THE EFFECTIVENESS OF VOCABULARY SELF-COLLECTION AND INTERACTIVE CLOZE STRATEGY TO IMPROVE STUDENTS` VOCABULARY MASTERY

A Quasi Experimental Study of the Eighth Grade Students of SMP Negeri 3 Ungaran in the Academic Year of 2014/2015

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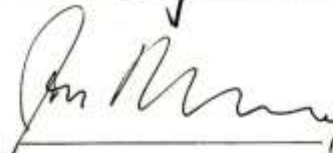   NIP. 195407281983031002

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ii

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MOTTO AND DEDICATION

"People who never make mistakes are those who never try new things"

(Albert Einsten)

To:

My kind father Muhamad Sukhibul

My great mother Endang Sriningsih

My little brother Hammas Dhani Ardhana

My beloved man Wisnu Setyo Nugroho

My dearest sisters Devita, CUPITD, Dian, and Kasanah

All of my beloved friends

All of my classmates in English Education UNNES 2011

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This final project has not perfect yet. However, I hope this final project will be useful for all the readers.

Semarang, September 2015

The writer

ABSTRACT

Meiningsih, Fitria Ayu. 2014. *The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students` Vocabulary Mastery (A Quasi Experimental Study of the Eighth Grade Students of SMP Negeri 3 Ungaran in the Academic Year of 2014/2015).* Final Project. English Department. Semarang State University. Advisors: Dr. Januarius Mujiyanto, M.Hum and Seful Bahri, S.Pd., M.Pd

Key words: *vocabulary self-collection strategy, interactive cloze strategy, vocabulary, quasi-experimental study*

This present study was aimed to find out the effectiveness of vocabulary self-collection strategy to improve students` vocabulary mastery. A further concern of this study was to investigate the significant difference of vocabulary achievement between two groups who were taught by using vocabulary self-collection strategy and those who were taught by interactive cloze strategy.

The research design of this study was a quasi experimental research. The population was the eighth grade students of SMP Negeri 3 Ungaran in the academic year of 2014/2015. The samples consisted of 60 students. The data were obtained by giving vocabulary test to the VIII A as experimental group and VIII C as control group. The study was started by giving pre-test, treatments and post-test to both groups. Vocabulary self-collection strategy was used as treatment in the experimental group, while interactive cloze strategy was applied in the control group. The results of the test were analyzed by using *t*-test formula to know the difference of the students' achievement in vocabulary mastery between two groups.

In the pre-test result, the mean score of experimental group was 65 and the control group was 65,16. However, the result of post-test was increased. The analysis of the test result showed that the students` improvement of experimental group was higher than control group. In the post-test, the mean score of the experimental group was 77,50 while the control group got 70,78. The result of the *t*-test of mean difference was 3,549 and *t*-table was 1,997. It means that *t*-value was higher than *t*-table (3,549 >1,997).

The computation showed that the alternative hypothesis (*Ha*) stating that "there is a significant difference in vocabulary achievement between the students who are taught by using vocabulary self-collection strategy and those who are taught by using interactive cloze strategy" was accepted. While, the null hypothesis (*H_0*) stating that "there is no a significant difference in vocabulary achievement between the students who are taught by using vocabulary self-collection strategy and those who are taught by using interactive strategy" was rejected.

Based on the proven hypotheses, I concluded that vocabulary self-collection strategy is more effective to be implemented in teaching vocabulary to improve students` vocabulary mastery than interactive cloze strategy.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the hypotheses of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1 Background of the Study

Teaching English in our country has been developed extensively because English is an International language in the world. Therefore, Indonesian government has brought it as a local content at the elementary school. Vocabulary is an important aspect in teaching language, as stated by Thornbury (2002:13) that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" and Laufer (1997:140) who also stated that learning vocabulary is one of the most important elements without which neither comprehension nor production of language is possible.". From this statement, vocabulary as an element or language is considered the most important factor.

Learning English vocabulary as a foreign language seems difficult for some Indonesian students to master as it is completely different from Indonesian language itself. They find difficulty to memorize new words and to enlarge their vocabulary knowledge. In fact, having low vocabulary proficiency will cause an obstacle for the students in learning English. While they have limited vocabulary in their minds, they are not able to use language accurately. It means that if the

students are lack of vocabulary, it will circumscribe them to use language skillfully to express their ideas.

When I was doing PPL program *(Praktek Pengalaman Lapangan)* in Junior High School, I met problems with students` vocabulary mastery and memorization. After analyzing the problems, I found some factors which caused why the students lacked of vocabulary. One of them could be influenced by teacher`s strategy in teaching vocabulary. Some teachers might still use conventional strategy which cannot challenge the students to learn vocabulary independently. In this strategy, students learn vocabulary through the text. The teacher asks students to fill in the gaps. As a result, the students cannot explore their vocabulary knowledge which they have known before, and they accustomed to learn vocabulary passively.

Interactive cloze is a strategy that helps students make sense of extracting meaning from texts that are read for information or enjoyment. In this strategy, the learners are given a text with some words deleted and asked to fill in the gaps. In this type of cloze procedure, subject-specific words are not deleted because the focus in on deleting words that contribute to the general meaning or structure of the text. Through this strategy, the teachers usually asks the students to know the meaning of the word through fill the gaps. It is helpful for students to remember new words but it is difficult because the students are not only supposed to know the meaning of the words but also matching the words with the content of the text.

The lack of vocabulary creates a barrier that discourages the students in learning English. Thus, it is a big challenge for the teachers to find an effective

and efficient strategy in teaching vocabulary so that the teachers can help the students to memorize words better to improve their vocabulary achievement.

One of the strategies that can be used to teach vocabulary is Vocabulary Self-Collection strategy (VSS). According to Haggard (1982:255) vocabulary self-collection strategy is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. In here, the teacher asking students to read a text then students nominate one word or term that they would like to learn or to know more about and that they think should appear on a class vocabulary list. Hence, this strategy can help the students to memorize some new words easily and effectively.

Considering the explanation above, I am interested in conducting an experimental study to prove the effectiveness of vocabulary self-collection strategy as a strategy in teaching vocabulary to improve students` vocabulary mastery at junior high school level. I want to compare the result of the students' vocabulary achievement who are taught by using vocabulary self-collection strategy and those who are taught by using interactive cloze strategy as a conventional one.

1.2   Reasons of Choosing the Topic

The reason I choose the topic about vocabulary is because it is an essential language component which has to be mastered by students in learning English. Vocabulary is important to be learnt since it becomes a crucial element in written and spoken communication for the students. The mastery of vocabulary

determines the mastery of four language skills as it is impossible to use language skillfully when the students have limited vocabulary in their minds.

However, in my experience as a trainee teacher during PPL program *(Praktek Pengalaman Lapangan)* in junior high school, I found some problems in teaching and learning vocabulary process. The students had difficulty in memorizing new words that had been taught. They easily forgot the words that had been learnt before. After analyzing the problem, I found that the reason for the students' low vocabulary mastery and memorization could be influenced by teacher`s strategy in teaching vocabulary. Based on the case, in the present study, I try to introduce vocabulary self-collection as an alternative strategy to teach vocabulary and to find out the effectiveness of this strategy to improve students` vocabulary mastery.

1.3   The statements of the problems

1. How can the vocabulary self-collection be applied to improve students` vocabulary mastery at the eighth grade students of SMP N 3 Ungaran in the academic year 2014/2015?

2. How effective is the use of vocabulary self-collection strategy in teaching vocabulary to improve students` vocabulary mastery compared to interactive cloze strategy?

1.4   Objectives of the Study

Based on the statement of the problems, the objectives of this study can be stated as follows:

1.   To describe how the vocabulary self-collection can be applied to improve students` vocabulary mastery at the eighth grades students of SMP N 3 Ungaran in the academic year 2014/2015.

2.   To measure the effectiveness of using vocabulary self-collection strategy in teaching vocabulary to improve students` vocabulary mastery compared to interactive cloze strategy.

1.5   The hypotheses of the Study

There are three hypotheses in the present study, alternative hypothesis (H_a) and null hypothesis (H_0).

1. H_{a1}: The students who are taught by using vocabulary self-collection strategy is better than using interactive cloze strategy.

2. H_{a2} : The students who are taught by using interactive cloze strategy is better than using vocabulary self-collection strategy.

3. H_0: The students who are taught by using vocabulary self-collection is as effective as with using interactive cloze strategy.

1.6   The significance of the study

The results of this study are expected to give some benefits related to pedagogical, practical and theoretical significance. Pedagogically, it is hoped that this study can help the students become independent learners who have their own strategy to

organize and memorize vocabulary in an interesting way through vocabulary self-collection and motivate them to improve their interest to learn English.

Practically, teachers hopefully will get new suggestion to improve their strategy in teaching English vocabulary, especially English teacher who teach at eighth grade students of SMP Negeri 3 Ungaran, and motivate them to use vocabulary self-collection strategy as an alternative way in teaching vocabulary to improve students` vocabulary mastery. The result of this study also expected can help the readers to enrich their knowledge about interesting strategy to teach vocabulary.

Theoretically, I hope this study can be used as a reference and will help future researchers to get inspiration to follow up the result of this study to improve the quality of English learning teaching process, especially in teaching vocabulary to improve students`s vocabulary mastery more better in the future.

1.7   The limitation of the study

The limitations of this study are:

1.   The present study only focuses on the vocabulary achievement of the eighth grade students of SMP Negeri 3 Ungaran in the academic year 2014/2015.

2.   This study is focused on the effectiveness of vocabulary self-collection as a strategy to improve students`s vocabulary mastery of the eighth grade students of SMP Negeri 3 Ungaran in the academic year 2014/2015.

1.8 The outline of the study

This final project consists of five chapters, which can be described as follows :

Chapter I is introduction, which presents the background of the study, the reasons for choosing topic, the statement of the problems, the objectives of the study, the hypotheses of the study, the significance of the study, the limitation of the study, and the outline of the study.

Chapter II presents the review of the previous study, the theoretical reviews and the theoretical framework.

Chapter III is research design, the instruments for collecting data, the method of collecting data and the method of analysing data.

Chapter IV presents general findings which consist of data analysis, the results of hypotheses and discussion of the result.

Chapter V presents the conclusions and the suggestions based on the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I present reviews of the previous study, theoretical reviews and theoretical framework. The reviews of previous study contains the study that has already been done. Theoretical review contains the theoretical that related with this research. Theoretical framework contains the summary of reviews of previous study and theoretical reviews as a background I choose this topic.

2.1 Reviews of the Previous Study

Reviews of the previous study mention of some researches which have done in the same topic. They can be used as references in this study. The researchers in this topic include the researchers below.

Indrian Juwita (2013) conducted a research entitled "*Using Vocabulary Self-Collection Strategy (VSS) to Increase Mastery the Junior High School Students' Vocabulary*". In this study, Juwita used Vocabulary Self-Collection as a strategy to teach vocabulary. Vocabulary Self-Collection Strategy (VSS) is an approach to teach vocabulary by using students' ability in collecting and generating words list and it emphasizes on the students' personal experiences and general knowledge. This strategy is started with the assignment for both students and teacher to bring words that they believe whole members of class should learn.

There are two activities to teach vocabulary using this strategy, namely pre-teaching activities and post-teaching activities. In the pre-teaching activities, each student writes the words on the board and tells where they can find the words, the

definition of the words based on their own perception and also the reason why their classmate should learn the words. For example, a student present about word related to communication. The student present about the word "*broadcast*", he/she have to tell where they found the word, what he/she thinks "broadcast" mean, and why the word should on the class list or why the class should know the meaning of the word. After a student finish presenting the word, the presentation is continued by other students. The rules are similar like before. After the final words have been selected, it will come to an agreement of the definition of the words and compare the definition on the dictionary. Then, the student can copy the words list into their own vocabulary list. In post-teaching activities, the teacher concludes the lesson and also asks the students to make sentences based on the existing words at home. It will make the students continue to learn about English vocabulary and understand new words at home.

From the explanation in this study about Vocabulary Self-Collection Strategy (VSS), it is good strategy, because it can help the students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn. So, I am interest to know deeply about this strategy and how effective Vocabulary Self-Collection Strategy (VSS) is to teach and to increase the students' vocabulary.

