of testing vocabulary is the multiple choice format, mainly for reason or practically. It is easy to administer and can be scored quickly. The most straight forward multiple choice items may have little context.

b. Matching Test

The most frequently appearing criterion in matching procedure is vocabulary. Matching tests have the advantage of offering an alternative to traditional multiple-choice or fill in the blank format and are sometimes easier to construct than multiple choice items, as long as the test designer has chosen the matches carefully. Some disadvantages to come with this framework, however. They can

become more of a puzzle-solving process than a genuine test of vocabulary.

c. Picture-Cued tasks

Picture cued test is a test that used picture, symbols and word. Pictures and photographs may be equally well utilized for examining ability at the selective levels. Test takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each label items.

Based on the explanation above the researcher concluded that one of the ways to knowing the students development or students understanding about material is through test. There are several kinds of test on vocabulary such as multiple-choice, matching test, picture-cued tasks. The teacher gives test to knowing the students development or students understanding about the material.

7. The Aspects of Vocabulary

Ur (1996: 60-62) provides aspect that are needed to be taught by the teacher, they are:

a. Form: Pronunciation and Spelling

The learners has to know what a word sounds like (it is pronunciation) and what it looks like (spelling).

b. Grammar

When teaching a new verb, teacher has to teach the past form; when teaching a noun, teacher has to teach the plural form. When teaching a new verb, for example the past form, if this irregular (think, thought), and note if transitive or intransitive.

c. Collocation

The collocation typical of particular items are another factor that makes a particular combination sound “right” or “wrong” in a given context. When introducing word like decision and conclusion, for example, we may note that take or make the one, but usually come to the other.

d. Aspects of Meaning

1) Denotation, Connotation, Appropriateness

Denotation can be defined as the meaning of a word, which primarily refers to the real world. For example: dog denotes a kind of animal, more specifically, a common, domestic carnivorous mammal and both dank and moist mean slightly wet.

Connotation is the association, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. For example, dog, for British people have positive connotation of friendships and loyalty.

Appropriateness is very important for learners to know that a certain word is very common, or relatively rare, or taboo. For example, the word “weep”, is virtually synonymous with the word “cry”, but it tends to be used in writing rather than in speech, and it is much less common than the word “cry”.

2) Meaning Relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some the main ones.

- a) Synonyms is sameness of meaning which is not concerned with the conceptual meaning of words, but relations of words which have, more or less, the conceptual meaning. Items that mean the same, or nearly the same; for example bright, clever, smart are the synonyms of intelligence. Example; big = large, tiny = small.
- b) Antonyms is items that means the opposite; rich is the opposite of poor. Antonyms is oppositeness of meaning. Like synonyms, antonyms is also a relation of word meaning. It is called a sense relation. Sense is the meaning of word, especially the conceptual meaning. Example small//big, thin//thick, bad//good.

- c) Hyponyms is a term to refer to a set or a group of words that are included in a higher of word. Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.
 - d) Co-hyponyms or Co-ordinates is the other items that are the “same kind of thing; red, blue, green, and brown are co-ordinates.
 - e) Super ordinates is general concepts that cover specific items; animal is super ordinates dog, lion, horse.
 - f) Translation is words or expressionism the learners; mother tongue that is (more or less) equivalent in meaning to item being taught.
- e. Word Formation

One word or multi-word, vocabulary item can often be broken down into small component or “bits”. Exactly how these bits are put together is another piece of useful information perhaps mainly for more advanced learners.

Based on the explanation above, vocabulary is the total numbers of words, a list or set of words in a particular language which expresses the meaning or idea that a person knows or uses to construct sentences for communication. The indicators of vocabulary are finding the meaning, pronouncing words, spelling of words and using words.

The aspects of vocabulary they are from pronunciation and spelling, grammar, collocation, aspect of meaning and word formation.

B. Review on Picture Word Inductive Model (PWIM)

1. Definition of Picture Word Inductive Model

Based on Calhoun (1999:21) the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading and writing.

The PWIM as a literacy program that uses image analysis engage children in vocabulary acquisition, inductive reasoning activities, and writing. This strategy helps the students add words to their sight reading vocabulary, as well as their writing vocabulary and to examine and categorize phonetic and structural principles represent in those words. Jiang and Perkins (2013:9) explains that the intent of the PWIM strategy is to capitalize on student's ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. The PWIM can not only be used for teaching the

correct spelling or pronunciation of the words that the learners already know, it can also be used for teaching new vocabulary (Joyce, Calhoun, & Hopkins, 2003:64)

Calhoun (1999:21) explains that the Picture Word Inductive Model can be used to teach phonics and spelling both inductively and explicitly. However, the model is designed to capitalize on children's ability to think inductively. The PWIM enables them build generalizations that form the basis of structural and phonetic analysis. And it respects their ability to think. Thus, a major principle of the model is that students have the capability to make generalizations that can help them to master the conventions of language.

In teaching vocabulary through PWIM can help the students to think inductively, analyze, and identify the pictures, automatically: the students have to find out the words which related to the pictures. It's easy to use the PWIM for vocabulary development because it emphasize building a large sight vocabulary and using inductive and explicit instruction to teach the application of phonetic and structural generalizations by Calhoun (1999:111). It can make the students to add and develop their new words. So, PWIM can help the students develop and understand their vocabularies.

Based on the definition above can be concluded that PWIM is inductive teaching method that use pictures and words analysis to enhance student's vocabulary and to develop student's writing and reading skills.

2. Procedures in Teaching Vocabulary using Picture Word Inductive Model

Based on Calhoun (1999:23) the moves of PWIM are as follows:

- a. Select a picture that will be teach in learning process.
- b. Ask the students to identify what they see in the picture.
- c. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then pronounce it.)
- d. Read and review the picture word chart aloud.
- e. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
- f. Read and review the picture chart (say the word, spell it, and say it again)
- g. Add words, if desired, to the picture word chart and to the word banks.
- h. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

- i. Ask students to generate a sentence, sentences, or paragraph about the picture word chart. Ask students to classify sentences; model putting the sentence into a good paragraph.
- j. Read and review the sentence and paragraph.

Calhoun (1999:22) states that the full sequence of a PWIM unit may take three days or two months. The length of units and number of lessons within a unit depend on richness of the picture, the age and language development of the students, and the language objectives of the teacher. For example, teachers using the model to develop sight-word vocabulary and to work on phonemic and graphemic awareness may stop at number 7. Teachers who want to work with their students on reading and writing sentences and paragraphs use all the moves of the model.

The picture word chart is the basic material for the PWIM lessons and units. The picture word chart comprises the picture and the words that are identified or “shaken out” of the picture by the students. The chart is used throughout the sequence of lessons and is a source of curriculum content. As the teacher writes words on the paper surrounding the picture, the chart becomes an illustrated dictionary. The dictionary supports language use by the class as a group and as individuals and needs to be posted where students can use it to support their reading, their writing, and their independence as learners by Calhoun (1999:22).

That is some steps in teaching vocabulary through PWIM that can help students especially in Junior High School to memorize and understand their vocabulary and it will make the students enjoy and fun during learning process. Finally the students will interest in learning English.

3. The Strengths of Using Picture Word Inductive Model

Calhoun (1999:23) explains that the basic steps of the PWIM stress these components of phonics, grammar, mechanics, and usage:

- a. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduce or taken to mastery).
- b. Students hear and see letters identified and written correctly many times.
- c. Students hear the words spelled correctly many times and participate in spelling them correctly.
- d. In writing the sentences, the teacher uses standard English (transforming students sentences if necessary) and uses correct punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After several lessons and

experience with the teacher modeling the devices, the students learn how to use them.

Based on explanation above the researcher concluded that there are many strengths of using PWIM in teaching vocabulary such as the students hear the words pronounced correctly and the picture word chart is an immediate reference as they add the words, students can see letters identified and written the words, students hear the words and can spelled it correctly, the students can memorize and understand about vocabulary easily, can make the students enjoy and fun during learning process, and finally the students will interest in learning English.

4. The Weaknesses of Using Picture Word Inductive Model

Feng (2011:128) states that there are several challenges in the implementation of PWIM, those are:

- a. Not every section of each unit in the textbook can be introduced by using this method such as section of songs or rhymes and short paragraph are difficult to teach by using PWIM.
- b. PWIM increases teacher's workload because they have to design their own teaching material.
- c. Practicing the full sequence of PWIM is time consuming.

Based on the explanation above the researcher concluded that there are some weaknesses of using PWIM. Not all of the material in

textbook can be introduced by using this method such as songs or rhymes and short paragraph are difficult to teach by using PWIM, this method can increase teacher's workload because the teacher has to design their own teaching material, and to practicing the sequence of PWIM is time consuming.

C. Review on Memorization Learning Model

1. Memorization Learning Model

Based on Manoukian (2013) memorization is a learning process that involves repeating information until it's remembered verbatim. Richard (1985:175) said that memorizing is the process of establishing information in memory. Duong and Nguyen (2006:2) said that the term 'memorizing' usually refers to the conscious processes. This means the learners use memorization consciously and they think about the process of memorization when they are applying it. Students use memorization to prepare for spelling tests or to memorize the definitions of term, names of presidents, verb forms in foreign language, and among other things.

Joyce (1996:215) states that the material on which a particular teacher chooses to focus will affect what information the students retain. In other words, if we do not pay attention to something, we are not likely to remember it. And also, we need to attend to it in such a way that we are rehearsing later recall of it.

2. The Principle of Memorization Learning Model

Based on Joyce (1996:223), there are six principles for enhancing memory of learning material as follows:

a. Awareness

Before we can remember anything we must give attention to, or concentrate on, the things or idea to remember.

b. Association

The basic memory rule is, “You Can Remember Any New Piece of Information If It Is Associated with Something You Already Know or Remember”. The major limitation of these devices is that they apply only to one specific thing.

c. Link system

The heart of the memory procedure is connecting two ideas, with the second idea triggering yet another one, and so on. Many memory problems deal with the association of two ideas. We often want to associate names and dates or places, names and idea, words and their meaning, or a fact that establishes a relationship between two ideas.

d. Ridiculous Association

There are several ways to make an association ridiculous. The first is to apply the rule of substitution. Second, you can apply the out-of-proportion rule. The third means is the rule exaggeration,

especially by number. Imagining ridiculous associations is not at all difficult for us when we are young children, but making these images gets harder for us we get older and more logical.

e. Substitute-word system

The substitute-word system is a way of making “an intangible, tangible and meaningful”. It is quite simple. Merely take any word or phrase that seems abstract and “think of something that sound like, or reminds you of, the abstract material and can be pictured in your mind”

f. Key word

The essence of the key-word system is to select one word to represent a longer thought or several subordinate thoughts.

Based on explanation above the researcher concluded that there are some principles for enhancing memory of learning material such as awareness, association, link system, ridiculous association, substitute-word system and keyword.

3. Procedure in Teaching Vocabulary using Memorization Learning Model

The procedure in teaching vocabulary using memorization learning model as follows:

- a. Read the first, second, and third objects.
- b. Say them aloud until they are able to remember them.

- c. Repeat this process until they can say all the objects without the paper.
 - d. Once at the end of the list, repeat the list without reading it. Say it aloud three times.
 - e. If they cannot do it all three times, start over.
4. The Strengths of Memorization Learning Model

Based on Joyce (1996:228), there are some advantages of Memorization Learning Model, as follows:

- a. The memory model is applicable to all curriculum areas where material needs to be memorized.
- b. It can be used with groups (a chemistry class mastering the table of elements) or individuals (a students learning a poem, story, speech, or part in a play)
- c. It has its widest application after students have mastered it and can use it independently. Thus, the model should be taught so that dependence on the teacher is decreased and students can use the procedures whenever they need to memorize.

Based on explanation above the researcher concluded that there are some advantages of using memorization learning model such as this method is applicable to all material, it can be used with groups or individuals, this method is simple, not consuming many time to

prepare the material, students can use this model whenever they need to memorize the material.

5. The Weaknesses of Memorization Learning Model

Duong and Nguyen (2006:12-13) states that there are some weaknesses of Memorization Learning Model, as follows:

- a. Making students more passive and less creative.
- b. Memorization would make them hesitant, confused, embarrassed, and nervous.
- c. Memorization makes the students become lazy in thinking critically.
- d. Seem unnatural because the speed of speaking is too fast.
- e. Be slow in reaction when unexpected problems happen.

Based on explanation above the researcher concluded that there are some weaknesses of using memorization learning model in teaching vocabulary such as the students more passive and less creative in learning process, memorization makes the students become lazy in thinking critically, seem unnatural because the speed of speaking is too fast, the students are not interest with the model and make the students bored in learning process.

D. Previous Related Study

The researcher conducts this research based on the previous studies from two theses which using PWIM to teach student's vocabulary mastery.

The first thesis entitled “*The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary An Experimental Research at The Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year of 2010/2011*”, an experimental research written by Erni Yuliana in 2011 from Walisongo State Institute For Islamic Studies Semarang. In this thesis, Erni Yuliana has proved that Picture Word Inductive Model can improve the student’s vocabulary mastery.

The second thesis, the researcher read from a thesis entitled “*The Effectiveness of PWIM to Teach Vocabulary Viewed from Students’ Intelligence (An Experimental Research at The Fifth Grade Students of SD Negeri Ajibarang Kulon in The Academic Year of 2011/2012*” a thesis made in 2012 by Lia Hendrawati from Sebelas Maret University (UNS). Lia Hendrawati has also proved that PWIM can improve students’ vocabulary mastery.

The similarities between this research and two previous researchers are one of the variables is about vocabulary, the researchers use new alternative way to teach vocabulary effectively. The difference between this research and two previous researchers is about the population. This research will be conducted for the seventh grade students of MTsN 3 Boyolali in the academic year 2018/2019, the first previous study was the seventh grade students of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year

of 2010/2011 and the second previous study was the fifth grade students of SD Negeri Ajibarang Kulon in The Academic Year of 2011/2012.