Windy Eka Putri (2013) conducted a research entitled "*The Effect of Using Vocabulary Self-Collection Strategy (VSS) to Reading Achievement of Elementary School*". In this study, Putri used Vocabulary Self-Collection Strategy as a strategy to teach reading. It almost the same with Juwita's study, however Juwita

used Vocabulary Self-Collection Strategy to teach and to increase the students' vocabulary and Putri used it to teach and to achieve the students' reading comprehension. There are two strategies and two classes used in this study, namely Vocabulary Self-Collection as an experimental class and Questioning Strategy as a control class. Vocabulary Self-collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The same steps used in this strategy.

Questioning Strategy is essential to the growth of critical thinking skills. In another word, by asking several questions to the students' thinking critically and their knowledge will develop greatly. Students are also given chance to ask several questions to the teachers and to their friends. This strategy make the students can share their knowledge about the material. In this study, Putri combined Vocabulary Self-Collection Strategy (VSS) and Questioning Strategy to teach reading comprehension.

The result in this study shows that the students who had taught by using Vocabulary Self-Collection Strategy have high score in reading than the students who had taught by using Questioning Strategy. It means that teaching reading using Vocabulary Self-Collection strategy gave significant effect. From the explanations above, it is well combining strategies. It gave chance the students thinking critically and asking the words unknown yet, and giving their motivate to read and to learn vocabulary in reading comprehension.

Intan Rahayu (2014) with her research entitled "*Enriching Students Vocabulary by Using Combining Exclusion Brainstorming and Vocabulary Self-Collection Strategies for Young Learners*" explained that she used two strategies to teach vocabulary. She combined Exclusion Brainstorming and Vocabulary Self Collection Strategy (VSS) to teach vocabulary. Exclusion Brainstorming Strategy is an instructional strategy used to utilize students' prior knowledge and expand their understanding of a social studies or science topic. Vocabulary Self Collection Strategy is practicing the use of context to determine word meanings. There are some steps for combining procedures.

First, the teacher writes the title and author of the book and Exclusion Brainstorming list of words on the chalkboard or an overhead transparency. The words should be new vocabulary words or phrases related to the key concept. These words or phrases should be listed randomly. Second, the teacher explains to the students that they will work in groups of for identify which words they think will most likely appear in the story and those which will not. Third, the teacher asks the students to marks a line through words that they do not think will appear in the story, and remind them they will have to be prepared to discuss the reason for their choices. Fourth, the teacher demonstrated how to use context and other resources to figure out the meaning of the word. Fifth, teacher asks students to generate their own selection related, unrelated, or ambigous terms. Sixth, Students in small group discuss the words they wish to nominate. Next, the students write the word, the sentence from the text in which the word was found the meaning and the reason from selecting the word. After that, Teacher explains that all

students should be prepared to justify choices. Finally, each group present it is two words to the class. On a class chart, a member of the group writes the words, the sentences in which has meaning and their writes reason to select the word.

The results show that using Exclusion Brainstorming Strategy and Vocabulary Self-Collection Strategy in teaching vocabulary can enrich students vocabulary for young learners and the students can having fun in learning process. It means that these strategies are good to teach vocabulary. So, I want to know how effective these strategies to teach vocabulary and combining Vocabulary Self-Collection Strategy (VSS) with other strategy.

Gusti Nengsih (2013) conducted a research entitled "*Teaching Vocabulary of Descriptive Text by Combining Vocabulary Self-Collection Strategy (VSS) and Word Walls Strategy in the Sixth Grade of Elementary School Students*". In this study, Nengsih used combining Vocabulary Self-Collection Strategy (VSS) and Words Walls to teach vocabulary. She taught Descriptive text used combining Vocabulary Self-Collection Strategy (VSS) and Words Walls Strategy. There are six steps of Vocabulary Self- Collection Strategy (VSS). First, teacher divides students into several groups. Second, teacher gives the text to the students. Third, teacher asks the students to read the text. Fourth, the teacher asks students to choose difficult or new words. Fifth, teacher asks the students to write difficult words on the board. Sixth, teacher asks students to make sure the meaning of difficult words whether they are true or not by using dictionary.

The advantages of Vocabulary Self- Collection Strategy (VSS) are to help students to engage their own learning. Second, for students this strategy can be

used to stimulate growth in word knowledge. Third, it discovers how to recognize unfamiliar or interesting words from their reading. Next, it develops students' vocabularies. Then, it can help students become fascinated with language so it can increase their enjoyment of the subject. The next strategy is Word Walls. There are five steps of Word Walls. First, the students read a text and identify any words that are new and unfamiliar for them. Second, when they finish reading, the students come together as a class to share some of words that they identify as new or unfamiliar words. Third, the teacher records these words on a card. Fourth, the teacher discusses together with the students about the meaning of the words by using some pictures, gestures, and so on to translate the meaning of each word. Fifth, the teacher gives the chance to the students to take notes the words with the meaning into their notebook. The advantages of Word Walls are to help students to develop a common bank, or dictionary of words for their reading and writing. Second, it promotes the awareness of conventional spelling. Third, it provides emerging readers with constant exposure to those words that they will most frequently encounter in texts, and then it encourages children's independence as word crafters.

The result shows that by using Vocabulary Self-collection Strategy (VSS), the teacher has given a freedom to the students to choose difficult word, where in this strategy there are three steps, those are choosing the vocabulary, chatting vocabulary on the board to find the meaning with together, and the collection vocabulary and meaning of the words in notebook. Furthermore, Word Walls can encourage students' passion in learning process and makes students easy to master

vocabulary. The teacher can help students to master their vocabulary by using these strategies. It is good study. I interest in the strategy that used. Nengsih combined two strategies to teach vocabulary, namely Vocabulary Self-Collection Strategy (VSS) and Word Walls. From the explanation above, I interest to know how effective Vocabulary Self-Collection Strategy (VSS) is to teach vocabulary.

Salman Sofi Artoni (2013), investigated a study entitled "*Teaching Reading by Combining Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy at Junior High School*". Vocabulary is one of the students' problem in learning process of English. In this study, the writer combined Vocabulary Self-Collection Strategy (VSS) and Cubing Strategy to teach reading. Artoni explained that Vocabulary Self-Collection Strategy (VSS) is a strategy that guiding students to make list of vocabulary. List of vocabulary depend on unfamiliar and interest words of students' perception and this strategy can increase students' vocabulary, and this strategy is appropriate to apply before going to teach reading.

The advantages of Vocabulary Self-Collection Strategy (VSS) are to increase students' vocabulary and appropriate for pre and post reading and help student determine a purpose for reading. This strategy also can motivate the students by selecting the new word that makes them active in reading. Next is Cubing Strategy. Cubing Strategy is a strategy that teachers use question to help the students to gain information. The question should be created by teacher and it makes students easy in comprehending text. Cubing Strategy gives advantages for students to know meaning of text. Teacher and students have roles in applying this strategy. Teacher gives questions to lead students to know information from text

and students will answer question to make them understand   about content of text.

From this study, I think the strategies that used is good for the teacher to teach reading. The combination of Vocabulary Self-Collection and Cubing Strategy can make the students to be active and interested in the new vocabulary. Then, the students can measure their comprehension and develop their opinion about the material. The last, the students can share their knowledge each other. So, I interest to do research about Vocabulary Self-Collection combines another strategy.

Yetti Mandasari (2013) conducted a research entitled "*Enriching Students' Vocabulary by Combining Vocabulary Self-Collection Strategy and Possible Sentence Strategy in Teaching Reading at Junior High School*". In this study, Mandasari used combining two strategies to teach reading. Firstly, she used Vocabulary Self-Collection strategy. Vocabulary Self-Collection Strategy (VSS) is a strategy that can share words they wish to learn and remember, can motivate students in learning vocabulary. Secondly, she used Possible Sentence Strategy. Possible sentence is a strategy that use in learning vocabulary that ask students to make prediction about key vocabulary and use in sentences. Along with make students more understand about contain of words in the text with gives assume sentences to students.

There are some steps to combine these strategies. First, teacher divides students into six groups. Each group consists of six members. Second, Teacher distributes the text and ask each group to read the text. Third, teacher asks each

group to select the important words from the text. Fourth, after each group select the important word from the text, each group list the vocabulary on the board. Fifth, encourage the students to use at least two important words to elicit sentences based on the text for each group. Sixth, after the students write the sentences on the board ask students to read the text to check the accuracy of the sentences generated. The last, the original sentences have been evaluated and revised, ask the students for additional sentences. In practice, the teacher gives the text to students in form a group and the students are asked to choose the important words and then predict the meaning of the words. Next, students come forward to share the words that chosen.

The results show that by using strategy, it can motivate students' because students enjoy the lesson and they do not feel bored in learning process. From the explanation above, it means that these strategies can be used to teach English in the classroom so that the students do not feel bored.

From some perevious studies above, I interest to know how effective Vocabulary Self-Collection Strategy (VSS) to teach vocabulary if it is compared with Interactive Cloze strategy.

2.2   Theoretical Reviews

In this part, theoretical reviews consist of some theories that support this study. I take some relevant theories related to the topic from many sources. The theories include the general concept of the teaching vocabulary, Vocabulary Self-Collection Strategy (VSS), Interactive Cloze, improving students' mastery in

vocabulary, and the effectiveness of Vocabulary Self-Collection and Interactive Cloze strategy to teach vocabulary.

2.2.1   Teaching Vocabulary

There are some experts who give definitions of vocabulary. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Hatch and Brown (1995:24) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use. Nunan (2005:121) explains that vocabulary is the collection of words that an individual knows. Hornby (1995:1331) said that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook. So, vocabulary is a list of words that are essential elements for the individual speakers that used to convey the meaning and communicate with each other in a particular language.

Vocabulary is the first and foremost important step in language acquisition but for teaching vocabulary is not easy to do. According to Brown (2000:7), "teaching" is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques. Based on this definition, teaching vocabulary is an activity where the teacher gives the student knowledge about vocabulary using our teaching style, strategy and techniques and how to use it in daily life.

Vocabulary has the criterion that should be taught, as mentioned by Haycraft (1983:52) include : (1) Commonest words which refer to useful words used by students to communicate in their life (2) Words that students need by considering characteristic of students.

From these criterions, the teacher should give the students the useful words that used in their daily life, in order to remember the words. There are some key principles that we can follow to help students learn vocabulary more effectively: First, the teacher have to focus on vocabulary that will be teach. Second, the teacher do not overdo and should offer variety of vocabulary to students so that the students do not feel so bored with the words. Third, the teacher must repeat the word so that the students remember the word easily. Fourth, use strategic vocabulary in class.

In this part, I teach vocabulary to students using the strategy. I use Vocabulary Self-Collection Strategy (VSS) and Interactive Cloze to teach vocabulary so that the students can enrich their vocabulary and improve their vocabulary mastery.

2.2.2   *Vocabulary Self-Collection Strategy*

In this part, I discuss the definition of Vocabulary Self-Collection Strategy, the steps of Vocabulary Self-Collection Strategy and the advantages of Vocabulary Self-Collection Strategy.

The Vocabulary Self-Collection strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members

of their class. The strategy was first introduced by Haggard (1982, 1986). It has as its primary goal incorporation of new content words into students' working vocabularies. Unlike the Dreaded Word List that Zena Logan's teacher uses, VSS focuses on content words that students need to know, words that are important to them and about which they have expressed interest and curiosity. From the statements above, it can be concluded that the purpose of this strategy are to teach students how to make decisions about the importance of concepts and how to use context to determine word meaning and to promote long-term acquisition of language in a content area.

VSS begins following reading and discussion of text selection, and then the teacher asks teams of students to choose one word they would like to learn more about. The teacher also chooses a word. The following steps can be used for the Vocabulary Self-Collection strategy activity. Firstly, students are divided into teams of two to five. Each team decides on a word to emphasize from the text selection. Then, a spokesperson from each team presents the word they have chosen to the rest of the class and answers the following questions: (a) Where is the word found in the text? (b) What do the team members think the word means? (c) Why did the team think the class should learn the word?

Next, Students record all nominated words in their learning vocabulary notebooks. The teacher can then use these student generated vocabulary words in other activities. To introduce the activity, the teacher presents the word has chosen and as models how to respond to the three questions.

There are some advantages of Vocabulary Self-Collection strategy, those are : (1) To enhance students' motivation and achievement in learning new words (2) Students' rationale for selecting certain words adds to their understanding of the process for learning them (3) Students can build their vocabulary knowledge through active participation in 'word discussions' and activities related to word learning.

Therefore, it can be concluded that Vocabulary Self-Collection strategy is the strategy that focus is on the meaning of the word in the specific context. This strategy is done not only to present vocabulary but also to answer the three questions above.

2.2.3   *Interactive Cloze Strategy*

In this part, I discuss the definition of Interactive Cloze Strategy, the steps of Interactive Cloze Strategy and the advantages of Interactive Cloze Strategy.

There are some definitions about Interactive Cloze Strategy. According to Frank Smith (1975) stated that children learn of categories through an elaborate yet innate scheme of hypothesis testing which children will take a part in intuitively if given the right opportunity. With this theory in mind, a strategy has been developed called the Interactive Cloze. Interactive Cloze was first used in teaching and learning by Taylor (1958) who studied the effectiveness of cloze as an instrument for assessing the relative readability of written materials for school children. Cloze is now often used to measure comprehension in English readability.

These are the steps of Interactive Cloze. First, Select a paragraph from the text that is about to be taught or assigned. Second, delete the important key words and duplicate copies for students. The teacher may also create the worksheet. Third, ask students to read the selection quietly. After that, have students complete the Interactive Cloze activity on their own or with a partner. Next, allow them to discuss their answers with a partner. The last, students can then reread the actual text to find out if their answers are correct.

There are some advantages of Interactive Cloze Strategy. First, Interactive Cloze gives students the ability to use context clues to construct meaning. Second, Interactive Cloze can encourage students to look for the greater meaning of passage. Then, helps students to learn to think more critically about text and content using vocabulary in appropriate and helps student develop their comprehension, fluency, sequencing, spelling and master their vocabulary. The last, Interactive Cloze gives student instant feedback to their ability to understand and comprehend the passage.

2.2.4   *Improving Students' Mastery in Vocabulary*

In this part, improving students' mastery in vocabulary consists of improving students' mastery and vocabulary mastery.

2.2.4.1 Improving Students' Mastery

There are some definitions about improve. According to Cooper (2005:104), improve is the continuity of development to make the condition better and to achieve a better standard or quality in comparison. Mc Milan (1998:51) says that improve is some improvements to increase something in a better way with better

results than before. Furthermore, Hornby (1995:198) states that improve is become or make something better. So, improve is to make the condition and something become better, and to achieve a better standard or quality in comparison.

2.2.4.2 Vocabulary Mastery

Vocabulary is an important element which has to be mastered in learning a language. Hornby (1995:207) stated that mastery means great knowledge about understanding of a particular thing. In addition, Fries (1945:22) stated:

> We never separate from mastery of vocabulary, because
> whenever we think of language learning, we usually think
> of mastering the vocabulary or learning the word. The
> words one knows actually depend on the experience one
> has got, for example a child's experience is very limited in
> its range, and therefore, his vocabulary is limited too.

Hence, the writer concludes that vocabulary mastery is someone's ability to understand or to use words in a language. If the learners want to learn a particular language, such as English, they should develop their vocabulary mastery first because it will influence every step of the process in learning language iteself.

In the present study, I try to teach vocabulary using Vocabulary Self-Collection and Interactive Cloze Strategy to improve students' vocabulary mastery. I try to make a better quality in students' vocabulary mastery because without English vocabulary, students will get some difficulties in using English.

2.2.4.3 Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy

There are some definitions related with effectiveness.

The effectiveness of a strategy which used in teaching process can help the teacher to achieve the goal of learning. The effectiveness itself has some meanings as follows:

According to Schillinger (2010:2), effectiveness refers to the intervention's ability to do more good than harm for the target population in a real world setting. Next, Seiler & et al (2013:97) state that effectiveness is the ability to achieve stated goals.

From those definitions, it can be concluded that effectiveness is a successful way to measure of the match between stated goal and the achievement.

In the present study, I try to find out the effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to improve students' vocabulary mastery. It is conducted to know which one is more effective between Vocabulary Self-Collection and Interactive Cloze Strategy as conventional one in teaching vocabulary.

2.3   Theoretical Framework

In conducting the present study entitled "*The Effectiveness of Vocabulary Self-Collection and Interactive Cloze Strategy to Improve Students' Mastery*", I concern to students' vocabulary achievement. In this study, I use a quasi-experimental design. I divide the subject of the study into two groups,

experimental group and control group. In experimental group, I teach students by using Vocabulary Self-Collection, while in control group, I teach the students by usinhInteractive Cloze. When conducting the study, I design vocabulary test as a main instrument to collect the data between both groups and to compare the effectiveness of two strategies in improving students` vocabulary mastery.

Before I give a treatment, the pre-test is given for both groups to measure students' basic ability on vocabulary achievement. After giving the treatment, I give post-test in both groups to measure the significant differences of students` vocabulary achievement between experimental group and control group.

After finding the result of the test, I calculate the computation of the mean score using the t-test formula. The mean scores are compared in order to know whether there is a significant difference between pre-test and post-test between the two groups or not and to know which strategy is more effective to teach vocabulary. The theoretical framework of the present study visualized below:
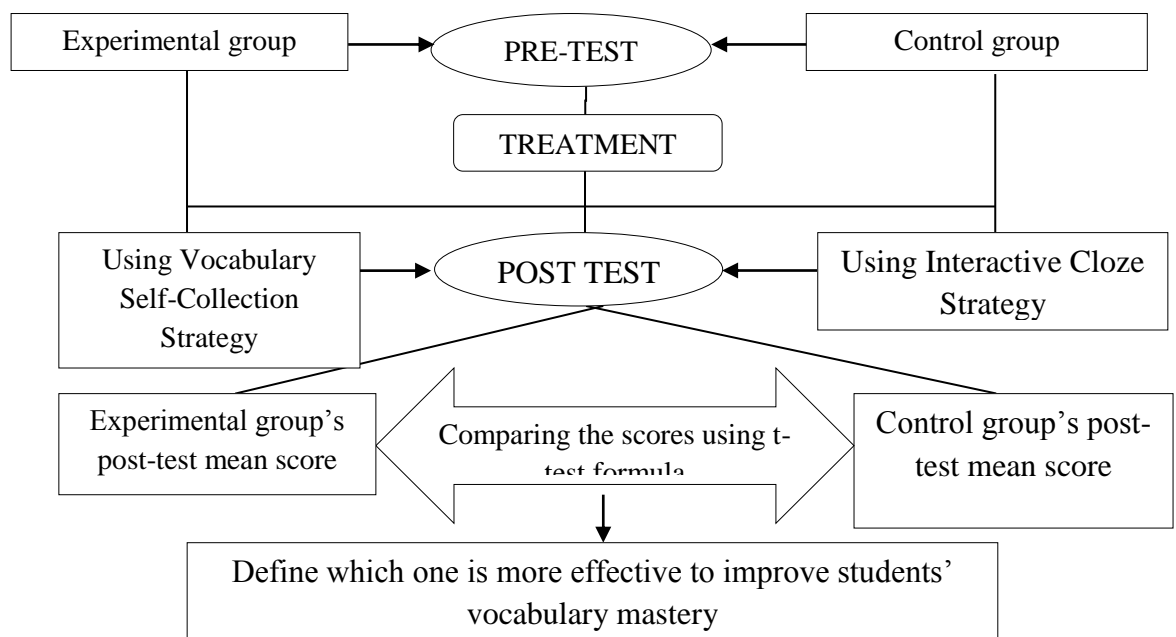
Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

In this chapter, I will discuss the research method. This part consists of research design, objective of the study, variables of the sudy, instruments for collecting data, method of collecting data and method of analyzing data.

3.1 Research Design

There are three types of experimental research; True-experimental, Quasi-experimental, and Pre-experimental. In this research, I use a quasi-experimental research. The type design of the present study is a quantitative research. Creswell (2009:4) describes that quantitative research is a mean for testing objective theories by examining the relationship among variables. This study belongs to an experimental research. An experimental design is to test the impact of a treatment on an outcome, controlling for all other factors that might influence that outcome (Creswell, 2009:143). It is a quantitative research based on operational variables, statistics, computation and measurement. It concerns with finding out the effectiveness between two variables at the same time. In my study, I tried to find out the effectiveness of the use of Vocabulary Self-Collection Strategy (VSS).

3.1.1 Quasi Experimental Design

I conducted a quasi-experimental study as the research design. According to Creswell (2009:154), quasi-experimental is a form of experimental research in which individuals are not randomly assigned to groups. In this study, non-equivalent control group design was used.

A non-equivalent groups design includes an existing group of participants who receive a treatment and another existing group of participants to serve as a control group. Participants are not randomly assigned to group, but rather are assigned to the treatment group or control group along with all the others in their existing group. This design was chosen because I did not break the classes up to get the objects of the study. I only take two existing classes randomly.

This design can be described as follows:

$$R \qquad O_1 \qquad X \qquad O_2$$

$$R \qquad O_3 \qquad Y \qquad O_4$$

In which,

R   = Respondents

O_1 = Pre-test for the experimental group

O_2 = Post-test for the experimental group

O_3 = Pre-test for the control group

O_4 = Post-test for control group

X   = Treatment using Vocabulary Self-Collection strategy

Y   = Treatment using Interactive Cloze strategy (conventional strategy)

In this study, I divided the subject of the study into two groups, an experimental group and a control group. Before and after the experiment, both of groups were given pre-test and post-test of vocabulary knowledge. Both of groups take pre-test (O_1) and (O_3) to measure their early vocabulary mastery before getting the experiment. During the experiment, the experimental group was taught by using Vocabulary Self-Collection Strategy (X), while the Interactive Cloze strategy (Y), as a conventional strategy was performed to the control group. After the experiment, the same post-tests (O_2) and (O_4) were administrated to investigate whether any significant differences in learning vocabulary between the two groups.

3.2 Object of the Study

The object of this study was students of SMP Negeri 3 Ungaran in the academic year 2014/2015. I had determined the subject of the study consisting of the population and the sample.

3.2.1   *Population*

According to Arikunto (2006:130), population is the whole subject of a study. The population of this study is the eighth grade students of SMP Negeri 3 Ungaran in the academic year of 2014/2015. There were ten classes of eighth grades: VIII A – VIII J. On the average, each class consists of 31 students.

3.2.2   *Sample*

Arikunto (2006:131) states that a sample is a part or the representative of population that is investigated. There were six classes that they get the same English material by the same English teacher. In selecting the sample, I used

simple random sampling. Firstly, the names of classes were written down on small pieces of paper. Secondly, the papers were put on a small box. Thirdly, two small pieces of paper were taken randomly. Finally, class VIII A and VIII C were chosen to be samples of the study.

To determine which group belonged to experimental and which one belonged to control group, the same technique as the previous was applied. The result showed that VIII A was assigned to be experimental group which consisted of 30 students and VIII C to be the control group consisted of 30 students. Therefore, the total sample was 60 students.

3.3 Variables of the Study

A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied (Creswell, 2009:50-51). On the other word, variable is the condition that a researcher manipulates, controls or observes in the study. There are two main variables of the present study; independent variable and dependent variable

a. Independent variable

Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated or predictor variables. The independent variable in the present study was Vocabulary Self-Collection as a strategy in teaching vocabulary.

b. Dependent variable

Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names of dependent variables are criterion, outcome, and effect variables. The dependent variable in this study was the students' achievement in mastering English vocabulary.

3.4 Instruments for Collecting Data

In the present study, I used vocabulary test as the main instrument. There are two tests in this study, pretest and post-test which were conducted at the beginning and the end of the experiment. The aims of using pre-test and post-test were to see the students' vocabulary mastery before and after the treatment.