Both theses encourage the researcher to conduct an experimental research using PWIM to teach vocabulary in the seventh grade students of MTsN 3 Boyolali in academic year of 2018/2019.

E. Rationale

Based on underlying theory above, the researcher assumes that the vocabulary mastery is one of the most important skills that students have to master. Ur (2009:60) states that vocabulary can be defined, roughly, as the words we teach in foreign language. The more words students know, the more they will be able to understand what they hear and read.

PWIM is very helpful for the students which has low vocabulary mastery, because it is an inquiry oriented language arts strategy for teaching writing, reading, listening and speaking skill. It's easy to use the PWIM for vocabulary development because it emphasizes building a large sight vocabulary and using inductive and explicit instruction to teach the application of phonetic and structural generalizations by Calhoun (1999:111). Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary.

Richards (1985:175) said that memorizing is the process of establishing information in memory. It is usually used by teacher in teaching

the new vocabularies to the students. There is just a little interaction between the students and the teacher and almost no interaction between students. The teacher's control also makes the students cannot explore their creativities.

In conclusion, PWIM is more effective than Memorizing Learning Model. The teaching learning vocabulary will be easier to deliver when using PWIM, because this strategy uses pictures containing familiar objects and actions to elicit a new words from children's listening and speaking vocabularies. In teaching vocabulary through PWIM can help students to think inductively, analyze, and identify the pictures automatically. The students have to find out the words which related to the pictures. It's easy to use PWIM for vocabulary development because it emphasizes building a large sight vocabulary.

From the fact above, researcher assumed that the using PWIM in teaching vocabulary is helpful. Therefore, to prove the statement, the researcher conducted an experiment research measure a comparative study between students taught by using PWIM and those taught by using Memorization Learning Model.

F. Hypothesis

Based on the explanation above, the hypothesis of the research is: There is any significant difference of vocabulary mastery between students taught by using PWIM and those taught by using Memorization Learning

Model at the seventh grade students of MTsN 3 Boyolali in academic year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The design of this research is quantitative approach. A quantitative approach is a kind of research that gives a pressure in systematic analysis, using statistics analysis toward the quantitative data that includes correlation, experiment, and ex-post facto. There are several kinds of methods that can be used depending on the aims of the research and the nature of the topics. In this study, the researcher used experimental method to investigate the effect of using PWIM. Based on Hadi (1992:428) the aims of experiment method is to investigate the effect of treatment (X) for variable (Y). The samples might be divided into groups, one to undergo the treatment condition, called the experimental group or treatment group while the other to receive a neutral treatment or control group. The experimental methods, is actually used to examine whether the treated group will show a change of behavior after being given treatment compared with the control group. The emphasized is on the extend of difference as the result of comparison between the behaviors of the experimental and control group.

There are two variables in this research, PWIM and vocabulary. The researcher chooses one of the PWIM. PWIM represents independent variable

and vocabulary represents dependent variable. The purpose of the research is to determine the effect of independent variable upon the dependent variable. In this purpose of the research is to know the effect of PWIM to make the students more understand about vocabulary at the seventh grade of MTsN 3 Boyolali. So there are two groups, namely experimental group and control group. The experimental group is the class taught by using PWIM, while control group is taught by using Memorization Learning Model.

In this research, the researcher decides to use the quasi experimental design. The design is chosen because the setting does not allow the control group and manipulation of the relevant variable. Suryabarata (2002:38) argues that the purpose of quasi experimental is to get information which the informant has predicted in the true experimental research which is impossible to control and manipulate all relevant factors. Specifically, the researcher uses the no equivalent control group design. It is in line with Creswell (1994:132) states that in this design, a popular approach to quasi-experiments, the experiment group A and the control group B are the selected without random assignment. Both groups take a pre-test and post-test, and only the experimental group received the treatment. VII B class as a control group and VII A class as an experimental group. In this research, an experimental group is taught by using PWIM and control group taught by using Memorization Learning Model. Memorization Learning Model is a learning process that involves repeating information until it's remembered verbatim.

The research design can be seen as follows:

E	O ₁	X _{Pwim}	O ₃
C	O ₂	X _{Mlm}	O ₄

Where:

E : Experimental class

C : Control Class

O₁ : Pre-test for experimental

O₂ : Pre-test for control class

O₃ : Post-test for experimental

O₄ : Post-test for control class

X_{Pwim} : Treatment using PWIM

X_{Mlm} : Treatment using Memorization Learning Model

Table 3.1 Treatment Plan

Activities	Experimental Group	Control Group
Pre-teaching	The researcher gives pre-test for experimental group.	The researcher gives pre-test for control group
While-teaching	<p>The researcher gives treatment using PWIM for experimental group.</p> <p>The procedures in teaching vocabulary by using PWIM are as follows:</p> <ul style="list-style-type: none"> - The students are given PWIM as model in teaching vocabulary. - Students are asked to identify what they see in the picture. - Students are asked to gives label the 	<p>The researcher gives treatment using memorization learning model for control group.</p> <p>The procedures in teaching vocabulary by using memorization learning model are as follows:</p> <ul style="list-style-type: none"> - Students are asked to read the material given. - Students are asked to say them aloud until they are able to remember them. - Repeat this process

	<p>picture parts identified or draw a line from the identified object.</p> <ul style="list-style-type: none"> - Students are asked to say the word, spell the word aloud and the pronounce it. - Students are asked to read and review the picture word chart aloud. - Students are asked to say the word, spell it and say it again. - Students are asked to add the words if desired to the picture word chart. 	<p>until they can say it without reading.</p> <ul style="list-style-type: none"> - Students are asked to say it aloud three times.
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	- Asks the students to read and review the word.	
Post-teaching	The researcher gives post-test for experimental group.	The researcher gives post-test for control group.

B. Place and Time of the Research

1. Place of Research

This research was conducted in MTsN 3 Boyolali in the academic year 2018/2019 in the first semester. MTsN 3 Boyolali is located in Jl. Kemuning no. 32 Boyolali. This school is chosen as the setting of study for some reasons: (1) Based on the given interview, the teacher still had problems dealing with the technique in teaching English especially in teaching vocabulary. (2) Based on the observation, the students still had a little vocabulary to practice or to develop competence in English. MTsN 3 Boyolali has 30 classes, the seventh grade has 10 classes.

2. Time of the Research

This research was conducted at the seventh grade class of MTsN 3 Boyolali in the academic year of 2018/2019.

There are three steps in this research, the detail of each activity are as follows:

a. Preparation

- 1) December 2017 : Title Consultant
- 2) December 2017 - February 2018 : Proposal Consultant
- 3) May 2018 : Proposal Seminar

b. Implementation

- 1) June 2018 : Research Permission
- 2) July 2018 : Collecting the Data

c. Analysis of the Data and Research Report

- 1) July - August 2018 : Data Analysis and
Research Report

C. Population and Sample

This subchapter explains the population, sample and sampling technique that is used to conduct the research.

1. Population

Based on Sugiyono (2013:250) population is generalization that consist of a subject or a subject that has the quality and the particular characteristic determined by researchers to be studied and then drawn the conclusion. The population of the research is the seventh grade of MTsN Boyolali. In which total of seventh grade is ten classes and total the

students of seventh grade is three hundred and twenty students. This research conduct in two class and total of the students is 64 students.

2. Sample

Sample is a part of the number and characteristics that are owned by the population (Sugiyono, 2012:62). It means that sample is a part of population from which the research data are obtained. The sample should represent the population since the research result will be generalized to the population. Sample enables of writer to collect and organized data efficiently and practically. The sample of the research is two classes of the seventh grade of MTsN 3 Boyolali in the academic year of 2018/2019. The first is VII B class as a control group that consist of 32 students and the other class is VII A as an experimental that consist of 32 students.

3. Sampling Technique

Sampling is method that used to take sample and usually follows the technique used or the type of sampling (Arifin, 2012:216). The sampling used for the research is cluster random sampling. Hence, the sample class is the VII B and VII A because there are many population and they have been taught by same English teacher. The VII B class as control class was taught by using memorization learning model while VII A as an experimental class was taught by using PWIM.

D. Techniques of Collecting The Data

Data is the important point in a research. In collecting the data for this research, the researcher uses the instrument. Based on Sugiyono (2006:148) instrument is a device that is used to measure the natural and social phenomena are observed. In this research, the instrument of collecting the data is by test. Brown (2003:3) states that a test is a technique of measuring a person's ability, knowledge or performance in a given domain. Hence, test is useful to help the teacher to measure the students learning process.

In this research, test is the instrument that is used to collect the data. The test is pre-test and post-test that was tested in control and experimental group and the form of the test an objective test in the form of multiple choice types. The test consists of 35 items. The researcher marks 1 for each item if the students answer correctly, and the researcher marks 0 if the students answer incorrectly. Before the vocabulary test is administered, it is tried out in one class was not included in the research sample. Vocabulary test was made based on the blueprint of vocabulary mastery. There were 50 questions in try out test.

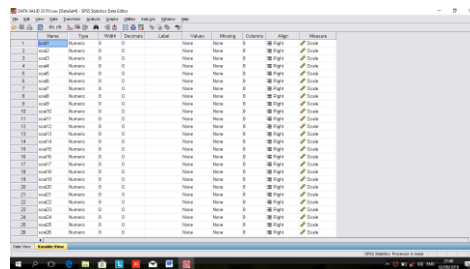
The result of the try out test then it is analyzed to know the instrument's validity and reliability and to know whether any of the items should be deleted or not.

1. The Validity of the Test Instrument

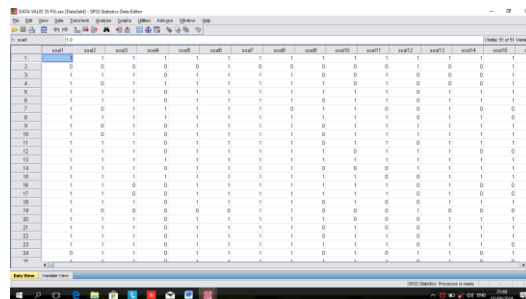
Validity is important thing in any test. After holding try-out test, the result computed to find out the validity. The validity of vocabulary test items measured by using SPSS v.17, the steps as follows:

- a. Open program SPSS v.17 for windows.
- b. Click the **Variable View**. Furthermore, in the Name of column write Soal_1 to soal_50. In the decimal of column change all the number 0.

As follow:

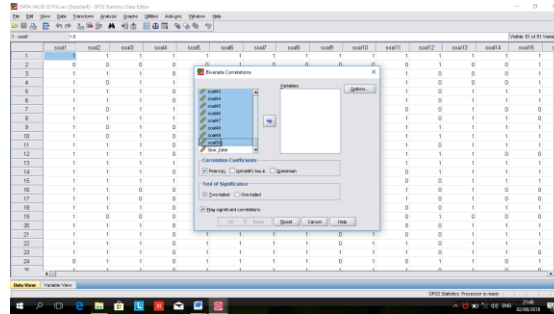


- c. Click the **Data View** then fill the answer of respondents according to the number of items.

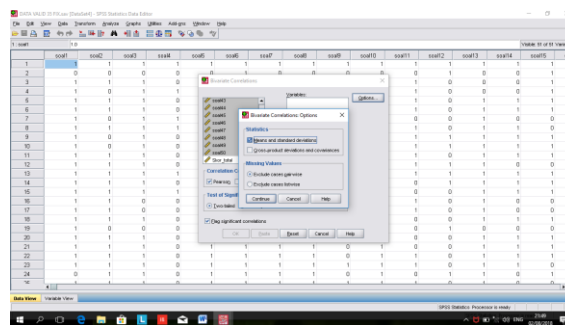


- d. Select **Analyze >> Correlate >> Bivariate**.

- e. Click dialog box will appear with the name of Bivariate Correlation, and then enter up `soal_1` until `soal_50` to box.



- f. Click **options** then select **Means and Standard Deviation**.



- g. The last click OK.

Table 3.2 the Result of Validity Try Out Test

Item	$r_{obtained}$	r_{table}	Result
1	0.362	0.349	valid
2	0.586	0.349	valid
3	0.450	0.349	valid
4	0.028	0.349	invalid
5	0.694	0.349	valid
6	0.505	0.349	valid
7	0.461	0.349	valid
8	0.520	0.349	valid
9	0.249	0.349	invalid
10	0.642	0.349	valid
11	0.360	0.349	valid
12	0.027	0.349	invalid
13	0.831	0.349	valid
14	0.609	0.349	valid
15	0.125	0.349	invalid
16	0.520	0.349	valid
17	0.302	0.349	invalid
18	0.128	0.349	invalid
19	0.344	0.349	invalid
20	0.378	0.349	valid
21	0.466	0.349	valid
22	0.766	0.349	valid
23	0.081	0.349	invalid
24	0.241	0.349	invalid
25	0.020	0.349	invalid
26	0.210	0.349	invalid
27	0.111	0.349	invalid
28	0.495	0.349	valid
29	0.466	0.349	valid
30	0.482	0.349	valid
31	0.161	0.349	valid
32	0.700	0.349	valid
33	0.209	0.349	valid
34	0.467	0.349	valid
35	0.784	0.349	valid
36	0.457	0.349	valid
37	0.631	0.349	valid
38	0.258	0.349	invalid
39	0.802	0.349	valid
40	0.390	0.349	valid
41	0.400	0.349	valid
42	0.729	0.349	valid
43	0.447	0.349	valid
44	0.428	0.349	valid
45	0.641	0.349	valid
46	0.410	0.349	valid
47	0.883	0.349	valid
48	0.641	0.349	valid
49	0.600	0.349	valid
50	0.802	0.349	valid

The validity computation is consulted with r_{table} by determining the significant at 0.05 in two tailed. If the $r_{obtained} > r_{table}$, it means that the item is valid. For $\alpha = 0.05$ and $N = 32$, the r_{table} is 0.349. From the data above, it can be concluded that the tryout instrument had 35 valid items and 15 invalid items.