3.4.1 Pre-test

Pre-test was used to measure the student early vocabulary mastery in both of groups (experimental group and control group) before giving a treatment.

3.4.2 Post-test

Post-test was used to measure the students` vocabulary mastery after the treatment given. The purpose of giving post-test was to find out whether there was any significant differences between experimental group and control group or not.

3.5 Method of Collecting Data

I follow some steps in collecting the data, such as conducting a try-out, giving a pre-test, giving treatment, and giving a post-test. The following is schedules of data collecting used in this study:

Table 3.1 Schedule of Collecting Data

No	Activities	Meetings				
		I	II	III	IV	V
1	Try Out	███				
2	Pre-Test		███			
3	Treatment			███	███	
4	Post-Test					███

3.5.1   Try Out

In this study, try out is to measure the validity and reliability of the test before it is given to both of groups.

After getting the result of try out test, then the data is analyzed to measure their validity and reliability. If a test item do not have validity and reliability, it has to be revised. The revision is made based on the analysis of the try out result.

The try-out test was conducted on Monday, May 11th 2015. It was held in another class beside the experimental group and control group. The VIII D was chosen as the try out group. There were 32 students (see Appendix 1) and they had to complete the items test which consisted of 50 items in 50 minutes (see Appendix 4). The following table is the results of try out test score:

Table 3.2 Result of Try Out Test Score

NO	STUDENT`S CODE	TRY OUT TEST SCORE
1	T-01	80
2	T-02	50
3	T-03	82
4	T-04	60
5	T-05	52
6	T-06	52
7	T-07	84

8	T-08	76
9	T-09	64
10	T-10	58
11	T-11	54
12	T-12	88
13	T-13	60
14	T-14	64
15	T-15	88
16	T-16	90
17	T-17	94
18	T-18	64
19	T-19	64
20	T-20	94
21	T-21	60
22	T-22	84
23	T-23	68
24	T-24	94
25	T-25	94
26	T-26	80
27	T-27	62
28	T-28	72
29	T-29	68
30	T-30	60
31	T-31	70
32	T-32	62
Σ (total score)		**2292**
N		**32**

3.5.1.1 Validity

According to Arikunto (2006:168), validity is a measure which shows levels of validity in the instrument. A good test has to be valid. It can be called as a valid test when it can measure what to be measured. A test has validity if it has correlation between the test results with criteria. In this study, to calculate the validity of each item of test, I used Pearson Product Moment formula. The instrument is valid if the $r_{xy} > r_{table}$; for α = 5% and N = 32, $r_{table} = 0.3388$. The

following is the formula of Pearson Product Moment to count the validity value of

each item:

$$r_{xy} = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

In which,

r_{xy}	=	Pearson`s validity correlation
N	=	total number of respondents
$\sum x$	=	the sum of item score
$\sum y$	=	the sum of total score of each item
$\sum x^2$	=	the sum of the square of item score
$\sum y^2$	=	the sum of the square of total score
$\sum xy$	=	the sum of the item score multiplying the score

The example of counting the validity of item number 1:

Item number 1					
Respondent	**X**	**X²**	**Y**	**Y²**	**XY**
T-01	1	1	40	1600	40
T-02	1	1	25	625	25
T-03	0	0	41	1681	0
T-04	1	1	30	900	30
T-05	1	1	26	676	26
T-06	1	1	26	676	26
T-07	0	0	42	1764	0
T-08	0	0	38	1444	0
T-09	0	0	32	1024	0
T-10	1	1	29	841	29
T-11	1	1	27	729	27
T-12	0	0	44	1936	0
T-13	1	1	30	900	30
T-14	1	1	32	1024	32
T-15	0	0	44	1936	0

T-16	1	1	45	2025	45
T-17	1	1	47	2209	47
T-18	0	0	32	1024	0
T-19	1	1	32	1024	32
T-20	0	0	47	2209	0
T-21	1	1	30	900	30
T-22	0	0	42	1764	0
T-23	0	0	34	1156	0
T-24	1	1	47	2209	47
T-25	0	0	47	2209	0
T-26	0	0	40	1600	0
T-27	1	1	31	961	31
T-28	1	1	36	1296	36
T-29	1	1	34	1156	34
T-30	1	1	30	900	30
T-31	0	0	35	1225	0
T-32	1	1	31	961	31
total ($\sum$)	**19**	**19**	**1146**	**42584**	**628**

The value of r_{xy} is:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

$$= \frac{32(628) - (19)(1146)}{\sqrt{\left\{32(19) - (19)^2\right\}\left\{32(42584) - (1146)^2\right\}}}$$

$$= \frac{20096 - 21774}{\sqrt{(608 - 361)(1362688 - 1313316)}}$$

$$= \frac{-1678}{\sqrt{247 \, x 49372}}$$

$$= \frac{-1678}{\sqrt{12194884}}$$

$$= \frac{-1678}{3492,117}$$

$$= -0.4805$$

The item number 1 of the try out test was invalid since its r_{xy} = -0.4805 was lower than critical value (0.3388). The analysis of the other items was presented in the following table:

Table 3.3 Validity of Try-out Test

Criteria	Number of Item	Total Number
Valid	2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40 … 50	42
Invalid	1, 6, 9, 14, 22, 26, 29, 35	8

From the table above, it can be concluded that there were 42 valid items from 50 items numbers, and 8 were invalid.

3.5.1.2 Reliability

Reliability is used to know the degree of stability of the instrument (Arikunto, 2006:178). A test is reliable if the tool of measurement shows the consistency and stability of the test scores when the test is used in another occasion. In the present study, to calculate the reliability of the test I used Kuder–Richardson formula 20 (K-R 20). The formula is as follows:

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

In which,

r_{11} = reliability of the test

k   = the number of items

p   = number of the students who answer the items correctly

q   = number of the students who answer the items incorrectly

Σpq   = the sum of p times q

Vt   = the total variants

If $r_{11} > r_{table}$, it can be said that the instrument was reliable.

Criteria :

Interval	Category
$r_{11} \geq 0{,}9$	Excellent
$0{,}7 \leq r_{11} < 0{,}9$	Good
$0{,}6 \leq r_{11} < 0{,}7$	Acceptable
$0{,}5 \leq r_{11} < 0{,}6$	Poor
$r_{11} < 0{,}5$	Unacceptable

The following is the reliability computation of try out test :

Respondent	Item 1	Item 2	Item 3	Item 4	...	Item 50	Y	Y^2
T-01	1	0	1	1		0	40	1600
T-02	1	0	0	1		1	25	625
T-03	0	1	0	0		0	41	1681
T-04	1	0	1	1		1	30	900
T-05	1	1	0	0		0	26	676
T-06	1	0	0	1		1	26	676
T-07	0	1	0	1		1	42	1764
T-08	0	1	0	0		0	38	1444
T-09	0	0	0	1		0	32	1024
T-10	1	0	0	1		0	29	841
T-11	1	1	1	1		1	27	729
T-12	0	0	1	1		1	44	1936
T-13	1	1	0	0		0	30	900
T-14	1	0	0	0		0	32	1024
T-15	0	0	1	1		1	44	1936
T-16	1	0	0	1		0	45	2025
T-17	1	0	0	1		1	47	2209
T-18	0	0	0	1		1	32	1024
T-19	1	0	0	0		0	32	1024
T-20	0	0	1	1		0	47	2209
T-21	1	1	0	1		1	30	900
T-22	0	0	0	1		0	42	1764
T-23	0	1	1	0		0	34	1156

T-24	1	0	0	1		1	47	2209
T-25	0	1	0	1		1	47	2209
T-26	0	0	0	1		0	40	1600
T-27	1	0	0	1		0	31	961
T-28	1	0	1	0		1	36	1296
T-29	1	1	0	1		0	34	1156
T-30	1	0	0	1		0	30	900
T-31	0	0	0	1		0	35	1225
T-32	1	0	0	0		0	31	961
Correct	**19**	**10**	**8**	**12**	**...**	**13**		
Incorrect	**13**	**22**	**24**	**20**	**...**	**19**		
N	**32**						**1146**	**42584**
Total Items	**50**							
Total								

Based on the result of try out test, it could be gotten:

1. *item number 1*   **3. *Item number 4***

$$p_1 = \frac{19}{32} = 0.594$$ $$p_4 = \frac{12}{32} = 0.375$$

$$q_1 = \frac{13}{32} = 0.406$$ $$q_4 = \frac{20}{32} = 0.625$$

2. *item number 2*   **4. *item number 50***

$$p_2 = \frac{10}{32} = 0.312$$ $$p_{50} = \frac{13}{32} = 0.406$$

$$q_2 = \frac{22}{32} = 0.688$$ $$q_{50} = \frac{19}{32} = 0.594$$

Therefore, Σpq of item number 1, 2, 3, 4,..........50 were as follows:

$$\Sigma pq = p_1q_1 + p_2q_2 + p_3q_3 + p_4q_4 + ... + p_{50}q_{50}$$

$$= 0.2407 _+ 0.2145 + 0.1875 + 02343 + 0.2343$$

$$= 10.9964$$

The next step was calculating total variant. The formula of total variant was:

$$Vt = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

in which,

Vt   =   total variant

N   =   total number of respondents

$\sum y$ =   the sum of total score of each item

$\sum y^2$ =   the sum of the square of total score

$$Vt = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N} = \frac{42584 - \frac{(1146)^2}{32}}{32} = \frac{42584 - 41041{,}125}{32} = \frac{1542.875}{32} = 48.2148$$

After getting the result of $\sum pq$ and total variant, the data were computed by using Kuder–Richardson formula 20 (K-R 20) to get the reliability of test instrument   :

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

$$r_{11} = \left(\frac{50}{50-1} \right) \left(\frac{48.2148 - 10.9964}{48.2148} \right)$$

$$= (1{,}020) \left(\frac{37.2184}{48{,}2148} \right)$$

$$= (1{,}020)(0{,}7719)$$

$$= 0{,}7873$$

The result of r_{11} was 0.7873; for α = 5% with N = 32, r_{table} = 0.3388. It showed that r_{11} was higher than r $_{table}$ 0.7873 > 0.3388. It could be concluded that the try-out test was reliable and belonged to good category because $0.7 \leq r_{11} < 0.9$. It meant that the test could be used as instrument to get the data during experiment.

3.5.2 Pre-Test

The pretest in this study had a purpose to know the students' basic ability on vocabulary achievement between the experimental and control groups. So, both of groups were given the pre-test.

3.5.3 Treatment

After giving pre-test for both classes, the next plan was giving treatment. The treatment form of this study was teaching-learning process using vocabulary self-collection strategy in the class. The process of giving treatment to make sure that the vocabulary self-collection strategy gave effect to improve students' vocabulary achievement and to know whether vocabulary self-collection strategy was more effective to teach vocabulary compared to interactive cloze strategy as conventional one.

The treatment was conducted for 2 meetings for each group. Each meeting needed 80 minutes and had different materials related to narrative text. However, in this study the writer only focused on the students` vocabulary achievement. In experimental group, the students were taught about new concept of vocabulary related to narrative text through vocabulary self-collection strategy. Different from the experimental group, in control group, the conventional strategy by using

interactive cloze was conducted in teaching narrative text. But all of the materials

both in the experimental and the control group had the same difficulty level. The

following is schedule of giving treatment in both groups:

Table 3.4 Schedule of Giving Treatment

Date	Control Group (VIII C)	Date	Experimental Group (VIII A)
May 15th, 2015	First treatment by using interactive cloze strategy	May 15th, 2015	First treatment by using vocabulary self-collection strategy
May 19th, 2015	Second treatment by using interactive cloze strategy	May 20th, 2015	Second treatment by using vocabulary self-collection strategy

3.5.4   Post-Test

The post-test was given after conducting the treatments. It purposed to measure

the significant differences on the students` vocabulary achievement between the

experimental group which used vocabulary self-collection strategy in teaching

vocabulary and the control group which taught by the interactive cloze strategy.

3.6   Method of Analyzing Data

Data analysis of this research is a quantitative in which the data is measured in the

form of numbers. After collecting the data, I analyzed them statistically. In the

present study, there were some steps of analyzing data, such as analyzing

nomality, homogeneity, and analyzing *t*-test result and hypotheses.

3.6.1 Normality

According to Arikunto (2006:290), normality test is a way to determine whether

the data obtained are normal or not. In this study, I used the normality to prove

whether the pre-test and post-test of each group was normally distributed or not.

First, the maximum score and minimum score of both groups were calculated. Then, the range score, class interval and class width were determined. If the value of $X^2_{hitung} < X^2_{table}$ (α)(dk), the test for each group was said to be normally distributed. To compute normality, the writer used the formula as follows:

$$\chi^2 = \sum_{i-1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

In which,

X^2 = Normality

Oi = Frequency of the real data

Ei = Expected frequency (percentage of each bandwidth times by n)

Hypotheses:

Ho : The data distributed normally

Ha : The data not distributed normally

Ho was accepted if $X^2_{hitung} < X^2_{table}$ (Arikunto, 2006:290)

3.6.2 *Homogeneity*

According to Arikunto (2006:321), homogeneity is a condition in which all the variables in a sequence have the same finite or limited, and have a variance. To find out the homogeneity of data, the homogeneity formula was used as follows:

$$F = \frac{V_e}{V_c}$$

In which,

F   = homogeneity

V_e = variance experimental group

V_c = variance control group

If the $F_{value} < F_{table}$, it can be concluded that the data of the test was homogeny.

3.6.3   T-test Statistical Analysis

In order to determine whether there was a significance difference between the

students` vocabulary achievement of the experimental and the control groups, the

t-test formula was applied. However, the standard deviation should be computed

before counting the t-test. The formula of standard deviation was as follows:

In which,

$$s = \sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

s   = standard deviation of both groups

n_1 = students amount of experimental group

s_1 = standard deviation of experimental group

n_2 = students amount of control group

s_2 = standard deviation of control group

       To find out the t-value of the significant difference between the two means of

the pre-test and post-test, the formula was as follows:

$$t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

In which,

t   = t-value

s   = standard deviation of both groups

$\overline{X}_1$ = mean of experimental group

n_1 = students amount of experimental group

$\overline{X}_2$ = mean of control group

n_2 = students amount of control group   (Arikunto, 2006:295)

After getting the result of t-test, the hypotheses of the study is tested by the following criteria:

1. Rejecting null hypothesis (Ho) and accepting alternative hypothesis (Ha) if t_{table} was higher than t_{value}($t_{table} < t_{value}$).

2. Accepting null hypothesis (Ho) and rejecting alternative hypothesis (Ha) if t_{value} was higher than t_{table} ($t_{value} < t_{table}$).

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the data analysis and research findings, I conclude that the students of experimental group and control group relatively have equal vocabulary achievement level before getting the treatment of using vocabulary self-collection strategy in teaching vocabulary. It could be seen by the results of pre-test between the two groups.

The results of pre-test in the control group was slightly different from the experimental group. The mean scores of experimental group was 65. Meanwhile, in control group was 65.16. Thus, it can be concluded that the two groups were homogenous before getting the treatment since there was only slight difference in the pre-test result.

Next, the implementation of vocabulary self-collection strategy in teaching vocabulary can improve students' vocabulary mastery. During the treatment was conducted, vocabulary self-collection strategy succeeded in helping the students to explore their vocabulary through a deeper understanding conceptual knowledge by meaning word through figure it out. Through this strategy, the students were asked to brainstorm and to figure out as many as words related to the central word. Therefore, it could help the students to enrich the vocabulary and to remember words easily. Morever, the students become active participation both

individually or in group while vocabulary self-collection strategy was applied in teaching vocabulary.

In this study, the use of vocabulary self-collection strategy is more effective than interactive cloze strategy to improve students` vocabulary mastery. It is proven by the mean scores differences of post-test result, and t-test result. After getting the treatment, the mean scores between the experimental group and the control group were gradually increased. The experimental group got 77.50 and the control group got 70.78. The result of t-value in post-test result obtained 3.549 and t-table was 1.997. It means that t-value was higher than t-table (3.549>1.997). So, it can be concluded that there is a significant improvement in vocabulary achievement between experimental group and control group.

5.2 Suggestions

Firstly, for English teachers, they should vary different strategy to avoid the students` boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly, enjoyably, and educative in the classroom. Hence, it is highly recommended for the teachers to use vocabulary self-collection strategy in teaching vocabulary because of its effectiveness to help the students to improve their vocabulary mastery. It aids the students to develop their vocabulary through a deeper understanding conceptual knowledge. Therefore, they can enrich their vocabulary and remember the words easily.

Secondly, for the students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can

read English story books, English magazines, dictionary and many more as their materials for learning vocabulary. Besides, they are suggested to apply vocabulary self-collection in organizing and memorizing vocabulary.

Thirdly, for future researchers, they can use this study as a reference to guide them to conduct similar research. Hopefully, the result of this study can help them to find out a new strategy about teaching vocabulary by using interesting strategies. Although this study has been done, it still has some weaknesses and hoped there will be an improvement for the next study.

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APPENDICES

APPENDIX 1

Sample of Try Out Group (Class VIIID)

No	NIS	Name	M/F
1	6755	ADELA SINTA YULIA PUTRI	F
2	6788	ADHE DEWA SAKTI	M
3	6887	ADISA WANDA PRATIWI (KR)	F
4	6822	ADITYA WIJAYANTO	M
5	6888	AGASSI TRI KUSUMA	M
6	6921	AHMAD BUDI UTOMO	M
7	6986	AHMAD YANUAR RIZKIYANTO	M
8	7019	AHMAD RUDIANTO	M
9	6725	AINATASYA ARUM WULANSARI	F
10	6889	ALRIYAN ALDI PRADANA	M
11	6922	ALVINA KUSUMA DESI	F
12	6988	AMRINA ROSYADA	F
13	6824	ANGGIH ANGGORO LAKSONO	M
14	6956	ANTONIUS FEBRIHANTO TYAS `SANDI K (KT)	M
15	6957	APRILIA PRIHATINI	F
16	6989	AQSHAL WINDU MAS ANANTHA SUTRA	M
17	6795	ASMAUL HUSNA	F
18	6859	AULIA SHOIMATUNNISA	F
19	6958	BAGUS KUSUMA CAHYADI	M
20	6730	BINTANG	M
21	6764	CENDIS FIGES AZZAHRA	F
22	6863	DAVID LAMUEL DANI	M
23	6733	DESTY AMRIS KHAIRONNISA	F
24	6931	ELVINNA ANENDYA VIRGINNAWATI	F
25	6899	ERFIANA PUTRI PERTIWI	F
26	6904	KAROLINA APRI SEA CIVIC	F
27	7043	NUR FARIDH HUSNUL KHOTIMAH	F
28	6878	PRADINA WIDIARTI	F
29	6749	RAMDHI BAGAS AR ROSYID	M
30	6915	SEPTI SETIAWATI	F
31	7015	TISA AULIA DIAH AYU WULANDARI	F
32	6952	ZAHRA AVIRA RAMADHANTI	F

M   = 14

F   = 18

Total = 32

APPENDIX 2

Sample of Experimental Group (Class VIIIA)

No	NIS	Name	F/M
1	6789	ADELIA NURUL AISYAH	F
2	6854	ADINDA SALWA INAYAH	F
3	6954	AHMAD FAIZ ARMIANO SYAH	M
4	6758	AINNAYA ROSMA SALSABILA	F
5	6854	ANGGARENI NUR CAHYATI	F
6	6890	ANIDA SOFYANI RIZKY PUTRI	F
7	6891	ANNISA AULIA PERMATASARI	F
8	6762	ARVIAN DEMAS PANGESTU	M
9	6959	BAYU AKBAR KURNIAWAN	M
10	6962	DESYANA KHOLITA NUGRAHENI	F
11	6998	ERNA MUTI'ROFIANAS	F
12	7032	FADHIA KANAYA GHAITZA SHAFA	F
13	6769	FARISA NORHAQIQI	F
14	6934	FITRI SULISTYAWATI	F
15	6966	FURQAN HITHATHAH SINATRYA	M
16	6738	HINDIARNI GALUH HARUMNINGTYAS (KT)	F
17	7002	KHOLIFA RAHMA SYIFANI	F
18	6839	KRISNA AJI WIBOWO	M
19	7036	LAILA KHOIRUNISA	F
20	6872	LILLA SULISTYO UTOMO	F
21	7004	MILLATUL HABIBAH	F
22	6811	NABILA NAVY ANADA	F
23	6909	NABILAH FARAH ANGGRAENI	F
24	7042	NAZARUDIN AKHMAD	M
25	6877	NIDA RIHADATUL AISY NAHDAH	F
26	6845	NURUL FITRI AZIZAH	F
27	6747	NURUL WAHYUNINGRUM	F
28	6748	OKTA DWI ROESTANTI	F
29	6913	RISA NADIA INDRASWARI	F
30	7047	SALSA SURYANINGRUM	F

M   = 6

F   = 24

Total   = 30

APPENDIX 3

Sample of Control Group (Class VIIIC)

No	NIS	Name	M/F
1	7020	ALFA DIAN KRISMAWATI	M
2	6726	ALFIN RIO SAPUTRO	M
3	6791	ALFINA DAMAYANTI	F
4	6759	AMELIA HENING SALATINA	F
5	7021	ANDIKA HAKIM PUTRA	M
6	6760	ANNAS BI ALFI SYAHBANA	M
7	7024	ARNI ALFINA	F
8	7026	BELLA BASMA ELA SYAVELA	F
9	6960	BERLIANA PUTRI AULIA DEWI	F
10	6731	BRAMANTYO ALHILAL SYACH	M
11	6897	DEWI ISWATI	F
12	6865	DZAKY DANY ANSHORI	M
13	7031	ESA AURIAL SAHWA	F
14	6736	FAJRIATUL APRILLIANA	F
15	7016	VIDYA PUTRI WINARSIH	F
16	6836	HAINA SABILA RICECAR	F
17	7000	HARIS KRISTANTO	M
18	6771	IKKA APRILIA RAHMAFIANI	F
19	6837	IRFAN AGIL BUDIMAN	M
20	6871	KAHVI ARMANDA PURWANTO	M
21	6970	KHALDA RISNA FEBIYANTI	F
22	7037	LAILA LUKIYATUNIKMAH	F
23	6873	MARIA ASYSYIFA ROHMASARI	F
24	6939	MICHAEL PUTRA NARENDRA ADIPRISMASWARA (KT)	M
25	6973	MUHAMMAD FAJRI FALAH HASABI	M
26	7040	MUHAMMAD JEFRY TAN JUNIOR	M
27	6908	NABILAH AZ ZAHRA UL HUSNA	F
28	6941	NADA NADILAH	F
29	6943	NIKEN ULFA SARIFATUN	F
30	6879	RAMYZA ALVAZAGI ANDALUS	M

M   = 13

F   = 17

Total   = 30

APPENDIX 4

Try Out Instrument

Subject   : English

Grade   : VIII

Date   : May 11th, 2015

Time Allotment : 50 minutes

Name	: _____
Class	: _____
Number	: _____

I.   **Write in the letter of the meaning (Indonesian Language) on the right that matches the word on the left.**

1. Accident   : …………   a. menangkap
2. Calm   : …………   b. luas
3. Face   : …………   c. tenang
4. Fall   : …………   d. kecelakaan
5. Gift   : …………   e. tuli
6. Hide   : …………   f. dompet
7. Cut   : …………   g. jatuh
8. Wide   : …………   h. dinding
9. Deaf   : …………   i. kebun
10. Rubbish   : …………   j. wajah
11. Wall   : …………   k. hadiah/kado
12. Garden   : …………   l. memotong
13. Far   : …………..   m. sampah
14. Catch   : …………   n. jauh
15. Wallet   : …………   o. menyembunyikan

II.   **Please match the opposite of these words.**

16. High   : …………   a. left
17. Thin   : …………   b. inside

18. Small	: …………	c. upstairs
19. Outside	: …………	d. slow
20. Right	: …………	e. wet
21. Expensive	: …………	f. good
22. Downstairs	: …………	g. big
23. Fast	: …………	h. fat
24. Dry	: …………	i. low
25. Bad	: …………	j. cheap