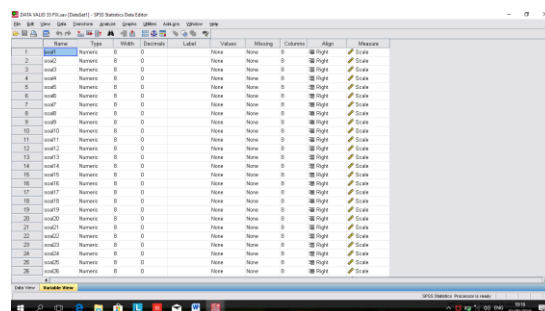
2. The Reliability of the Test Instrument

Based on Burke (2000:100) reliability refers to the consistency or stability of the scores obtained from a test. A good test should have high reliability, so to find out the reliability of vocabulary test items will be measured by using the following formula:

The researcher uses Alpha Cronbach to measure of reliability. The reliability of the test material in this research was checked by SPSS v.17, and the steps as follows:

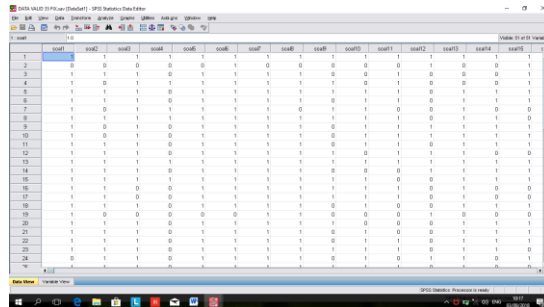
- a. Open program SPSS v.17.
- b. Select the **Variable View**. Furthermore, in the Name of column write Soal_1 to soal_50. In the decimal change all the number 0.

As follow:

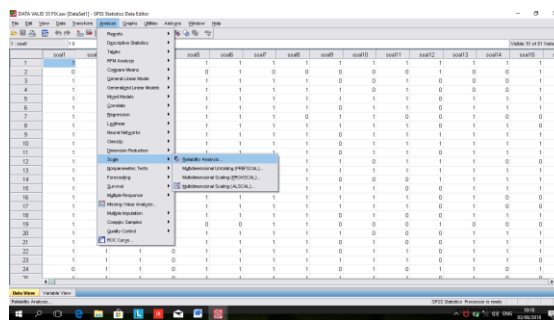


Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
soal1	Numeric	8	0		None	None	8	Right	Scale
soal2	Numeric	8	0		None	None	8	Right	Scale
soal3	Numeric	8	0		None	None	8	Right	Scale
soal4	Numeric	8	0		None	None	8	Right	Scale
soal5	Numeric	8	0		None	None	8	Right	Scale
soal6	Numeric	8	0		None	None	8	Right	Scale
soal7	Numeric	8	0		None	None	8	Right	Scale
soal8	Numeric	8	0		None	None	8	Right	Scale
soal9	Numeric	8	0		None	None	8	Right	Scale
soal10	Numeric	8	0		None	None	8	Right	Scale
soal11	Numeric	8	0		None	None	8	Right	Scale
soal12	Numeric	8	0		None	None	8	Right	Scale
soal13	Numeric	8	0		None	None	8	Right	Scale
soal14	Numeric	8	0		None	None	8	Right	Scale
soal15	Numeric	8	0		None	None	8	Right	Scale
soal16	Numeric	8	0		None	None	8	Right	Scale
soal17	Numeric	8	0		None	None	8	Right	Scale
soal18	Numeric	8	0		None	None	8	Right	Scale
soal19	Numeric	8	0		None	None	8	Right	Scale
soal20	Numeric	8	0		None	None	8	Right	Scale
soal21	Numeric	8	0		None	None	8	Right	Scale
soal22	Numeric	8	0		None	None	8	Right	Scale
soal23	Numeric	8	0		None	None	8	Right	Scale
soal24	Numeric	8	0		None	None	8	Right	Scale
soal25	Numeric	8	0		None	None	8	Right	Scale
soal26	Numeric	8	0		None	None	8	Right	Scale
soal27	Numeric	8	0		None	None	8	Right	Scale
soal28	Numeric	8	0		None	None	8	Right	Scale
soal29	Numeric	8	0		None	None	8	Right	Scale
soal30	Numeric	8	0		None	None	8	Right	Scale
soal31	Numeric	8	0		None	None	8	Right	Scale
soal32	Numeric	8	0		None	None	8	Right	Scale
soal33	Numeric	8	0		None	None	8	Right	Scale
soal34	Numeric	8	0		None	None	8	Right	Scale
soal35	Numeric	8	0		None	None	8	Right	Scale
soal36	Numeric	8	0		None	None	8	Right	Scale
soal37	Numeric	8	0		None	None	8	Right	Scale
soal38	Numeric	8	0		None	None	8	Right	Scale
soal39	Numeric	8	0		None	None	8	Right	Scale
soal40	Numeric	8	0		None	None	8	Right	Scale
soal41	Numeric	8	0		None	None	8	Right	Scale
soal42	Numeric	8	0		None	None	8	Right	Scale
soal43	Numeric	8	0		None	None	8	Right	Scale
soal44	Numeric	8	0		None	None	8	Right	Scale
soal45	Numeric	8	0		None	None	8	Right	Scale
soal46	Numeric	8	0		None	None	8	Right	Scale
soal47	Numeric	8	0		None	None	8	Right	Scale
soal48	Numeric	8	0		None	None	8	Right	Scale
soal49	Numeric	8	0		None	None	8	Right	Scale
soal50	Numeric	8	0		None	None	8	Right	Scale

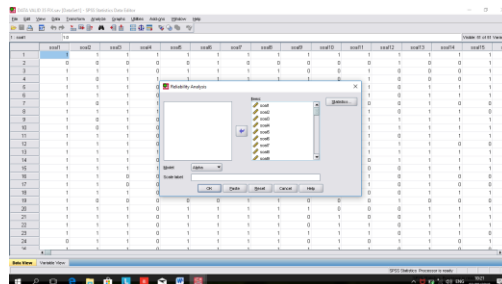
- c. Click the **Data View** fill the answer of respondents according to the number of items.



- d. Select **Analyze >> Scale >> Reliability Analyze**.



- e. Then click dialog box will appear with the name of Reliability Analyze, and then enter up soal_1 until soal_50 to box then in the model Select Alpha.



- f. Click **statistics >> checklist Scale if Item Deleted >> continue**.

g. And the last click **OK** to get the output of reliability. As follow:

Cronbach's Alpha	N of Items
.888	50

The result of calculation the reliability of try out instrument was 0.888 for $\alpha = 5\%$ with $N = 32$, and $r_{table} = 0.349$. Since the result of the data $0.888 > 0.05$, it was conclude that the try out instrument was reliable and could be used as the instrument to get the following data.

E. Techniques of Analyzing The Data

In analyzing the data, the researcher makes description of the data firstly. It includes the mean, median, mode, and standard deviation of the score of vocabulary test. Furthermore, pre-requisite is used before testing the hypothesis test that involves normality and homogeneity test. The last is hypothesis test. It is conducted in order to manage the research data which are in the form of number, so that they can produce a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected.

To know the difference between two groups, one group is taught by using PWIM and the other group is taught by using memorization learning model.

The treatment of techniques PWIM and memorization learning model describes in the illustration as follows:

PWIM	Treatment	Memorization Model
A		B
T1	X	T3
T2	C	T4

Where:

T1 : Pre-test of Treatment Group

T2 : Pre-test of Control Group

T3 : Post-test of Treatment Group

T4 : Post-test of Control Group

X : Gain of Treatment Group

C : Gain of Control Group

1. Descriptive Analysis

The descriptive analysis consist of mean, median, mode, and standard deviation of exercise score. To calculated mean, median, mode and standard deviation, the researcher uses SPSS v.17.

a. Mean

Mean is the average value of data group. It is gained from summing up all individual data of the group and dividing it by the total of the individual.

b. Median

The median is the point in distribution of measure below 50 percent of the case.

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest.

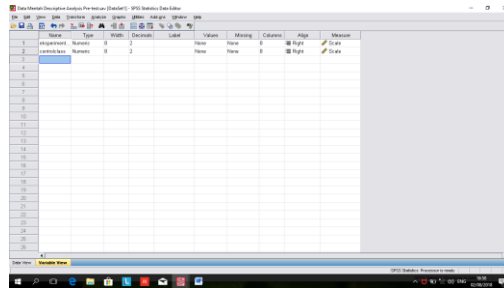
d. Standard deviation

Standard deviation is the distance of an individual value from the mean.

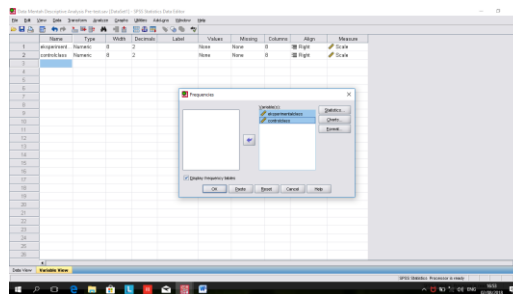
To get the Mean, Median, Mode, and Standard deviation, the steps as follows:

- 1) Open program SPSS v.17 for windows.
- 2) Make variable by clicking tab **Variable View**.

- 3) Write the name of column in first line experimental class and second line is control class. As follow:

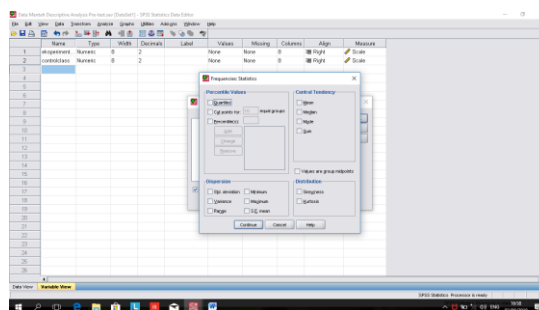


- 4) Click **Analyze >> Description Statistic >> Frequencies**. As follow:

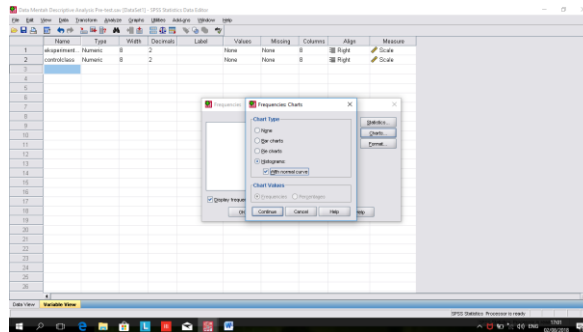


- 5) Click **statistics**, then checklist **Mean, Median, Mode, Sum, Std deviation, Minimum, Maximum**.

As follow:



- 6) Click **continue >> chart**, change histogram and checklist show normal curve on histogram. Checklist normal curve on histogram to know the output histogram of Mean, Median, Mode, Sum, Std deviation, Minimum, Maximum.



- 7) Click **continue >> OK**.

2. Pre-Requisite Test

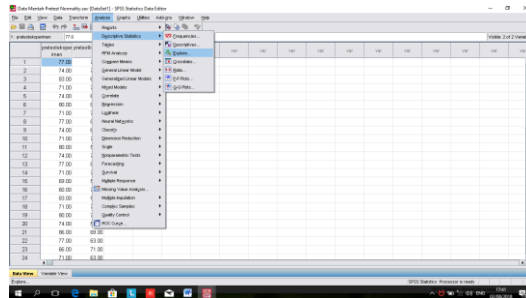
a. Normality test

After the requirement of pre-test, before the treatment the data have to be tested using prerequisite test. It consists of normality and homogeneity test. The normality test is used to know that the sample in normal distribution and the homogeneity test to know that the data is homogeneous.

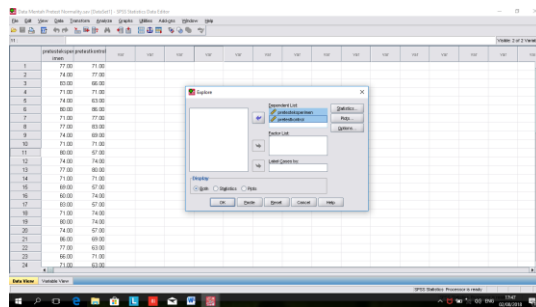
To calculated normality, the steps are follows:

- 1) Open program SPSS v.17 for windows.
- 2) Make variable by clicking tab **Variable View**.

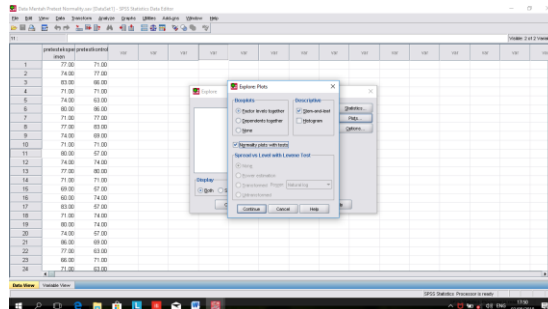
As follow:



- 6) Dialog explore, click control and experimental class then click **plots** as follow:



- 7) Then input into dependent list. Checklist normality plots with test to get output normality as follow:



8) Click **continue** >> **OK**, the output will be show:

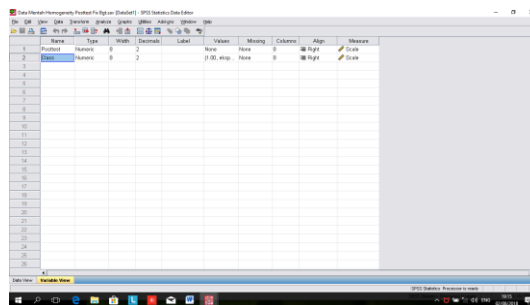
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pretesteksperimen	32	100.0%	0	.0%	32	100.0%
pretestkontrol	32	100.0%	0	.0%	32	100.0%

b. Homogeneity

Homogeneity test is used to know whether two groups (experimental and control group) that are taken from population have homogeneity or not. If the significant value > 0.05 it means that data homogenous.