III. Match the words in group A with their meaning in group B!

Group A		Group B
26. Old		a. board with a smooth, white surface, often fixed to a wall, on which you can write and draw using special pens
27. father		b. when you move on your feet at a speed faster than walking
28. run		c. used to describe or ask about someone's age
29. knee		d. an object consisting of a round hollow part and a handle, used for mixing, serving and eating food
30. child		e. a boy or girl from the time of birth until he or she is an adult
31. grandmother		f. a male parent
32. ground		g. the middle <u>joint</u> of the leg, which allows it to bend
33. whiteboard		h. a piece of land next to and belonging to house where flower and other plants are grown
34. spoon		i. to make someone angry
35. annoy		j. small animal with long ears and large front teeth
36. Bed		k. a building where a car is kept, which is built next to or as part of a house
37. picture		l. the mother of a person's mother or father
38. garage		m. the father of a person's mother or father

39. kitchen		n. a drawing, painting or photograph
40. classroom		o. large rectangular piece of furniture, often with four legs, which is used for sleeping on
41. school		p. a place where children go to be educated
42. telephone		q. a room where food is kept, prepared and cooked and where the dishes are washed
43. garden		r. a room in a school or college where groups of students are taught
44. rabbit		s. public park with flowers, plants and places to sit
45. aunt		t. a small animal with fur, four legs, a tail and <u>claws</u>, usually kept as a pet or for catching mice,
46. mouse		u. the sister of someone's father or mother, or the wife of someone's uncle
47. flower		v. a female parent
48. cat		w. a phone
49. mother		x. the part of a plant which is often brightly colored with a pleasant smell such as rose
50. grandfather		y. a small mammal with short fur, a pointed face, and a long tail

APPENDIX 5

Answer Key of Try Out Test

Subject   : English

Grade   : VIII

Date   : May 11th, 2015

Time Allotment : 50 minutes

I.

1. d	6. o	11. h
2. c	7. l	12. i
3. j	8. b	13. n
4. g	9. e	14. a
5. k	10. m	15. f

II.

16. i	21. j
17. h	22. c
18. g	23. d
19. b	24. e
20. a	25. f

III.

26. c	31. l	36. o	41. p	46. y
27. f	32. s	37. n	42. w	47. x
28. b	33. a	38. k	43. h	48. t
29. g	34. d	39. q	44. j	49. v
30. e	35. i	40. r	45. u	50. m

APPENDIX 6

Computation of Validity and Reliability

No	Code	Item Numbers															Total Score (Y)	Y²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	T-25	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	47	2209
2	T-24	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	47	2209
3	T-17	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	47	2209
4	T-20	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	47	2209
5	T-16	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	45	2025
6	T-15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	44	1936
7	T-12	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	44	1936
8	T-07	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	42	1764
9	T-22	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	42	1764
10	T-03	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	41	1681
11	T-01	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	40	1600
12	T-26	0	0	0	0	1	1	1	1	0	1	0	0	1	1	1	40	1600
13	T-08	0	0	0	0	1	1	1	0	1	1	0	0	0	1	0	38	1444
14	T-28	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	36	1296
15	T-31	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	35	1225
16	T-23	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	34	1156
17	T-29	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	34	1156
18	T-19	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	32	1024
19	T-18	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	32	1024
20	T-14	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	32	1024
21	T-09	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	32	1024
22	T-32	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	31	961
23	T-27	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	31	961
24	T-30	1	0	0	0	1	0	0	1	1	1	0	0	0	0	1	30	900
25	T-04	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	30	900
26	T-13	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	30	900
27	T-21	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	30	900
28	T-10	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	841
29	T-11	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	27	729
30	T-05	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	26	676
31	T-06	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	26	676
32	T-02	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	25	625
Sum																	1146	42584
N		32																
Correct		19	10	8	12	14	24	13	10	21	14	15	8	10	24	14		
Incorrect		13	22	24	20	18	8	19	22	11	18	17	24	22	8	18		
Total Item Numbers		50																
X		19	10	8	12	14	24	13	10	21	14	15	8	10	24	14		
X²		19	10	8	12	14	24	13	10	21	14	15	8	10	24	14		
XY		628	418	392	488	574	887	558	664	782	579	603	358	422	887	566		
Testing validity																		
r_{xy} value		-0.480	0.581	0.348	0.541	0.658	0.285	0.847	0.475	0.283	0.704	0.593	0.743	0.620	0.285	0.586		
r_{table}		0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338		
Conclusion		Invalid	Valid	valid	Valid	Valid	Invalid	Valid	Valid	Invalid	valid	Valid	Valid	valid	Invalid	Valid		

	42														
Number of valid items	42														
Number of invalid items	8														
Testing Reliability															
P		0.594	0.312	.0.25	0.375	0.437	0.75	0.406	0.312	0.656	0.437	0.469	0.25	0.312	0.75	0.437
Q		0.406	0.682	0.75	0.625	0.563	0.25	0.594	0.688	0.344	0.563	0.531	0.75	0.688	0.25	0.563
p*q		0.241	0.213	0.187	0.234	0.246	0.187	0.241	0.213	0.226	0.246	0.249	0.187	0.213	0.187	0.246
Σpq	10.992														
Vt	48.2148														
Reliability (r_{11})	0.787						$r_{11} > r_{tabel} =$ Reliabel								
Criteria		Unused	Used	Used	Used	Used	Unused	Used	Used	Unused	Used	Used	Used	Used	Unused	Used

No	Code	Item Numbers															Total Score (Y)	Y²
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	T-25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	47	2209
2	T-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	47	2209
3	T-17	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	47	2209
4	T-20	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	47	2209
5	T-16	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	45	2025
6	T-15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	44	1936
7	T-12	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	44	1936
8	T-07	0	1	1	0	1	1	0	0	1	0	1	1	1	0	0	42	1764
9	T-22	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	42	1764
10	T-03	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	41	1681
11	T-01	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	40	1600
12	T-26	0	1	1	0	1	1	1	1	0	1	1	0	0	1	0	40	1600
13	T-08	0	0	0	1	0	1	1	1	0	1	1	0	0	1	0	38	1444
14	T-28	1	0	0	0	1	0	1	1	1	1	0	1	0	1	0	36	1296
15	T-31	0	1	0		1	0	0	0	1	0	1	1	0	0	0	35	1225
16	T-23	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	34	1156
17	T-29	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	34	1156
18	T-19	1	0	0	0	0	0	1	0	0	0	1	0	0	1	1	32	1024
19	T-18	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	32	1024
20	T-14	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	32	1024
21	T-09	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	32	1024
22	T-32	1	0	0	1	0	0	1	0	0	0	1	0	0	1	1	31	961
23	T-27	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	31	961
24	T-30	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	30	900
25	T-04	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	30	900
26	T-13	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	30	900
27	T-21	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	30	900
28	T-10	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	29	841
29	T-11	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	27	729
30	T-05	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	26	676
31	T-06	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	26	676
32	T-02	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	25	625
Sum																	1146	42584
N	32																	
Correct		12	11	10	15	11	14	24	13	11	13	23	15	8	24	12		

Incorrect	20	21	22	17	21	18	8	19	21	19	9	17	24	8	20	
Total Item Numbers	50															
X	12	11	10	15	11	14	24	13	11	13	23	15	8	24	12	
X²	12	11	10	15	11	14	24	13	11	13	23	15	8	24	12	
XY	444	479	444	554	471	579	887	558	475	558	855	625	358	887	495	
Testing validity																
r_{xy} value	0.432	0.806	0.833	0.480	0.730	0.704	0.285	0.847	0.768	0.847	0.313	0.791	0.743	0.285	0.606	
r_{table}	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	
Conclusion	Valid	valid	valid	Valid	Valid	Valid	Invalid	Valid	Valid	valid	Invalid	Valid	valid	Invalid	Valid	
Number of valid items	42															
Number of invalid items	8															
Testing Reliability																
P	0.375	0.344	0.312	0.469	0.344	0.437	0.75	0.406	0.344	0.406	0.719	0.469	0.25	0.75	0.375	
Q	0.625	0.656	0.688	0.531	0.656	0.563	0.25	0.594	0.656	0.594	0.281	0.561	0.75	0.25	0.625	
p*q	0.234	0.226	0.213	0.249	0.226	0.246	0.187	0.241	0.226	0.241	0.202	0.249	0.187	0.187	0.234	
Σpq	10.992															
Vt	48.2148															
Reliability (r_{11})	0.787						$r_{11} > r_{tabel}$ = Reliabel									
Criteria	Used	Used	Used	Used	Used	Used	Unused	Used	Used	Used	Unused	Used	Used	Unused	Used	

No	Code	Item Numbers															Total Score (Y)	Y²
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
1	T-25	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	47	841
2	T-24	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	47	784
3	T-17	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	47	784
4	T-20	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	47	784
5	T-16	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	45	784
6	T-15	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	44	729
7	T-12	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	44	729
8	T-07	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	42	676
9	T-22	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	42	676
10	T-03	1	1	0	0	0	1	0	1	1	1	1	1	0	1	0	41	676
11	T-01	1	0	0	0	1	1	0	1	0	0	0	1	0	0	0	40	625
12	T-26	1	1	0	0	1	1	0	1	1	1	1	0	0	1	0	40	625
13	T-08	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	38	625
14	T-28	0	1	0	0	1	0	0	1	1	1	0	0	0	1	0	36	576
15	T-31	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	35	529

No	Code																	Sum	Sq
16	T-23	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0		34	529
17	T-29	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0		34	484
18	T-19	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		32	441
19	T-18	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0		32	361
20	T-14	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		32	361
21	T-09	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		32	361
22	T-32	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0		31	361
23	T-27	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0		31	361
24	T-30	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0		30	361
25	T-04	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0		30	361
26	T-13	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0		30	324
27	T-21	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		30	324
28	T-10	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0		29	256
29	T-11	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		27	256
30	T-05	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		26	256
31	T-06	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0		26	256
32	T-02	0	0	0	0	1	1	0	0	0	0	1	1	0	0	1		25	225
Sum																		**1146**	**42584**
N		32																	
Correct		14	10	8	8	21	14	8	13	10	11	14	15	8	10	8			
Incorrect		18	22	24	24	11	18	24	19	22	21	18	17	24	22	24			
Total Item Numbers		50																	
X		14	10	8	8	21	14	8	13	10	11	14	15	8	10	8			
X²		14	10	8	8	21	14	8	13	10	11	14	15	8	10	8			
XY		579	433	358	331	717	566	358	542	433	468	564	605	432	433	341			

Testing validity

r_{xy} value	0.704	0.727	0.743	0.462	0.007	0.586	0.743	0.700	0.727	0.701	0.568	0.611	0.368	0.727	0.566	
r table	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	0.338	
Conclusion	Valid	valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	valid	Valid	Valid	valid	valid	Valid	
Number of valid items	42															
Number of invalid items	8															

Testing Reliability

P	0.437	0.312	0.25	0.25	0.656	0.437	0.25	0.406	0.312	0.656	0.437	0.469	0.25	0.312	0.25	
Q	0.563	0.688	0.75	0.75	0.344	0.563	0.75	0.594	0.688	0.344	0.563	0.531	0.75	0.688	0.75	
p*q	0.246	0.213	0.187	0.187	0.226	0.246	0.187	0.241	0.213	0.226	0.246	0.249	0.187	0.213	0.187	
Σpq	10.992															
Vt	48.2148															
Reliability (r_{11})	0.787							$r_{11} > r_{tabel} =$ Reliabel								
Criteria	Used	Used	Used	Used	Unused	Used	Used	Used	Used	Used	Used	Used	Used	Used	Used	