To get the result of homogeneity, the steps as follows:

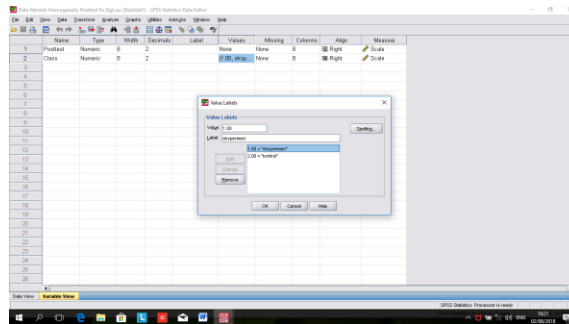
- 1) Open program SPSS v.17 for windows.
- 2) Make by clicking tab **Variable View**.
- 3) Write the name of column in first line is post-test and second line write class. As follow:



- 4) Click **Values**, and then write 1 in value column and experimental class in label column.
- 5) Click **add**.

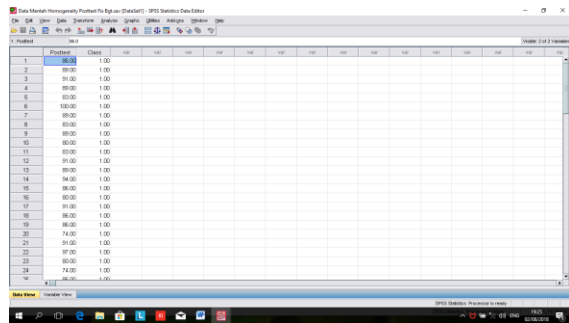
- 6) Click **Values**, then write 2 in value column and control class in label column. Then click **OK**.

As follow:



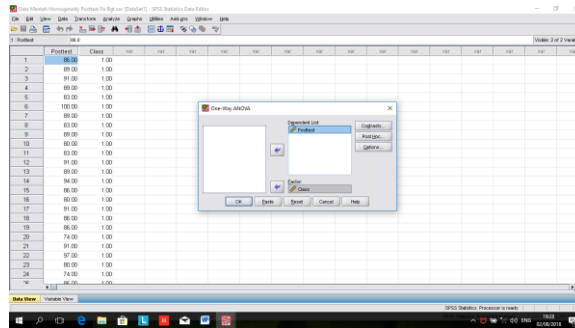
- 7) Click data view, input the data in the variable such as 1=experimental class, 2= control class.

As follow:

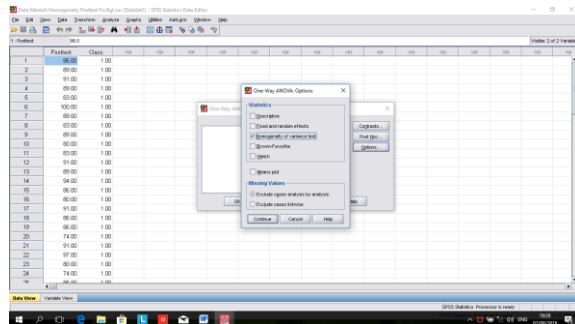


- 8) Click **Analyze >> Compare Mean >> One-Way ANOVA**.

- 9) And then Score move into Dependent List and Class move into factor. As follow:



- 10) Click **options**, then checklist in Homogeneity of Variance Test (to know the homogeneity of the data) >> **continue**.



- 11) Click Ok, output will be show.

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
1.651	1	62	.204

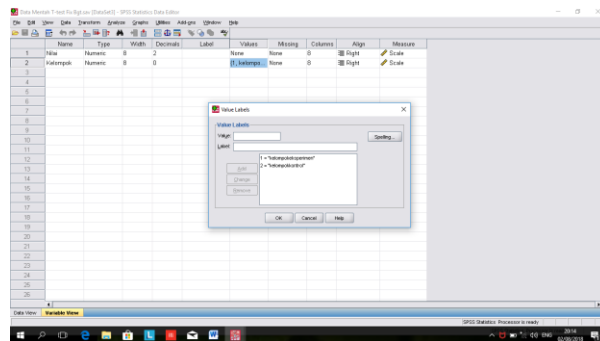
3. Hypothesis Test

The obtained data was analyzed to know whether there was significant difference in teaching vocabulary mastery between the students taught by using PWIM and those taught by using Memorization Learning Model. In

this case, the researcher uses t-test formula to determine whether the difference between the mean of two groups (experimental and control group) was statistically significant.

The steps as follows:

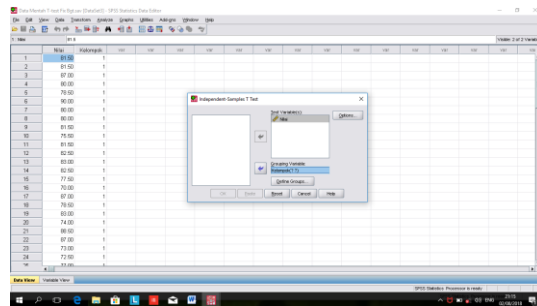
- 1) Open program SPSS v.17 for windows.
- 2) Make variable by clicking tab **Variable View**.
- 3) Write the name of column in first line is score, and second line is class.
- 4) Click **Values**, then write 1 in value column and experimental class in label column.
- 5) Click **add**.
- 6) Click **Values**, then write 2 in value column and control class in label column. Then click **OK**.



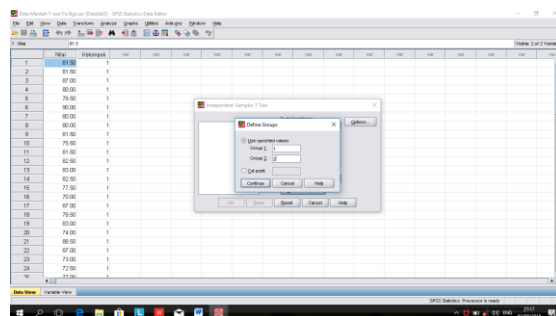
- 7) Click **Data View**, input the data in the variable such as 1=experimental class, 2=control class. As follow:

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

- 8) Click **Analyze >> Compare Means >> Independent Sample T-test**.
Independent Sample T-test to know there is or no significant differences between the mean of samples that are unrelated.



- 9) Click **Define Group**, input 1 in group 1 and 2 in group 2 than click **continue**.



- 10) The last, click **OK**.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

The data taken from this research divided into four categories, they are:

1. The Pre-test Data of the Experimental Class was Taught By Using Picture Word Inductive Model

The pre-test data of experimental class were 77, 74, 83, 71, 74, 80, 71, 77, 74, 71, 80, 74, 77, 71, 69, 60, 83, 71, 80, 74, 86, 77, 66, 71, 69, 77, 77, 74, 71, 63, 80, 77.

The data description pre-test of experimental class in Table 4.1 below:

Table 4.1 Data Description Pre-test of Experimental Class

N	Valid	32
	Missing	0
Mean		74.34
Median		74.00
Mode		71.00 ^a
Std. Deviation		5.688
Range		26
Minimum		60
Maximum		86
Sum		2379

The frequency distribution and histogram of pre-test data of experimental class in Table 4.2 below:

Table 4.2 the Frequency Distribution Pre-test of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	3.1	3.1	3.1
63	1	3.1	3.1	6.3
66	1	3.1	3.1	9.4
69	2	6.3	6.3	15.6
71	7	21.9	21.9	37.5
74	6	18.8	18.8	56.3
77	7	21.9	21.9	78.1
80	4	12.5	12.5	90.6
83	2	6.3	6.3	96.9
86	1	3.1	3.1	100.0
Total	32	100.0	100.0	

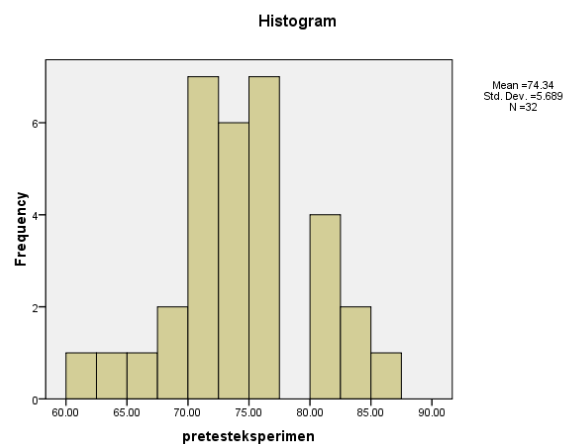


Figure 4.1 Histogram Pre-test of Experimental Class

The data description pre-test of experimental class shows that the mean is 74.34, the median is 74, the mode is 71, and standard deviation is 5.688. The highest score is 86, while the lowest score is 60.

2. The Post-test Data of Experimental Class Taught By Using Picture Word Inductive Model

The post-test data of experimental class were 86, 89, 91, 89, 83, 94, 89, 83, 89, 80, 83, 91, 89, 91, 86, 80, 94, 86, 83, 74, 91, 86, 80, 74, 85, 91, 83, 80, 80, 80, 83, 89.

The data description post-test of experimental class in Table 4.3 below:

Table 4.3 Data Description Post-test of Experimental Class

N	Valid	32
	Missing	0
Mean		86
Median		86
Mode		80.00 ^a
Std. Deviation		5.98385
Range		26
Minimum		74
Maximum		94
Sum		2752

The frequency distribution and histogram of the post-test data of experimental class in Table 4.4 below:

Table 4.4 Frequency Distribution Post-test of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 74	2	6.3	6.3	6.3
80	6	18.8	18.8	25.0
83	6	18.8	18.8	40.6
85	1	3.1	3.1	43.8
86	4	12.5	12.5	56.3
89	6	18.8	18.8	75.0
91	5	15.6	15.6	90.6
94	2	6.3	6.3	93.8
Total	32	100.0	100.0	

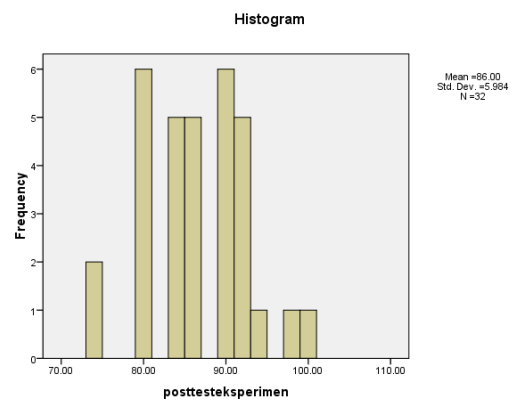


Figure 4.2 Histogram Post-test of Experimental Class

The data description post-test of experimental class shows that the mean is 86, the median is 86, the mode is 80, and the standard deviation is 5.983. The highest score is 94, while the lowest score is 74.

3. The Pre-test Data of the Control Class Taught By Using Memorization Learning Model

The pre-test data of control class were 71, 77, 66, 71, 63, 86, 77, 83, 69, 71, 57, 74, 80, 71, 57, 74, 57, 74, 74, 57, 69, 63, 71, 63, 77, 74, 71, 69, 71, 77, 66, 69.

The data description pre-test of control class in Table 4.5 below:

Table 4.5 Data Description Pre-test of Control Class

N	Valid	32
	Missing	0
Mean		70.28
Median		71
Mode		71
Std. Deviation		7.32752
Range		29.00
Minimum		57
Maximum		86
Sum		2249

The frequency distribution and histogram of the pre-test data of control class in Table 4.6 below:

Table 4.6 Frequency Distribution Pre-test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 57	4	12.5	12.5	12.5
63	3	9.4	9.4	21.9
66	2	6.3	6.3	28.1
69	4	12.5	12.5	40.6
71	7	21.9	21.9	62.5
74	5	15.6	15.6	78.1
77	4	12.5	12.5	90.6
80	1	3.1	3.1	93.8
83	1	3.1	3.1	96.9
86	1	3.1	3.1	100.0
Total	32	100.0	100.0	

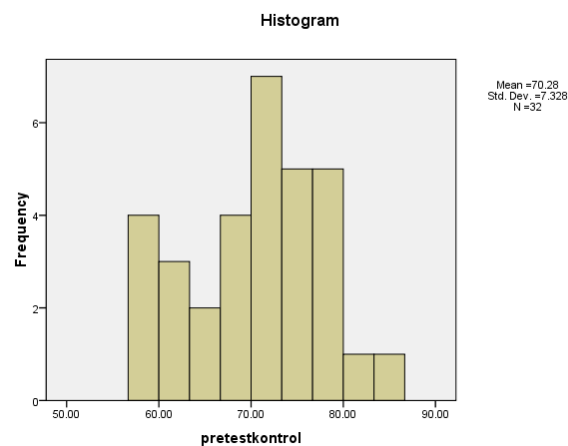


Figure 4.3 Histogram Pre-test of Control Class

The data description pre-test of control class shows that the mean is 70.28, the median is 71, the mode is 71 and the standard deviation is 7.327. The highest score is 86, while the lowest is 57.

4. The Post-test Data of the Control Class Taught By Using Memorization Learning Model

The post-test data of control class were 77, 77, 80, 74, 71, 86, 80, 86, 74, 80, 69, 83, 91, 74, 77, 74, 57, 60, 77, 63, 83, 71, 77, 86, 80, 77, 83, 71, 80, 83, 69, 86.

The data description in the Table 4.7 below:

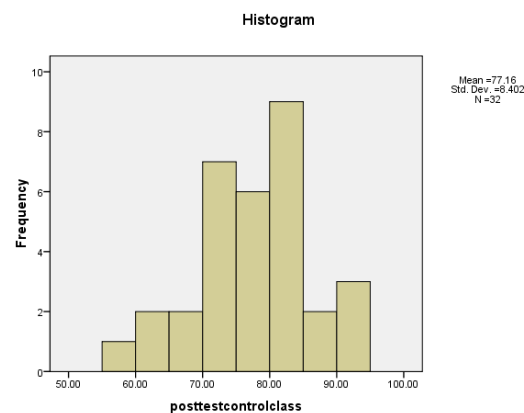
Table 4.7 Data Description Post-test of Control Class

N	Valid	32
	Missing	0
Mean		77.15
Median		77
Mode		77
Std. Deviation		8.40165
Range		37
Minimum		57
Maximum		91
Sum		2469

The frequency distribution and histogram of the post-test data of control class in Table 4.8 below:

Table 4.8 Frequency Distribution Post-test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 57	1	3.1	3.1	3.1
60	1	3.1	3.1	6.3
63	1	3.1	3.1	9.4
69	2	6.3	6.3	15.6
71	3	9.4	9.4	25.0
74	4	12.5	12.5	37.5
77	6	18.8	18.8	56.3
80	5	15.6	15.6	71.9
83	4	12.5	12.5	84.4
86	4	12.5	12.5	90.6
91	1	3.1	3.1	96.9
Total	32	100.0	100.0	



The Figure 4.4 Histogram Post-test of Control Class

The data description post-test of control class shows that the mean is 77.15, the median is 77, the mode is 77, and the standard deviation 8.401. The highest score is 91 and the lowest score is 57.

B. Data Analysis

1. Normality Test

Before comparing the result of post-test both of the classes by using t-test, the researcher did normality test. Normality test is used to know whether the distribution of data were normal or not. The researcher test the normality of data used Kolmogorov-Smirnov Table. The data in normal distribution if significant value > 0.05 .

The result of normality pre-test in Table 4.9 below:

Table 4.9 Result of Normality Pre-test Between Experimental and Control Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pre-test experimental class	.122	32	.200*	.967	32	.426
pre-test control class	.149	32	.067	.952	32	.168

In Table 4.9 above, table Kolmogorov-Smirnov shows that the normality of experimental class data is 0.200, meanwhile the significant of control class is 0.67. Both the significances of experimental class data and control class data was higher than 0.05. The result shows that the data was normal distribution because $0.200 > 0.05$ and $0.067 > 0.05$.

Table 4.10 Result of Normality Post-test Between Experimental and Control Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
post-test experimental class	.129	32	.188	.966	32	.391
post-test control class	.118	32	.200*	.972	32	.543

In Table 4.10 above, table Kolmogorov-Smirnov shows that the normality of experimental class data is 0.188, meanwhile the significant of control class is 0.200. Both the significances of experimental class data and control class data was higher than 0.05. The result shows that the data was normal distribution because $0.188 > 0.05$ and $0.200 > 0.05$.

2. Homogeneity Test

The researcher also tested the homogeneity of pre-test and post-test data both classes before compared that using t-test. Homogeneity test is used to know the data homogenous or not. The data were homogenous if significant value > 0.05 .

Table 4.11 Result of Homogeneity Pre-test Between Experimental Class and Control Class

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.236	1	62	.271

Based on Table 4.11 above, the result shows that the significant value is 0.271. Therefore, $0.271 > 0.05$. It can be concluded that the data were homogenous.

Table 4.12 Result of Homogeneity Post-test Between Experimental Class and Control Class

Levene Statistic	df1	df2	Sig.
1.651	1	62	.204

Based on Table 4.12 above, the result shows that the significant value is 0.204. Therefore, $0.204 > 0.05$. it can be concluded that the data were homogenous.

C. Hypothesis Testing

The hypothesis can be formulated as follows:

1. H_a (alternative hypothesis): There is any significant difference of vocabulary mastery of students taught by using Picture Word Inductive Model and those taught by using Memorization Learning Model at the seventh grade students of MTs N 3 Boyolali in academic year 2018/2019.
2. H_o (mull hypothesis): There is no significant difference of vocabulary mastery of students taught by using Picture Word Inductive Model and those taught by using Memorization Learning Model at the seventh grade students of MTs N 3 Boyolali in academic year 2018/2019.

The statistical of hypothesis are:

1. If significant value or sig (two tailed) higher than 0.05, it means that Ho (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected.
2. If significant value or sig (two tailed) lower than 0.05, it means that Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted.

To respond the objectives of the study, the researcher examined the data following steps. Firstly, the test was done in both classes, experimental class that taught by using PWIM and control class that taught by using Memorization Learning Model. Secondly the result was analyzed by using normality and homogeneity test. And the last, the researcher used T-test for hypothesis test. T-test used to know whether there is difference between student's result of experimental and control class. The researcher used SPSS v.17 program for windows to analyze the hypothesis.

The result of T-test as follow:

Table 4.13 The Result of Independent Sample T-test

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means	
			95% Confidence Interval of the Difference

		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differe nce	Lower	Upper
Score	Equal variances assumed	1.85 0	.17 9	4.252	62	.000	6.45313	1.51763	3.4194 3	9.4868 2
	Equal variances not assumed			4.252	55.98 1	.000	6.45313	1.51763	3.4129 3	9.4933 2

Based on the computation data of independent t-test formula from the table above, shows that the value of Sig. (2 tailed) is 0.000 with $df = 62$. Based on the statistical analysis illustrated on the table 4.12, it can be explained that the significance value less than 0.05 ($0.00 < 0.05$). And then, the calculation of $t_{\text{observed}} > t_{\text{table}}$ ($4.252 > 1.999$) for level significance 0.05. From the calculation above, it can be conclude that H_a (Alternative Hypothesis) is accepted and H_0 (Null Hypothesis) is rejected. It means that there is significant difference between students' vocabulary mastery in experimental class and control class in the seventh grade students of MTs N 3 Boyolali in academic year 2018/2019. It can be conclude that the students in experimental class taught by using PWIM more effective than the students in control class that taught by using Memorization Learning Model.

D. Discussion

The research design of this research is experimental research. There were two classes as the subject of this research. They are experimental and control class. In this research, the researcher took VII A and VII B as the subject research. VII A as experimental which is taught by using PWIM and VII B as control class which tau by using Memorization Learning Model.

There were three steps when did this research. They were given pre-test, treatment, and post-test. In the first meeting, the researcher gives pre-test. The next meeting, the researcher gives treatment to both of the classes, experimental class and control class. Each class is given treatment for four times. Before giving the treatment, the researcher explained the material. The researcher reviewed the material using Picture Word Inductive Model for each meeting before giving treatment. It is to make the students had deep understanding about the material. Then after treatment, in the last meeting, the researcher gives post-test.

The data of this research obtained from pre-test and post-test. Pre-test is test is given to measure the students' vocabulary before given the treatment. In this research, pre-test is only to know whether both of classes have same ability and homogenous or not. Whereas, post-test is test is given after the treatment. In this research, post-test result compared to know whether there is significant difference between score of experimental class which is taught by

using PWIM and control class which is taught by using Memorization Learning Model.

Based on the data, the result of pre-test shows that the lowest score in experimental class is 60 and the highest score is 86. While, in control class, the lowest score is 57 and the highest score is 86. It can be seen that students in both classes have same ability in vocabulary and homogenous characteristic. It because the pre-test score of experimental and control class are same or close.

Based on the data, the post-test result shows that the lowest score in experimental class is 74 and highest score is 94. While, in control class, the lowest score is 57 and highest score is 91. It can be seen that the post-test result of experimental class and control class are different. The post-test result of experimental class is higher than control class. It indicates that the different strategy influence the score. Therefore, Picture Word Inductive Model strategy can make students get higher score than Memorization Learning Model. PWIM can increase the students' score in experimental class more than Memorization Learning Model in control class.

The post-test result used to know whether there is significant difference between score of experimental class and control class. The researcher tested the difference by calculating t-test. Before doing t-test, the data should be tasted of normality and homogeneity. Based on the calculation

of normality and homogeneity test of experimental and control class, both classes were in normal distribution and homogenous.

The analysis of hypothesis test using t-test shows that Picture Word Inductive Model is more effective to teach vocabulary mastery. It because there is significant difference between post-test score of experimental class which is taught by using PWIM and control class which is taught by using Memorization Learning Model. The result showed that the significant is 0.000 and t_{observed} is 4.252. The significant is lower than 0.05 ($0.000 < 0.05$) or t_{observed} is higher than t_{table} ($4.252 > 1.999$). From the result, it can be seen that H_0 is rejected and H_a is accepted.

Based on the result of mean score of post-test, the mean score of experimental class is 86 and mean score of control class is 77.15. From the result, the mean of experimental class is higher than control class. It shows that PWIM is more effective than Memorization Learning Model.

According to the theories of advantages by using PWIM from Calhoun (1999:23), there are some advantages of using PWIM:

1. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduce or taken to mastery).
2. Students hear and see letters identified and written correctly many times.

3. Students hear the words spelled correctly many times and participate in spelling them correctly.
4. In writing the sentences, the teacher uses standard English (transforming students sentences if necessary) and uses correct punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After several lessons and experience with the teacher modeling the devices, the students learn how to use them.

Additionally, it is useful to improve someone's spelling knowledge of information, the students can memorize and understand about vocabulary easily, can make the students enjoy and fun during learning process, and finally the students will interest in learning English.

When the researcher applied PWIM in experimental class the students more active and develop their vocabulary knowledge. The researcher makes PWIM with good design, so the students more interest in the learning process by using PWIM. The students more enjoy in every meeting when the researcher teach vocabulary by using PWIM. Therefore, PWIM is effective to teach vocabulary.

On the other hand, Joyce (1996:228) states that there are some advantages of Memorization Learning Model, as follows:

1. The memory model is applicable to all curriculum areas where material needs to be memorized.

2. It can be used with groups (a chemistry class mastering the table of elements) or individuals (a students learning a poem, story, speech, or part in a play)
3. It has its widest application after students have mastered it and can use it independently. Thus, the model should be taught so that dependence on the teacher is decreased and students can use the procedures whenever they need to memorize.

When the researcher applied Memorization Learning Model in control class, the students are interest firstly. But in the next meeting, the students felt boring and not enjoy in the teaching learning process.

The students' condition in experimental class was more active and enjoy in the learning process than control class. As the result, the achievement of vocabulary in experimental class taught by using PWIM improved effectively. While, the achievement of vocabulary in control class taught by using Memorization Learning Model cannot be improved effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the research that was conducted at the seventh grade of MTsN 3 Boyolali in academic year 2018/2019 shows that there was significant difference of the students' vocabulary after taught by using two different strategies, PWIM (experimental group) and Memorization Learning Model (control group). In the t-test result, significant is < 0.05 ($0.000 < 0.05$) or t_{observed} is higher than t_{table} ($4.252 > 1.999$.) indicate that H_0 is rejected and H_a is accepted. It means that there is significant difference between students who are taught by using PWIM and those taught by using Memorization Learning Model.

The mean score post-test taught by using PWIM is 86, while the mean score post-test taught by using Memorization Learning Model is 77.15. It means that the mean score post-test of students taught by using PWIM is higher than score post-test taught by using Memorization Learning Model. From the result of the data analysis of the research, it is proved that the students' score of vocabulary taught by using PWIM is better. This result has

answered the research question that the use of PWIM in teaching vocabulary is effective.

In conclusion, the research about strategy was successful effective to teach students' vocabulary by using PWIM. In addition, the students were more active and participated in the teaching learning process of vocabulary. Therefore, Picture Word Inductive Model can be alternative strategy in teaching vocabulary which can effective and keep their vocabulary.

B. Suggestion

After getting the result of the study in the research, the researcher would like to gives some suggestions which can be used to teach vocabulary mastery as follows:

1. For the English Teacher

Since the result of this research shows that PWIM better than Memorization Learning Model for teaching vocabulary, it is recommended for teacher to use PWIM as the strategy to teach vocabulary. In the teaching and learning process, teacher should be able to make the students interested with the lesson. One way to make them interested and motivated is using strategy. PWIM is very beneficial to be used as strategy. It consists of pictures which are considered effective to be implemented in teaching and learning process of vocabulary to improve the students' ability.

2. For the students

The use of Picture Word Inductive Model will help the students memorize vocabulary easily. So, the students can improve their achievement in mastering English vocabulary.

3. For the other researcher

The researcher is aware that her research is not the end of the problem being studied. The result of the study merely confirms the hypothesis. It does not prove that something is absolutely true all the time. For further research, the researcher hopes that other researcher will make such an improvement by trying to use this topic of research with different subjects of research. Moreover, along with the advanced technology, the researcher hopes there will be many strategies are found which must be better than the current strategy.

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Students List of Experiment Class

No.	Students
1.	A F A
2.	A N A H
3.	A S S
4.	A G D P
5.	A F
6.	A S P
7.	A S L
8.	B I
9.	D K
10.	E R
11.	F S
12.	F N K
13.	H A P
14.	I N H
15.	M G A
16.	M H
17.	M M A
18.	M R W
19.	P A S
20.	P S H
21.	R R P
22.	R S R
23.	R Y K
24.	R D H
25.	R N P
26.	R M
27.	R R C D
28.	R N M
29.	T K
30.	M V R P
31.	Z A S
32.	Z F W

Students List of Control Class

No.	Students
1.	A M A
2.	A N
3.	A N S
4.	A M W
5.	A A S
6.	C A
7.	D P A
8.	D A N S
9.	F P S
10.	H S I
11.	H K
12.	I H R
13.	I K U
14.	K D A
15.	K N
16.	L N S
17.	M A E P
18.	M D K
19.	M F I
20.	M N W P
21.	N I
22.	N A S
23.	N S
24.	O S
25.	R A
26.	R S F
27.	R D R
28.	S D M
29.	S D
30.	T W
31.	V D M
32.	W J P

List of Students Joining Try-out Test

No.	Students
1.	A A R K
2.	A R V
3.	A Y R
4.	A R
5.	A W
6.	A T W
7.	A D P
8.	A S N
9.	B J P
10.	C W
11.	D B P
12.	D F N
13.	F A P
14.	F S A
15.	G S
16.	H N H
17.	I S L
18.	I A
19.	J P D C
20.	J L A
21.	L H
22.	L S
23.	M Y Y
24.	M R
25.	N N
26.	N A P
27.	N A R
28.	S H
29.	S M
30.	T D H
31.	T A
32.	W A S

Blue Print of Try-out Test

Aspect	Number	Total
1. Grammar	1, 3, 4, 6, 11, 37, 44, 48	8
2. Collocation (a combination of words that are commonly used together)	17, 28, 32, 34, 38, 42, 43	7
3. Aspect of meaning: meaning relationship (synonyms, antonyms, translation)	2, 5, 7, 10, 12, 14, 15, 18, 19, 22, 23, 26, 29, 30, 39, 40, 41, 46	18
4. Aspect of meaning (denotation, connotation)	8, 9, 13, 20, 21, 31, 33, 35	8
5. Word Formation	16, 24, 25, 27, 36, 45, 47, 49, 50	9
Total		50

(Ur: 1996)

TRY OUT TEST

This try out test is purposed to find out the reliability and validity items of vocabulary mastery test.