No	Code	Item Numbers					Total Score (Y)	Y^2
		46	47	48	49	50		
1	T-25	1	1	1	1	1	47	841
2	T-24	1	1	1	1	1	47	784
3	T-17	1	0	1	1	1	47	784
4	T-20	1	1	0	0	1	47	784
5	T-16	0	1	1	1	0	45	784
6	T-15	1	1	1	1	0	44	729
7	T-12	1	1	1	0	1	44	729
8	T-07	1	1	0	1	0	42	676
9	T-22	1	0	1	1	0	42	676
10	T-03	1	1	0	0	0	41	676
11	T-01	1	0	0	0	1	40	625
12	T-26	1	1	0	0	0	40	625
13	T-08	1	0	0	0	1	38	625
14	T-28	0	0	0	0	0	36	576
15	T-31	0	0	0	0	1	35	529
16	T-23	0	0	0	0	1	34	529
17	T-29	0	0	0	0	0	34	484
18	T-19	0	0	0	0	1	32	441
19	T-18	0	0	0	0	0	32	361
20	T-14	0	0	0	0	0	32	361
21	T-09	0	0	0	0	0	32	361
22	T-32	0	0	0	0	0	31	361
23	T-27	0	0	0	0	0	31	361
24	T-30	1	0	0	0	0	30	361
25	T-04	0	0	0	0	1	30	361
26	T-13	0	0	0	0	0	30	324
27	T-21	0	0	0	0	0	30	324
28	T-10	0	0	0	0	0	29	256
29	T-11	0	0	0	0	0	27	256
30	T-05	0	0	0	0	0	26	256
31	T-06	0	0	0	0	0	26	256
32	T-02	1	1	1	1	1	25	225
Sum							1146	42584
N		32						
Correct		14	10	8	8	13		
Incorrect		18	22	24	24	19		
Total Item Numbers		50						
X		14	10	8	8	13		
X^2		14	10	8	8	13		
XY		574	422	341	339	466		
Testing validity								
r_{xy} value		0.658	0.620	0.566	0.545	0.336		
r_{table}		0.338	0.338	0.338	0.338	0.338		
Conclusion		Valid	Valid	Valid	Valid	Valid		
Number of valid items	42							
Number of invalid items	8							
Testing Reliability								
P		0.437	0.312	0.25	0.25	0.406		

Q	0.563	0.688	0.75	0.75	0.594	
p*q	0.246	0.213	0.187	0.187	0.241	
Σpq	10.992					
Vt	48.2148					
Reliability (r_{11})	0.787		$r_{11} > r_{tabel} =$ Reliabel			
Criteria	Used	Used	Used	Used	Used	

APPENDIX 7

Pre-Test Instrument

Subject : English

Grade : VIII

Date : May 12th, 2015

Time Allotment : 45 minutes

Name	:
Class	:
Number	:

I. **Write in the letter of the meaning (Indonesian Language) on the right that matches the word on the left.**

1. Calm : …………   a. luas

2. Face : …………   b. tenang

3. Fall : …………   c. dompet

4. Gift : …………   d. kebun

5. Cut : …………   e. jatuh

6. Wide : …………   f. dinding

7. Rubbish : …………   g. wajah

8. Wall : …………   h. hadiah/kado

9. Garden : …………   i. memotong

10. Far : …………..   j. sampah

11. Wallet : …………   k. jauh

II. **Please match the opposite of these words.**

12. High : …………   a. left

13. Thin : …………   b. inside

14. Small : …………   c. big

15. Outside : …………   d. slow

16. Right : …………   e. low

17. Expensive : …………   f. good

18. Fast	: …………	h. fat
19. Bad	: …………	j. cheap
20. Dry	: …………	k. wet

III. Match the words in group A with their meaning in group B!

Group A		Group B
21. father		a. board with a smooth, white surface, often fixed to a wall, on which you can write and draw using special pens
22. run		b. when you move on your feet at a speed faster than walking
23. child		c. an object consisting of a round hollow part and a handle, used for mixing, serving and eating food
24. grandmother		d. a boy or girl from the time of birth until he or she is an adult
25. whiteboard		e. a male parent
26. spoon		f. small animal with long ears and large front teeth
27. bed		g. a building where a car is kept, which is built next to or as part of a house
28. picture		h. the mother of a person's mother or father
29. garage		i. the father of a person's mother or father
30. kitchen		j. a drawing, painting or photograph
31. classroom		k. large rectangular piece of furniture, often with four legs, which is used for sleeping on
32. school		l. a place where children go to be educated
33. telephone		m. a room where food is kept, prepared and cooked and where the dishes are washed
34. rabbit		n. a room in a school or college where groups of students are taught
35. aunt		o. a small animal with fur, four legs, a tail and <u>claws</u> , usually kept as a pet or for catching mice,
36. mouse		p. the sister of someone's father or mother, or the wife of someone's uncle
37. flower		q. a female parent
38. cat		r. a phone
39. mother		s. the part of a plant which is often brightly colored with a pleasant smell such as rose
40. grandfather		t. a small mammal with short fur, a pointed face, and a long tail

APPENDIX 8

Answer Key of Pre-Test

Subject   : English

Grade   : VIII

Date   : May 12th, 2015

Time Allotment : 50 minutes

I. 1. b   6. a   11. h

    2. g   7. j

    3. e   8. f

    4. h   9. d

    5. i   10. k

II. 12. e   17. j

     13. h   18. c

     14. c   19. d

     15. b   20. e

     16. a

III. 21. e   26. c   31. n   36. t

     22. b   27. k   32. l   37. s

     23. d   28. j   33. r   38. o

     24. h   29. g   34. f   39. q

     25. a   30. m   35. p   40. i

APPENDIX 9

Post-Test Instrument

Subject   : English

Grade   : VIII

Date   : May 22nd, 2015

Time Allotment : 45 minutes

Name   : _____

Class   : _____

Number   : _____

I. **Write in the letter of the meaning (Indonesian Language) on the right that matches the word on the left.**

    1. Rubbish   : ………….   a. luas

    2. Far   : ………….   b. tenang

    3. Wallet   : ………….   c. dompet

    4. Gift   : ………….   d. kebun

    5. Garden   : ………….   e. jatuh

    6. Wall   : ………….   f. dinding

    7. Calm   : ………….   g. wajah

    8. Wide   : ………….   h. hadiah/kado

    9. Cut   : ………….   i. memotong

    10. Face   : ………...   j. sampah

    11. Fall   : ………….   k. jauh

II. **Please match the opposite of these words.**

    12. Expensive : ………….   a. left

    13. Fast   : ………….   b. inside

    14. Bad   : ………….   c. big

    15. Dry   : ………….   d. slow

    16. Right   : ………….   e. low

    17. High   : ………….   f. good

18. Thin	: …………	h. fat
19. Small	: …………	j. cheap
20. Outside	: …………	k. wet

III. Match the words in group A with their meaning in group B!

Group A		Group B
21. Telephone		a. when you move on your feet at a speed faster than walking
22. bed		b. the part of a plant which is often brightly colored with a pleasant smell such as rose
23. classroom		c. small animal with long ears and large front teeth
24. grandmother		d. a drawing, painting or photograph
25. child		e. a small mammal with short fur, a pointed face, and a long tail
26. aunt		f. an object consisting of a round hollow part and a handle, used for mixing, serving and eating food
27. mouse		g. a building where a car is kept, which is built next to or as part of a house
28. spoon		h. the mother of a person's mother or father
29. picture		i. the father of a person's mother or father
30. kitchen		j. a small animal with fur, four legs, a tail and claws , usually kept as a pet or for catching mice,
31. mother		k. large rectangular piece of furniture, often with four legs, which is used for sleeping on
32. school		l. a female parent
33. grandfather		m. a room where food is kept, prepared and cooked and where the dishes are washed
34. rabbit		n. a room in a school or college where groups of students are taught
35. Father		o. a boy or girl from the time of birth until he or she is an adult
36. run		p. the sister of someone's father or mother, or the wife of someone's uncle
37. garage		q. a phone
38. cat		r. a male parent
39. flower		s. a board with a smooth, white surface, often fixed to a wall, on which you can write and draw using special pens
40. whiteboard		t. a place where children go to be educated

APPENDIX 10

Answer Key of Post-Test

Subject   : English

Grade   : VIII

Date   : May 22nd, 2015

Time Allotment : 50 minutes

I.   1. j   6. f   11. e

      2. k   7. b

      3. c   8. a

      4. h   9. i

      5. d   10. g

II.   12. j   17. e

      13. d   18. h

      14. f   19. c

      15. k   20. b

      16. a

III. 21. q   26. p   31. l   36. a

      22. k   27. e   32. t   37. g

      23. n   28. f   33. i   38. j

      24. h   29. d   34. c   39. b

      25. o   30. m   35. r   40. s

APPENDIX 11

RESULT OF PRE-TEST AND POST-TEST IN EXPERIMENTAL AND CONTROL GROUP

Number	Experimental Group		Control Group	
	Pre-Test Scores	Post-Test Scores	Pre-Test Scores	Post-Test Scores
1	60	85	60	65
2	62.5	90	62.5	60
3	55	65	65	70
4	72.5	80	72.5	75
5	57.5	65	65	65
6	65	85	65	65
7	57.5	82.5	67.5	70
8	75	80	62.5	72.5
9	72.5	82.5	60	65
10	80	95	67.5	70
11	50	75	85	90
12	55	60	65	67.5
13	75	80	62.5	70
14	67.5	72.5	65	67.5
15	65	70	67.5	75
16	72.5	75	65	70
17	62.5	80	65	65
18	57.5	65	65	77.5
19	52.5	60	55	60
20	67.5	75	65	77.5
21	62.5	70	60	70
22	72.5	75	62.5	65

23	67.5	80	72.5	75
24	77.5	90	62.5	65
25	52.5	85	57.5	80
26	62.5	80	75	80
27	62.5	87.5	62.5	67.5
28	67.5	75	60	70
29	67.5	80	65	75
30	75	80	70	75

APPENDIX 12

LESSON PLAN

(EXPERIMENTAL GROUP)

School : SMP Negeri 3 Ungaran

Subject : English

Class/Semester : VIII/2

Time Allocation : 4 x 40' (2 meetings)

Theme : Vocabulary

I. Standard Competence
Membaca
11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lngkungan sekitar.

II. Basic Competence
11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. Indicators
1. Students are able to memorize some difficult words in the text given
2. Students are able to comprehend the meaning of the text.

IV. Learning Material
First Meeting
➢ Teacher give students the first text entitled "Two Sisters and the Cat" then students list the vocabulary

Two Sisters and the Cat

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a **condominium** in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson **saw** tears in her eyes. "**What's the matter?**" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to **bury** him". She began to cry again. Mrs. Wilson was very sad because she **knew** her sister loved the cat very much. **Suddenly** Mrs.. Wilson said "I can bury your cat in my garden in Duncan and you can come and **visit** him sometimes." Mrs. Smith **stopped** crying and the two sisters had tea together.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She **put on** her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson **took** the shopping bag and **walked** to the bus stop. She **waited** a long time for the bus so she **bought** a newspaper. When the bus arrived, she **got** on the bus, **sat down** and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus **arrived** at her bus stop, she **got off** the bus and walked for about two minutes. Suddenly she remembered she had **left** the shopping bag on the bus.