Name :

Number :

Choose the best correct answer by crossing (x) a, b, c or d in this paper sheet!

1. Marley usually volley ball on Sunday morning.
 - a. play
 - b. played
 - c. plays
 - d. is playing
2. Stir the coffee well. The underlined word means....
 - a. campurkan
 - b. aduk
 - c. goreng
 - d. tumbuk
3. The elephant is animal in the world.
 - a. bigger than
 - b. the bigger
 - c. as big as
 - d. the biggest
4. Kayla a new pencil.
 - a. bought
 - b. buying
 - c. buy
 - d. buys
5. "...you will find a small security office on your left". Security office in Indonesia is....
 - a. kantor guru
 - b. kantor pos
 - c. kantor keamanan
 - d. kantor kepala sekolah

6. Gita Gutawa a beautiful girl. What is the best answer of this sentence?
 - a. are
 - b. is
 - c. was
 - d. am
7. Sari has fat body. What is the meaning of “fat body”?
 - a. badan yang kurus
 - b. badan yang tinggi
 - c. badan yang ringan
 - d. badan yang gemuk
8. I’m going to the *mosque* every Friday. The word “mosque” refers to....
 - a. a place for eat and drink
 - b. a place for swimming
 - c. a place for praying
 - d. a place for playing
9. His explanation is crystal clear, every student can understand well. What do the words “crystal clear” mean?
 - a. membingungkan
 - b. sangat jelas
 - c. rumit
 - d. sangat mudah
10. *Pertama, campurkan air dengan tepung.* Choose the best translation!
 - a. Then, mix water and flour
 - b. Next, put water and flour
 - c. First, mix the water and flour
 - d. Second, put the water and flour
11. The tower is than the house.
 - a. higher
 - b. as high as
 - c. highest
 - d. high
12. Aurel *bakes the cake* for 40 minutes. What do the words “*bakes the cake*” mean?
 - a. mengukus kue
 - b. menggoreng kue
 - c. merebus kue
 - d. memanggang kue

13. Danu buys a black goat. The word “black goat” refers to....
- a goat which has black nose
 - a goat which has black fur
 - a goat which has long nose
 - a goat which has black teeth
14. Saskia is wearing pink dress. The synonym of underlined word is....
- peel
 - clothes
 - strip
 - informal
15. Doni gets a bad scores, it is because he is very *lazy*. What the antonym of “lazy”?
- beautiful
 - sad
 - diligent
 - far
16. Playing together with Mr. Shofi, Budi’s performance at the exhibition got a positive.....
What is the best answer for this sentence?
- respond
 - response
 - respondent
 - responding
17. They are going to build a beside the park.
The best word to complete this sentence is....
- glasses house
 - greenhouse
 - glasses home
 - green home
18. *Last*, serve the sandwich with a glass of milk. The antonym of italic word is....
- next
 - then
 - add
 - first
19. My mother *heats* the water in a pan. What the synonym of “heats”?
- boil

- b. fry
 - c. stir
 - d. chop
20. Bella is a golden kid in her family. The word “golden kid” refers to...
- a. a kid whose golden
 - b. a kid who is loved by family
 - c. a kid who is hated by family
 - d. a diligent kid
21. The students could answer the questions well, because the questions were as easy as pie.
What do the words “as easy as pie” mean?
- a. sulit difahami
 - b. mudah sekali
 - c. tidak jelas
 - d. jelas
22. My mother has three *sisters*. What the antonym of “sisters”?
- a. father
 - b. grandmother
 - c. brother
 - d. kids
23. Dimas stops his activity when he heard adzan. The synonym of underlined word is....
- a. make
 - b. go
 - c. start
 - d. end
24. New products in the electronic exhibition in Jakarta Expo Centre a month ago.
- a. display
 - b. displaying
 - c. were displayed
 - d. is displayed
25. I don't why they prefer in Makasar.
What is the best answer of this sentence?
- a. live
 - b. living
 - c. lived

- d. to living
26. When I am going to sleep, my mother gives me a kiss.
The antonym of underlined word means....
- a. eat
 - b. pray
 - c. take
 - d. wake up
27. Her hobby is singing that's why she always singing with her friends.
The suitable word to complete this sentence is....
- a. practiced
 - b. practices
 - c. to practice
 - d. practicing
28. I can homework by myself. The best word to complete this sentence is....
- a. make
 - b. do
 - c. doing
 - d. making
29. Caca *enters* to the office room. What the antonym of word "enters"?
- a. exit
 - b. close
 - c. open
 - d. make
30. Jimmy *cuts* the mango. The synonym of word "cuts" is....
- a. likes
 - b. slices
 - c. takes
 - d. puts
31. Cut the apple into small pieces. The word "small" has similar meaning with....
- a. long
 - b. wide
 - c. tall
 - d. tiny
32. You should medicine regularly. The best word to complete this sentence is....
- a. drink

- b. drinks
 - c. take
 - d. taking
33. Andi washes hands before eating. The word “washes hands” refers to....
- a. drying the hands
 - b. cleaning the hands with water
 - c. cleaning the head
 - d. deleting the dirt from face
34. How many friends do you have?
What is the suitable word to complete this sentence?
- a. closed
 - b. close
 - c. closer
 - d. closeness
35. I have a puppy, his name is Snowy. The word “puppy” refers to....
- a. a kind of animal, carnivorous, and mammal
 - b. a kind of animal, carnivorous, and reptile
 - c. a kind of animal, herbivore, and mammal
 - d. a kind of animal, herbivore, and reptile
36. Today is heavy rain, so you must your car slowly.
- a. drive
 - b. driving
 - c. driven
 - d. to drive
37. My uncle me a modern laptop last year.
- a. bought
 - b. was bought
 - c. have bought
 - d. to bought
38. I usually every morning.
The suitable word to complete this sentence is...
- a. lunch
 - b. have lunch
 - c. breakfast
 - d. have breakfast
39. To make a glass of tea, you need hot water. What the synonym of “hot”?
- a. warm

- b. cold
 - c. summer
 - d. dry
40. Mika chooses the *right* answer. The synonym of “right” is....
- a. strong
 - b. true
 - c. false
 - d. panic
41. Nia terlihat lebih muda dari adiknya.
What is the best translation?
- a. Nia looks older than her sister
 - b. Nia looks stronger than her sister
 - c. Nia looks younger than her sister
 - d. Nia looks smarter than her sister
42. I was busy since a week ago. So, I need to take a break.
The word “take a break” has similar meaning with....
- a. take a nap
 - b. take a rest
 - c. take a bath
 - d. take a chance
43. Mika: Good luck for your final exam.
Dika: Thank you.
The word “good luck” has similar meaning with....
- a. break the law
 - b. break a leg
 - c. break the rules
 - d. break a promise
44. Lisa is a student. Sheat the school.
The suitable word to complete this sentence is....
- a. studying
 - b. study
 - c. studies
 - d. studied
45. Did you follow the instruction and an experiment?
The suitable word to complete this sentence is....
- a. made
 - b. makes

- c. had made
 - d. make
46. Clara is a smart girl. What the synonym of “smart”?
- a. ugly
 - b. stupid
 - c. lazy
 - d. clever
47. I usually feel after lunch.
- a. sleep
 - b. sleepy
 - c. sleeping
 - d. sleeper
48. Bob’s niece is very cute,name is Mita
The suitable word to complete this sentence is....
- a. her
 - b. his
 - c. she
 - d. he
49. Be quiet! There is an....in the school.
- a. exam
 - b. examination
 - c. examinee
 - d. examiner
50. I work on stage, I play many characters. Who am I?
- a. actor
 - b. act
 - c. activator
 - d. activist

Key Answer of Try-out Test

- | | |
|-------|-------|
| 1. C | 26. D |
| 2. B | 27. B |
| 3. D | 28. B |
| 4. D | 29. A |
| 5. C | 30. B |
| 6. B | 31. D |
| 7. D | 32. C |
| 8. C | 33. B |
| 9. B | 34. B |
| 10. C | 35. A |
| 11. A | 36. A |
| 12. D | 37. A |
| 13. B | 38. D |
| 14. B | 39. A |
| 15. C | 40. B |
| 16. B | 41. C |
| 17. B | 42. B |
| 18. D | 43. B |
| 19. A | 44. C |
| 20. B | 45. A |
| 21. B | 46. D |
| 22. C | 47. B |
| 23. D | 48. A |
| 24. C | 49. B |
| 25. B | 50. A |

Score of Experiment Class

No.	Students	Pre-test	Post-test
1.	A F A	77	86
2.	A N A H	74	89
3.	A S S	83	91
4.	A G D P	71	89
5.	A F	74	83
6.	A S P	80	94
7.	A S L	71	89
8.	B I	77	83
9.	D K	74	89
10.	E R	71	80
11.	F S	80	83
12.	F N K	74	91
13.	H A P	77	89
14.	I N H	71	91
15.	M G A	69	86
16.	M H	60	80
17.	M M A	83	94
18.	M R W	71	86
19.	P A S	80	83
20.	P S H	74	74
21.	R R P	86	91
22.	R S R	77	86
23.	R Y K	66	80
24.	R D H	71	74
25.	R N P	69	85
26.	R M	77	91
27.	R R C D	77	83
28.	R N M	74	80
29.	T K	71	80
30.	M V R P	63	80
31.	Z A S	80	83
32.	Z F W	77	89
	Σ	2379	2752
	M	74.34	86

Score of Control Class

No.	Students	Pre-test	Post-test
1.	A M A	71	77
2.	A N	77	77
3.	A N S	66	80
4.	A M W	71	74
5.	A A S	63	71
6.	C A	86	86
7.	D P A	77	80
8.	D A N S	83	86
9.	F P S	69	74
10.	H S I	71	80
11.	H K	57	69
12.	I H R	74	83
13.	I K U	80	91
14.	K D A	71	74
15.	K N	57	77
16.	L N S	74	74
17.	M A E P	57	57
18.	M D K	74	60
19.	M F I	74	77
20.	M N W P	57	63
21.	N I	69	83
22.	N A S	63	71
23.	N S	71	77
24.	O S	63	86
25.	R A	77	80
26.	R S F	74	77
27.	R D R	71	83
28.	S D M	69	71
29.	S D	71	80
30.	T W	77	83
31.	V D M	66	69
32.	W J P	69	86
	Σ	2249	2469
	M	70.28	77.15

Blue Print of Pre-test

Aspect	Number	Total
1. Grammar	1, 3, 5, 9, 23, 29, 33	7
2. Collocation (a combination of words that are commonly used together)	16, 19, 20, 27, 28	5
3. Aspect of meaning: meaning relationship (synonyms, antonyms, translation)	2, 4, 6, 8, 11, 15, 17, 18, 24, 25, 26, 31	12
4. Aspect of meaning (denotation, connotation)	7, 10, 13, 14, 21	5
5. Word Formation	12, 22, 30, 32, 34, 35	6
Total		35

(Ur: 1996)

PRE TEST

Name :

Number :

Class :

Choose the best correct answer by crossing (x) a, b, c or d in this paper sheet!

1. Marley usually volley ball on Sunday morning.
 - a. play
 - b. played
 - c. plays
 - d. is playing
2. Stir the coffee well. The underlined word means....
 - a. campurkan
 - b. aduk
 - c. goreng
 - d. tumbuk
3. The elephant is animal in the world.
 - a. bigger than
 - b. the bigger
 - c. as big as
 - d. the biggest
4. "...you will find a small security office on your left". Security office in Indonesia is....
 - a. kantor guru
 - b. kantor pos
 - c. kantor keamanan
 - d. kantor kepala sekolah
5. Gita Gutawa a beautiful girl. What is the best answer of this sentence?
 - a. are
 - b. is
 - c. was
 - d. am
6. Sari has fat body. What is the meaning of "fat body"?
 - a. badan yang kurus

- b. badan yang tinggi
 - c. badan yang ringan
 - d. badan yang gemuk
7. I'm going to the *mosque* every Friday. The word "mosque" refers to....
- a. a place for eat and drink
 - b. a place for swimming
 - c. a place for praying
 - d. a place for playing
8. *Pertama, campurkan air dengan tepung.* Choose the best translation!
- a. Then, mix water and flour
 - b. Next, put water and flour
 - c. First, mix the water and flour
 - d. Second, put the water and flour
9. The tower is than the house.
- a. higher
 - b. as high as
 - c. highest
 - d. high
10. Danu buys a black goat. The word "black goat" refers to....
- a. a goat which has black nose
 - b. a goat which has black fur
 - c. a goat which has long nose
 - d. a goat which has black teeth
11. Saskia is wearing pink dress. The synonym of underlined word is....
- a. peel
 - b. clothes
 - c. strip
 - d. informal
12. Playing together with Mr. Shofi, Budi's performance at the exhibition got a positive.....
What is the best answer for this sentence?
- a. respond
 - b. response
 - c. respondent
 - d. responding

13. Bella is a golden kid in her family. The word “golden kid” refers to...
- a kid whose golden
 - a kid who is loved by family
 - a kid who is hated by family
 - a diligent kid
14. The students could answer the questions well, because the questions were as easy as pie.
What do the words “as easy as pie” mean?
- sulit difahami
 - mudah sekali
 - tidak jelas
 - jelas
15. My mother has three *sisters*. What the antonym of “sisters”?
- father
 - grandmother
 - brother
 - kids
16. I can homework by myself. The best word to complete this sentence is....
- make
 - do
 - doing
 - making
17. Caca *enters* to the office room. What the antonym of “enters”?
- exit
 - close
 - open
 - make
18. Jimmy *cuts* the mango. The synonym of word “cuts” is....
- likes
 - slices
 - takes
 - puts
19. You should medicine regularly. The best word to complete this sentence is...
- drink
 - drinks
 - take

- d. taking
20. How many friends do you have?
What is the suitable word to complete this sentence?
- a. closed
 - b. close
 - c. closer
 - d. closeness
21. I have a puppy, his name is Snowy. The word “puppy” refers to....
- a. a kind of animal, carnivorous, and mammal
 - b. a kind of animal, carnivorous, and reptile
 - c. a kind of animal, herbivore, and mammal
 - d. a kind of animal, herbivore, and reptile
22. Today is heavy rain, so you must your car slowly.
- a. drive
 - b. driving
 - c. driven
 - d. to drive
23. My uncle me a modern laptop last year.
- a. bought
 - b. was bought
 - c. have bought
 - d. to bought
24. To make a glass of tea, you need hot water. What the synonym of “hot”?
- a. warm
 - b. cold
 - c. summer
 - d. dry
25. Mika chooses the *right* answer. The synonym of “right” is....
- a. strong
 - b. true
 - c. false
 - d. panic
26. Nia terlihat lebih muda dari adiknya.
What is the best translation?
- a. Nia looks older than her sister
 - b. Nia looks stronger than her sister
 - c. Nia looks younger than her sister

- d. Nia looks smarter than her sister
27. I was busy since a week ago. So, I need to take a break.
The word “take a break” has similar meaning with....
- take a nap
 - take a rest
 - take a bath
 - take a chance
28. Mika: Good luck for your final exam.
Dika: Thank you.
The word “good luck” has similar meaning with....
- break the law
 - break a leg
 - break the rules
 - break a promise
29. Lisa is a student. Sheat the school.
The suitable word to complete this sentence is....
- studying
 - study
 - studies
 - studied
30. Did you follow the instruction and an experiment?
The suitable word to complete this sentence is....
- made
 - makes
 - had made
 - make
31. Clara is a smart girl. The synonym of underlined word is....
- ugly
 - stupid
 - lazy
 - clever
32. I usually feel after lunch.
- sleep
 - sleepy
 - sleeping
 - sleeper

33. Bob's niece is very cute, ...name is Mita
The suitable word to complete this sentence is....
- a. her
 - b. his
 - c. she
 - d. he
34. Be quiet! There is an....in the school.
- a. exam
 - b. examination
 - c. examinee
 - d. examiner
35. I work on stage, I play many characters. Who am I?
- a. actor
 - b. act
 - c. activator
 - d. activist

Key Answer of Pre-test

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

Blue Print of Post-test

Aspect	Number	Total
1. Grammar	19, 23, 27, 28, 29, 34, 35	7
2. Collocation (a combination of words that are commonly used together)	1, 4, 18, 21, 30	5
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POST TEST

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Key Answer of Post-test

- | | |
|-------|-------|
| 1. B | 21. B |
| 2. A | 22. A |
| 3. B | 23. A |
| 4. B | 24. A |
| 5. D | 25. B |
| 6. B | 26. B |
| 7. C | 27. A |
| 8. A | 28. B |
| 9. D | 29. C |
| 10. A | 30. B |
| 11. B | 31. B |
| 12. B | 32. B |
| 13. C | 33. C |
| 14. B | 34. C |
| 15. C | 35. D |
| 16. C | |
| 17. A | |
| 18. C | |
| 19. A | |
| 20. B | |



**SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)**

**MATA PELAJARAN
BAHASA INGGRIS**

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016**

II. KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN

A. KELAS VII

Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.

<p>menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p>didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>- Melakukan refleksi tentang proses dan hasil belajar.</p>
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri 	<p>Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal - Memaparkan jati dirinya yang sebenarnya. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan temantemannya - Melakukan refleksi tentang proses dan hasil belajarnya

<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i> - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the</i> 	<p>Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <ul style="list-style-type: none"> - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah

<p>unsur kebahasaan yang benar dansesuaikonteks</p>	<p><i>morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan</p>	<p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i>, plural dan singular)</p>	<p>• Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait benda, binatang, bangunan public Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat</p>	<p>- Mencermati beberapa teks pendek berisi penyebutan bendabenda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan bendabenda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan</p>

<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>benda dan binatang</p> <ul style="list-style-type: none"> - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)</p> <p>4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat

<p>melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tenta sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense) 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat</p>	<p>• Fungsi sosial Mendeskrripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interrogative: Yes/No</p>	<p>Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimatkalimat dengan tata bahasa, ucapan dan tekanan kata yang benar - Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang</p>

<p>pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<p><i>question; Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya 4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang,</p>	<p>• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi Pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present tense - Nomina singular dan plural</p>	<p>- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan</p>

<p>dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>	<p><i>mindmap</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <p>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p>• Unsur kebahasaan</p> <p>- Kosakata dan tata bahasa dalam lirik lagu</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>- Membaca, menyimak, dan menirukan lirik lagu secara lisan.</p> <p>- Menanyakan hal-hal yang tidak diketahui atau berbeda</p> <p>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya.</p>

**RENCANA PELAKSANAAN PEMBELAJARAN
KELAS EXPERIMENTAL**

Satuan Pendidikan	: MTs 3 N Boyolali
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi pokok	: I Love People Around Me and Things Around Me
Alokasi waktu	: 2 x 40 menit (Pertemuan 1 dan 2)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.5. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

Indikator :

- 3.5.1. Mengidentifikasi gambar
- 3.5.2. Memahami makna kata yang tertuang didalam gambar
- 3.5.3. Mampu mengingat makna kata yang ada dalam gambar
- 3.5.4. Mampu membaca kata dengan pengucapan dan intonasi yang tepat
- 3.5.5. Mampu mengeja kata dengan pengejaan yang benar
- 3.5.6. Mampu menulis kata dengan ejaan yang benar

C. Tujuan Pembelajaran

1. Siswa dapat memahami makna kata
2. Siswa dapat mengucapkan kata dengan baik dan benar
3. Siswa dapat menuliskan kata dengan benar
4. Siswa dapat mengeja setiap kata dengan benar
5. Siswa dapat menghafal kata dengan benar.

D. Materi Pembelajaran

1. Gambar ruang kelas (terlampir)
2. Gambar ruang tamu (terlampir)

E. Metode Pembelajaran

- a. Pendekatan : Scientific Approach
- b. Metode : Task Based Language Teaching Method
- c. Strategi : Picture Word Inductive Model (PWIM)

F. Media, Alat, dan Sumber Pembelajaran

- 1 Media : gambar ruang kelas, gambar ruang tamu (terlampir)
- 2 Alat/bahan : Laptop, lcd, board marker
- 3 Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. *"Bahasa Inggris When English Rings a Bell"*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

G. Langkah-Langkah Pembelajaran

Pertemuan 1

1. **KegiatanPendahuluan (10')**
 - a. Salam pembuka
 - b. Berdoa
 - c. Cek kehadiran siswa
 - d. Memberikan motivasi belajar
 - e. Apersepsi

2. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru memilih gambar yang akan digunakan dalam materi pembelajaran dan menunjukkan slide gambar ruang kelas kepada siswa.	
2.	Guru meminta siswa untuk mengamati apa yang mereka lihat didalam gambar.	Siswa mengamati apa yang dilihat didalam gambar.
Menanya		
1.	Guru memberikan contoh bagaimana cara mengidentifikasi kata yang ada dalam gambar.	Siswa memperhatikan guru.
2.	Guru memberi kesempatan kepada siswa untuk bertanya.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru meminta siswa untuk bekerja secara berkelompok, yang terdiri dari 2 siswa.	Siswa berpasangan dengan teman sebangku.
2.	Guru membagikan gambar ruang kelas dan meminta siswa untuk memberi label pada gambar yang telah diidentifikasi.	Siswa memberi label pada gambar yang telah diidentifikasi.
3.	Guru meminta siswa untuk mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.	Siswa mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.
Mengkomunikasikan		
1.	Guru meminta siswa untuk membaca dan mereview gambar kata dengan keras.	Siswa membaca dan mereview gambar kata dengan keras.
2.	Guru meminta siswa untuk membaca kata, kemudian mengejanya dan mengucapkannya lagi dengan	Siswa membaca kata, kemudian mengejanya dan mengucapkannya lagi.

	benar.	
Mengasosiasikan		
1.	Guru mengklarifikasi jika ada kata yang perlu ditambahkan kedalam chart gambar.	Siswa menambahkan kata kedalam chart gambar.

3. Kegiatan Penutup (10')

- a. Membuat refleksi pelajaran dan manfaat yang didapatkan.
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c. Berdoa
- d. Salam penutup

Pertemuan 2

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Memberikan motivasi belajar
- e. Apersepsi

2. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru memilih gambar yang akan digunakan dalam materi pembelajaran dan menunjukkan slide gambar ruang tamu kepada siswa.	
2.	Guru meminta siswa untuk mengamati apa yang mereka lihat didalam gambar.	Siswa mengamati apa yang dilihat didalam gambar.
Menanya		

1.	Guru memberikan contoh bagaimana cara mengidentifikasi kata yang ada dalam gambar.	Siswa memperhatikan guru.
2.	Guru memberi kesempatan kepada siswa untuk bertanya jika kurang faham.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru meminta siswa untuk bekerja secara berkelompok, yang terdiri dari 2 siswa.	Siswa berpasangan dengan teman sebangku.
2.	Guru membagikan gambar ruang tamu dan meminta siswa untuk memberi label pada gambar yang telah diidentifikasi.	Siswa memberi label pada gambar yang telah diidentifikasi.
3.	Guru meminta siswa untuk mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.	Siswa mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.
Mengkomunikasikan		
1.	Guru meminta siswa untuk membaca dan mereview gambar kata dengan keras.	Siswa membaca dan mereview gambar kata dengan keras.
2.	Guru meminta siswa untuk membaca kata, kemudian mengejanya dan mengucapkannya lagi dengan benar.	Siswa membaca kata, kemudian mengejanya dan mengucapkannya lagi.
Mengasosiasikan		
1.	Guru mengklarifikasi jika ada kata yang perlu ditambahkan kedalam chart gambar.	Siswa menambahkan kata kedalam chart gambar.

3. Kegiatan Penutup (10')

- a. Membuat refleksi pelajaran dan manfaat yang didapatkan
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- c. Berdoa

d. Salam penutup

H. Penilaian Hasil Belajar
Penilaian Tertulis

$$N = \frac{\text{Jumlah benar}}{35} \times 100$$

Boyolali, Juli 2018

Disetujui oleh,
Guru Bahasa Inggris

Peneliti

Nur Aida, S.Ag
NIP. 197205201997032002

Fita Sari
NIM. 143221197

RENCANA PELAKSANAAN PEMBELAJARAN KELAS KONTROL

Satuan Pendidikan	: MTs 3 N Boyolali
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi pokok	: I Love People Around Me and Things Around Me
Alokasi waktu	: 2 x 40 menit (Pertemuan 1 dan 2)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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

- 1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.4. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.5. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.6. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

Indikator :

- 3.6.1. Membaca kata dengan pengucapan yang tepat
- 3.6.2. Memahami kosakata dan maknanya
- 3.6.3. Mampu menghafal kosakata dan maknanya

C. Tujuan Pembelajaran

- 1. Siswa dapat mengucapkan kata dengan benar
- 2. Siswa dapat memahami kosakata dan maknanya
- 3. Siswa dapat menghafal kata dengan benar

D. Materi Pembelajaran

- 1. Beberapa kosakata yang berhubungan dengan benda-benda yang ada diruang kelas, contohnya: blackboard, eraser, boardmarker, chalk, calendar, table, chair, map, globe, trash, broom, and etc.
- 2. Beberapa kosakata yang berhubungan dengan benda-benda yang ada diruang tamu, contohnya: shofa, pillow, fan, television, table, lamp, picture, carpet, and etc.

E. Metode Pembelajaran

- a. Pendekatan : Scientific Approach
- b. Metode : Task Based Language Teaching Method
- c. Strategi : Memorization Learning Model

F. Media, Alat, dan Sumber Pembelajaran

- 1 Media : Whiteboard, boardmarker
- 2 Alat/bahan : Laptop, lcd
- 3 Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. *"Bahasa Inggris When English Rings a Bell"*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

G. Langkah-Langkah Pembelajaran

Pertemuan 1

1. KegiatanPendahuluan (10')

- f. Salam pembuka
- g. Berdoa
- h. Cek kehadiran siswa
- i. Memberikan motivasi belajar
- j. Apersepsi

2. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru bersama siswa menyebutkan benda-benda yang ada didalam kelas.	Siswa menyebutkan benda-benda yang ada didalam kelas
2.	Guru menampilkan slide yang berisi kosakata yang berhubungan dengan benda-benda yang ada didalam kelas dan meminta siswa untuk membaca kosakata.	Siswa membaca kosakata dan memahami maknanya.
Menanya		
1.	Guru memberi kesempatan kepada siswa untuk bertanya.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru memberi contoh cara mengucapkan kata dengan benar dan meminta siswa untuk menirukan setelahnya.	Siswa mengucapkan kata dengan benar.
2.	Guru meminta siswa untuk mengucapkan kata sampai hafal.	Siswa mengucapkan kata dan menghafalkannya.
Mengkomunikasikan		
1.	Guru meminta siswa untuk mengulangi proses menghafal sampai mereka dapat mengucapkan kata tanpa membaca.	Siswa mengulangi proses menghafal.
Mengasosiasikan		
1.	Guru meminta siswa untuk mengucapkan kata dengan keras sampai 3x.	Siswa mengucapkan kata dengan keras sampai 3x.
2.	Guru menunjuk beberapa siswa untuk menyebutkan benda-benda yang ada diruang kelas.	Siswa menyebutkan benda-benda yang ada diruang kelas tanpa membaca.