➢ List of Vocabulary

Words	Parts of Speech	Meaning	Description
Condominium	N	Apartemen	US an apartment building in which each apartment is owned separately by the people living in it
What's the matter?	N	Ada apa?	What's happened? What's wrong?
Bury	V	Mengubur	To put a dead body into the ground
Suddenly	Adverb	Tiba-tiba	Quickly and unexpectedly
Visit	V	Mengunjungi	To go to a place in order to look at it
Got off	V	Meninggalkan	To leave a place
Saw	V	Melihat	To be conscious of what is around you by using your eyes
Began	V	Memulai	To start to be …
Knew	V	Mengetahui	To have information in your mind
Stopped	V	Berhenti/berakhir	To finish doing something that you were doing
Put on	V	Meletakkan	Put
Took	V	Mengambil	To remove something especially without permission
Walked	V	Berjalan	To move along by putting one foot in front of the other
Waited	V	Menunggu	To allow time to

			go by, especially while staying in one place without doing very much, until someone comes, until something that you are expecting happens
Bought	V	Membeli	To get something by paying money for it
Got	V	Mendapatkan	To obtain, buy or earn something
Sat down	V	Duduk	To move your body so that the lower part of it is resting on a seat or on the ground
Left	V	Pergi meninggalkan	To go away from someone or something
Arrived	V	Tiba	To reach a place, especially at the end of a journey

Second Meeting
➢ Teacher give students the first text entitled "Rabbit and Bear" then students list the vocabulary

Rabbit and Bear
Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a **good shot**. In contrary, the bear is always **clumsy** and could not use the **arrow** to good **advantage**.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit **feared** to **arouse** the bear's anger so he could not **refuse** it. He **consented** and **went** with the bear and shot enough buffalo to **satisfy** the hungry family. **Indeed** he shot and **killed** so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very **gluttonous** and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry

it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. **The youngest child** was very kind to the rabbit. He was very **hearty** eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it **outside** with him and **pretended** to play ball with the meat. He **kicked** toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

> List of Vocabulary

Words	Parts of Speech	Meaning	Description
Good	N	Baik/bagus	Very satisfactory, enjoyable, interesting
Shot	N	Tembakan	A kick, hit or throw of the ball which is intended to score points in cricket
Clumsy	N	Canggung	Awkward in movement or manner
Arrow	N	Anak panah	A weapon that is like a long thin stick with a sharp point at one end and often feathers at the other
Advantage	N	Keuntungan/manfaat	A condition giving a greate chance of success
Feared	N	Ketakutan	To be frightened of something or someone
Arouse	V	Membangunkan	To cause someone to have a particular feeling
Refuse	V	Menolak	To say that you will not do or accept something
Consented	V	Menyetujui	To agree to do something
Satisfy	V	Memuaskan	To please

			someone by giving them what they want or need
Indeed	N	Tentu saja	Really or certainly
Gluttonous	N	Rakus	Eating and drinking more than you need
The youngest child	N	Anak kecil	Little child
Hearty	N	Dengan sepenuh hati	Enthusiastic, energetic, and often loudly expressed
Outside	Adverb	Diluar	Not inside a building
Pretended	V	Berpura-pura	To behave as if something is true when you know that it is not
Kicked	V	Menendang	To hit someone or something with the foot

V. Technique/Method of Study
- Lecture
- Discussion
- Question and answer

VI. Steps of Learning Activity
First Meeting
a. Opening
1. The teacher greets the students
2. The teacher check the students' attendance list
3. The teacher asks some questions related to the material will be addressed

b. Main activities
1. The teacher asks the students to make a group, each group divided into 4 students
2. The teacher give the first text entitled "*Two Sisters and the Cat*" to the group, then students discuss about the text
3. The teacher asks the students to analyze the difficult word in the text then figure out the meaning of the text
4. Each group present the difficult word in front of the class
5. The teacher compare the students' answer with the dictionary
6. The students take note the words and make a sentence using those words
7. The teacher checks students' work

  c. Closing
   1. The teacher asks the students whether they find difficulties during the lesson or not
   2. The teacher concludes the lesson
   3. The teacher greets the students to close the lesson

Second Meeting
a. Opening
 1. The teacher greets the students
 2. The teacher check the students' attendance list
 3. The teacher asks the students the previous lesson
 4. The teacher asks some questions related to the material will be addressed

b. Main activities
 1. The teacher asks the students to make a group, each group divided into 4 students
 2. The teacher give the second text entitled "*Bear and Rabbit*" to the group, then students discuss about the text
 3. The teacher asks the students to analyze the difficult word in the text then figure out the meaning of the text
 4. Each group present the difficult word in front of the class
 5. The teacher compare the students' answer with the dictionary
 6. The students take note the words and make a sentence using those words
 7. The teacher checks students' work

c. Closing
 1. The teacher asks the students whether they find difficulties during the lesson or not
 2. The teacher concludes the lesson
 3. The teacher greets the students to close the lesson

VII. Source/Media of the Study
- Internet
- Text book
- Cambridge dictionary

VIII. Evaluation
Part 1
Match the words in group A with their meaning in group B!

Group A		Group B
1. Shopping		a. the flat surface of a room on which you walk
2. sister		b. printed document consisting of news reports, articles, photographs and advertisements

3. newspaper		c. the activity of buying things from shops
4. house		d. a small animal with long ears and large front teeth, which moves by jumping on its long back legs
5. cry		e. a girl or woman who has the same parents as another person
6. floor		f. to produce tears as the result of a strong emotion, such as unhappiness or pain
7. blood		g. an outer piece of clothing with sleeves which is worn over other clothes, usually for warmth
8. rabbit		h. a building which people, usually one family
9. garden		i. the red liquid that is sent around the body by the heart,
10. coat		j. piece of land next to and belonging to a house, where flowers and other plants are grown

Part 2
Please write the synonym of these words!
1. Good :
2. Happy :
3. Fast :
4. Fat :
5. Slow :
6. Strong :
7. Refuse :
8. Accept :
9. Get :
10. Find :

Answer :
Part 1
1. c   6. a
2. e   7. i
3. b   8. d

4. h
5. f

9. j
10. g

Part 2
1. fine
2. satisfy
3. Quickly
4. Overweight
5. unhurried

6. Powerful
7. Reject
8. Receive
9. Grab
10. Catch

Scoring Guidance

Indicator of the Evaluation	Number of Questions	Score for Each Number	Max Score
1. Students are able to match the words with their meaning.	10	1	10
2. Students are able to change the words in the brackets correctly.	10	1	10
Students' Max Score			$\frac{20}{2} \times 100$

Semarang, May 2015

English Teacher,

Researcher,

Maria Anastasia R.M, Amd

NIP. 196205081984032012

Fitria Ayu Meiningsih

NIM. 2201411048

APPENDIX 13

LESSON PLAN

(CONTROL GROUP)

School : SMP Negeri 3 Ungaran

Subject : English

Class/Semester : VIII/2

Time Allocation : 4 x 40' (2 meetings)

Theme : Vocabulary

I. Standard Competence
Membaca
11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lngkungan sekitar.

II. Basic Competence
11.3 Merespon makna dan langkah dalam esei pendek sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. Indicators
1. Students are able to memorize some difficult words in the text given
2. Students are able to comprehend the meaning of the text.

IV. Learning Material
First Meeting
➢ Teacher give students the first text entitled "Two Sisters and the Cat" then students list the vocabulary

Two Sisters and the Cat

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a **condominium** in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson **saw** tears in her eyes. "**What's the matter?**" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to **bury** him". She began to cry again. Mrs. Wilson was very sad because she **knew** her sister loved the cat very much. **Suddenly** Mrs.. Wilson said "I can bury your cat in my garden in Duncan and you can come and **visit** him sometimes." Mrs. Smith **stopped** crying and the two sisters had tea together.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She **put on** her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson **took** the shopping bag and **walked** to the bus stop. She **waited** a long time for the bus so she **bought** a newspaper. When the bus arrived, she **got** on the bus, **sat down** and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus **arrived** at her bus stop, she **got off** the bus and walked for about two minutes. Suddenly she remembered she had **left** the shopping bag on the bus.

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Visit	V	Mengunjungi
Got off	V	Meninggalkan
Saw	V	Melihat
Began	V	Memulai
Knew	V	Mengetahui
Stopped	V	Berhenti/berakhir
Put on	V	Meletakkan
Took	V	Mengambil
Walked	V	Berjalan
Waited	V	Menunggu
Bought	V	Membeli
Got	V	Mendapatkan
Sat down	V	Duduk
Left	V	Pergi meninggalkan
Arrived	V	Tiba

Second Meeting
> Teacher give students the first text entitled "Rabbit and Bear" then students list the vocabulary

Rabbit and Bear

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a **good shot**. In contrary, the bear is always **clumsy** and could not use the **arrow** to good **advantage**.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit **feared** to **arouse** the bear's anger so he could not **refuse** it. He **consented** and **went** with the bear and shot enough buffalo to **satisfy** the hungry family. **Indeed** he shot and **killed** so many that there was lots of meat left after the bear and

his family had loaded themselves and packed all they could carry home.

The bear was very **gluttonous** and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. **The youngest child** was very kind to the rabbit. He was very **hearty** eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it **outside** with him and **pretended** to play ball with the meat. He **kicked** toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

➢ List of Vocabulary

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Arrow	N	Anak panah
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Feared	N	Ketakutan
Arouse	V	Membangunkan
Refuse	V	Menolak
Consented	V	Menyetujui
Satisfy	V	Memuaskan
Indeed	N	Tentu saja
Gluttonous	N	Rakus
The youngest child	N	Anak kecil
Hearty	N	Dengan sepenuh hati
Outside	Adverb	Di luar
Pretended	V	Berpura-pura
Kicked	V	Menendang

V.   Technique/Method of Study
-   Lecture
-   Discussion
-   Question and answer

VI.   Steps of Learning Activity
First Meeting
a. Opening
   1. The teacher greets the students
   2. The teacher check the students' attendance list

3. The teacher asks some questions related to the material will be addressed
b. Main activities
1. The teacher give the first text entitled "*Two Sisters and the Cat*" to the group
2. The teacher asks the students to fill in the gaps in text
3. The teacher compare the students' answer with the dictionary
4. One of the students in each group read the text
5. The teacher checks students' work
c. Closing
1. The teacher asks the students whether they find difficulties during the lesson or not
2. The teacher concludes the lesson
3. The teacher greets the students to close the lesson

VII. Second Meeting
a. Opening
1. The teacher greets the students
2. The teacher check the students' attendance list
3. The teacher asks the students the previous lesson
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1. The teacher asks the students whether they find difficulties during the lesson or not
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VIII. Source/Media of the Study
- Internet
- Text book
    4. Evaluation
Part 1
Please write the synonym of these words!
1. Good   :
2. Happy :
3. Fast   :

4. Fat   :
5. Slow   :
6. Strong :
7. Refuse :
8. Accept :
9. Get   :
10. Find   :

Part 2

Fill in the gaps in this text!

Once upon a time, there was (1)…… who was very powerful and rich. But he was always unhappy, because he felt ill all time. No doctors knew how to cure him, not did any medicine do him good.

(2)….., he called all his wise men to his place and asked them what to do. ”There is only one way.” said a very old man.” If you can find a happy man, take his shirt and wear it, you will be soon cured.”

So, the king (3)……. his men to search for all the happy men. They (4)……. all over the country, but they could not find one. There was nobody who (5) …… completely satisfied. If a man was rich and healthy, he had a bad wife. Everybody had something to complain of.

The men were very tired of their long search, and (6) ….. not know when to go home. Just as they (7) …… worrying about that, they saw (8) …… who was singing merrily while he was at work.

”(9) ……’’ they asked the man. ”Yes, I am as happy as a lark, “answered the man.

”Give us your shirt, said the men.’’ We’ll give you as much many money as you need.’’

’’Alas!’’ cried the workman, ’’(10) ….. is dirty.’’

Answer :
Part 1

1.	fine	6.	Powerful
2.	satisfy	7.	Reject
3.	Quickly	8.	Receive
4.	Overweight	9.	Grab
5.	Unhurried	10.	Catch

Part 2

1.	a king	6.	Did
2.	one day	7.	Were
3.	sent	8.	a poor workman
4.	travelled	9.	Are you happy?
5.	was	10.	My shirt

Scoring Guidance

Indicator of the Evaluation	Number of Questions	Score for Each Number	Max Score
3. Students are able to match the words with their meaning.	10	1	10
4. Students are able to change the words in the brackets correctly.	10	1	10
Students' Max Score			$\dfrac{20}{2} \times 100$

Semarang, May 2015

English Teacher,   Researcher,

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APPENDIX 14

DOCUMENTATION

Try Out Group-VIIID	
The students paid attention the instruction before doing the try-out test.	The students of try out class did the try out test.
Control Group-VIII C	
The students of control group did the pre test	The students of control groups did the post test

The students paid attention to teacher`s explanation carefully

Researcher explained the material by interactive cloze strategy

Experimental Group-VIII A

The students of experimental group did the pre test

The students of experimental group did the post test

The student wrote her idea on whiteboard

One of student's idea that written on whiteboard using vocabulary self-collection strategy