3. Kegiatan Penutup (10')

- Membuat refleksi pelajaran dan manfaat yang didapatkan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Berdoa
- Salam penutup

Pertemuan 2

2. Kegiatan Pendahuluan (10')

- Salam pembuka
- Berdoa
- Cek kehadiran siswa
- Memberikan motivasi belajar
- Apersepsi

3. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru bersama siswa menyebutkan benda-benda yang ada di ruang tamu.	Siswa menyebutkan benda-benda yang ada di ruang tamu.
2.	Guru menampilkan slide yang berisi kosakata yang berhubungan dengan benda-benda yang ada di ruang tamu dan meminta siswa untuk membaca kosakata.	Siswa membaca kosakata dan memahami maknanya.
Menanya		
1.	Guru memberi kesempatan kepada siswa untuk bertanya.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru memberi contoh cara mengucapkan kata dengan benar dan meminta siswa untuk menirukan setelahnya.	Siswa mengucapkan kata dengan benar.
2.	Guru meminta siswa untuk mengucapkan kata sampai hafal.	Siswa mengucapkan kata dan menghafalkannya.
Mengkomunikasikan		

1.	Guru meminta siswa untuk mengulangi proses menghafal sampai mereka dapat mengucapkan kata tanpa membaca.	Siswa mengulangi proses menghafal.
Mengasosiasikan		
1.	Guru meminta siswa untuk mengucapkan kata dengan keras sampai 3x.	Siswa mengucapkan kata dengan keras sampai 3x.
3.	Guru menunjuk beberapa siswa untuk menyebutkan benda-benda yang ada diruang tamu.	Siswa menyebutkan benda-benda yang ada diruang tamu tanpa membaca.

3.Kegiatan Penutup (10')

- e. Membuat refleksi pelajaran dan manfaat yang didapatkan
- f. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- g. Berdoa
- h. Salam penutup

H. Penilaian Hasil Belajar

Penilaian Tertulis

$$N = \frac{\text{Jumlah benar}}{35} \times 100$$

Boyolali, Juli 2018

Disetujui oleh,
Guru Bahasa Inggris

Peneliti

Nur Aida, S.Ag
NIP. 197205201997032002

Fita Sari
NIM. 143221197

RENCANA PELAKSANAAN PEMBELAJARAN KELAS EXPERIMENTAL

Satuan Pendidikan	: MTs 3 N Boyolali
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi pokok	: I Love People Around Me and Things Around Me
Alokasi waktu	: 2 x 40 menit (Pertemuan 3 dan 4)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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

- 1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.7. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.8. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.9. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

Indikator :

- 3.7.1. Mengidentifikasi gambar
- 3.7.2. Memahami makna kata yang tertuang didalam gambar
- 3.7.3. Mampu mengingat makna kata yang ada dalam gambar
- 3.7.4. Mampu membaca kata dengan pengucapan dan intonasi yang tepat
- 3.7.5. Mampu mengeja kata dengan pengejaan yang benar
- 3.7.6. Mampu menulis kata dengan ejaan yang benar

C. Tujuan Pembelajaran

1. Siswa dapat memahami makna kata
2. Siswa dapat mengucapkan kata dengan baik dan benar
3. Siswa dapat menuliskan kata dengan benar
4. Siswa dapat mengeja setiap kata dengan benar
5. Siswa dapat menghafal kata dengan benar.

D. Materi Pembelajaran

1. Gambar dapur (terlampir)
2. Gambar kamar mandi (terlampir)

E. Metode Pembelajaran

- a. Pendekatan : Scientific Approach
- b. Metode : Task Based Language Teaching Method
- c. Strategi : Picture Word Inductive Model (PWIM)

F. Media, Alat, dan Sumber Pembelajaran

- 1 Media : lembar kerja siswa (terlampir)
- 2 Alat/bahan : Laptop, Lcd.
- 3 Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. *"Bahasa Inggris When English Rings a Bell"*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

G. Langkah-Langkah Pembelajaran

Pertemuan 3

1. **KegiatanPendahuluan (10')**
 - k. Salam pembuka
 - l. Berdoa
 - m. Cek kehadiran siswa
 - n. Memberikan motivasi belajar
 - o. Apersepsi

2. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru memilih gambar yang akan digunakan dalam materi pembelajaran dan menunjukkan slide gambar dapur kepada siswa	Siswa mengamati apa yang dilihat didalam gambar.
2.	Guru meminta siswa untuk mengamati apa yang mereka lihat didalam gambar.	
Menanya		
1.	Guru memberikan contoh bagaimana cara mengidentifikasi kata yang ada dalam gambar.	Siswa memperhatikan guru.
2.	Guru memberi kesempatan kepada siswa untuk bertanya.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru meminta siswa untuk bekerja secara berkelompok, yang terdiri dari 2 siswa.	Siswa berpasangan dengan teman sebangku.
2.	Guru membagikan gambar dapur dan meminta siswa untuk memberi label pada gambar yang telah diidentifikasi.	Siswa memberi label pada gambar yang telah diidentifikasi.
3.	Guru meminta siswa untuk mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.	Siswa mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.
Mengkomunikasikan		
1.	Guru meminta siswa untuk membaca dan mereview gambar kata dengan keras.	Siswa membaca dan mereview gambar kata dengan keras.
2.	Guru meminta siswa untuk membaca kata, kemudian mengejanya dan mengucapkannya lagi dengan	Siswa membaca kata, kemudian mengejanya dan mengucapkannya lagi.

	benar.	
Mengasosiasikan		
1.	Guru mengklarifikasi jika ada kata yang perlu ditambahkan kedalam chart gambar.	Siswa menambahkan kata kedalam chart gambar.

3. Kegiatan Penutup (10')

- a. Membuat refleksi pelajaran dan manfaat yang didapatkan.
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c. Berdoa
- d. Salam penutup

Pertemuan 4

3. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Memberikan motivasi belajar
- e. Apersepsi

4. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru memilih gambar yang akan digunakan dalam materi pembelajaran dan menunjukan slide gambar kamar mandi kepada siswa.	
2.	Guru meminta siswa untuk mengamati apa yang mereka lihat didalam gambar.	Siswa mengamati apa yang dilihat didalam gambar.
Menanya		

1.	Guru memberikan contoh bagaimana cara mengidentifikasi kata yang ada dalam gambar.	Siswa memperhatikan guru.
2.	Guru memberi kesempatan kepada siswa untuk bertanya jika kurang faham.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru meminta siswa untuk bekerja secara berkelompok, yang terdiri dari 2 siswa.	Siswa berpasangan dengan teman sebangku.
2.	Guru membagikan gambar kamar mandi dan meminta siswa untuk memberi label pada gambar yang telah diidentifikasi.	Siswa memberi label pada gambar yang telah diidentifikasi.
3.	Guru meminta siswa untuk mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.	Siswa mengucapkan kata, kemudian menuliskan kata, dan mengeja kata dengan keras.
Mengkomunikasikan		
1.	Guru meminta siswa untuk membaca dan mereview gambar kata dengan keras.	Siswa membaca dan mereview gambar kata dengan keras.
2.	Guru meminta siswa untuk membaca kata, kemudian mengejanya dan mengucapkannya lagi dengan benar.	Siswa membaca kata, kemudian mengejanya dan mengucapkannya lagi.
Mengasosiasikan		
1.	Guru mengklarifikasi jika ada kata yang perlu ditambahkan kedalam chart gambar.	Siswa menambahkan kata kedalam chart gambar.

3. Kegiatan Penutup (10')

- i. Membuat refleksi pelajaran dan manfaat yang didapatkan
- j. Berdoa
- k. Salam penutup

H. Penilaian Hasil Belajar
Penilaian Tertulis

$$N = \frac{\text{Jumlah benar}}{35} \times 100$$

Boyolali, Juli 2018

Disetujui oleh,
Guru Bahasa Inggris

Peneliti

Nur Aida, S.Ag
NIP. 197205201997032002

Fita Sari
NIM. 143221197

**RENCANA PELAKSANAAN PEMBELAJARAN
KELAS KONTROL**

Satuan Pendidikan	: MTs 3 N Boyolali
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi pokok	: I Love People Around Me and Things Around Me
Alokasi waktu	: 2 x 40 menit (Pertemuan 3 dan 4)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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

- 1.4. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.10. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.11. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.12. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

Indikator :

- 3.8.1. Membaca kata dengan pengucapan yang tepat
- 3.8.2. Memahami kosakata dan maknanya
- 3.8.3. Mampu menghafal kosakata dan maknanya

C. Tujuan Pembelajaran

1. Siswa dapat mengucapkan kata dengan benar
2. Siswa dapat memahami kosakata dan maknanya
3. Siswa dapat menghafal kata dengan benar

D. Materi Pembelajaran

1. Beberapa kosakata yang berhubungan dengan benda-benda yang ada didapur, contohnya: knife, teapot, plate, glass, cup, spoon, fork, table, chair, stove, gas, bowl, pan, refrigerator, and etc.
2. Beberapa kosakata yang berhubungan dengan benda-benda yang ada dikamar mandi, contohnya: soap, shampoo, towel, shower, toothpaste, toothbrush, closet, washbasin, and etc.

E. Metode Pembelajaran

- a. Pendekatan : Scientific Approach
- b. Metode : Task Based Language Teaching Method
- c. Strategi : Memorization Learning Model

F. Media, Alat, dan Sumber Pembelajaran

- 1 Media : Whiteboard, boardmarker
- 2 Alat/bahan : Laptop, lcd
- 3 Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. *"Bahasa Inggris When English Rings a Bell"*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

G. Langkah-Langkah Pembelajaran

Pertemuan 1

1. KegiatanPendahuluan (10')

- p. Salam pembuka
- q. Berdoa
- r. Cek kehadiran siswa
- s. Memberikan motivasi belajar
- t. Apersepsi

2. KegiatanInti (60')

GURU	SISWA
Mengamati	

1.	Guru bersama siswa menyebutkan benda-benda yang ada didapur.	Siswa menyebutkan benda-benda yang ada didalam dapur.
2.	Guru menampilkan slide yang berisi kosakata yang berhubungan dengan benda-benda yang ada didalam dapur dan meminta siswa untuk membaca kosakata.	Siswa membaca kosakata dan memahami maknanya.
Menanya		
1.	Guru memberi kesempatan kepada siswa untuk bertanya.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru memberi contoh cara mengucapkan kata dengan benar dan meminta siswa untuk menirukan setelahnya.	Siswa mengucapkan kata dengan benar.
2.	Guru meminta siswa untuk mengucapkan kata sampai hafal.	Siswa mengucapkan kata dan menghafalkannya.
Mengkomunikasikan		
1.	Guru meminta siswa untuk mengulangi proses menghafal sampai mereka dapat mengucapkan kata tanpa membaca.	Siswa mengulangi proses menghafal.
Mengasosiasikan		
1.	Guru meminta siswa untuk mengucapkan kata dengan keras sampai 3x.	Siswa mengucapkan kata dengan keras sampai 3x.
2.	Guru menunjuk beberapa siswa untuk menyebutkan benda-benda yang ada didapur.	Siswa menyebutkan benda-benda yang ada didapur tanpa membaca.

3. Kegiatan Penutup (10')

- a. Membuat refleksi pelajaran dan manfaat yang didapatkan.
- b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c. Berdoa

d. Salam penutup

Pertemuan 2

4. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Memberikan motivasi belajar
- e. Apersepsi

5. Kegiatan Inti (60')

GURU		SISWA
Mengamati		
1.	Guru bersama siswa menyebutkan benda-benda yang ada dikamar mandi.	Siswa menyebutkan benda-benda yang ada dikamar mandi.
2.	Guru menampilkan slide yang berisi kosakata yang berhubungan dengan benda-benda yang ada dikamar mandi dan meminta siswa untuk membaca kosakata.	Siswa membaca kosakata dan memahami maknanya.
Menanya		
1.	Guru memberi kesempatan kepada siswa untuk bertanya.	Siswa bertanya apa yang belum diketahui.
Mencoba		
1.	Guru memberi contoh cara mengucapkan kata dengan benar dan meminta siswa untuk menirukan setelahnya.	Siswa mengucapkan kata dengan benar.
2.	Guru meminta siswa untuk mengucapkan kata sampai hafal.	Siswa mengucapkan kata dan menghafalkannya.
Mengkomunikasikan		
1.	Guru meminta siswa untuk mengulangi proses menghafal sampai mereka dapat mengucapkan kata tanpa membaca.	Siswa mengulangi proses menghafal.

Mengasosiasikan		
1.	Guru meminta siswa untuk mengucapkan kata dengan keras sampai 3x.	Siswa mengucapkan kata dengan keras sampai 3x.
3.	Guru menunjuk beberapa siswa untuk menyebutkan benda-benda yang ada dikamar mandi.	Siswa menyebutkan benda-benda yang ada dikamar mandi tanpa membaca.

3.Kegiatan Penutup (10')

- l. Membuat refleksi pelajaran dan manfaat yang didapatkan
- m. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
- n. Berdoa
- o. Salam penutup

H. Penilaian Hasil Belajar

Penilaian Tertulis

$$N = \frac{\text{Jumlah benar}}{35} \times 100$$

Boyolali, Juli 2018

Disetujui oleh,
Guru Bahasa Inggris

Peneliti

Nur Aida, S.Ag
NIP. 197205201997032002

Fita Sari
NIM. 143221197

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

DOCUMENTATION





