

**THE INFLUENCE OF USING THINK PAIR SHARE TECHNIQUE  
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE  
FIRST SEMESTER OF THE EIGHTH GRADE OF MTS  
MAKKAH KARTAJAYA WAY KANAN LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis  
Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree**

**By**

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## ABSTRACT

### THE INFLUENCE OF USING THINK PAIR SHARE TECHNIQUE TOWARD STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTS MAKKAH KARTAJAYA WAY KANAN LAMPUNG IN ACADEMIC YEAR OF 2017/2018

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Vocabulary is a component of language that should be mastered by the students. Vocabulary mastery means master the meaning and using them in the context. The students' vocabulary mastery at MTs Makkah Kartajaya Way Kanan have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 54.3% of the students who got the score under 72 as the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied think pair share technique in teaching vocabulary. Thus, the objective of this research is to know whether there is influence of using think pair share technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan Lampung in academic year of 2017/2018.

This research was used quasi experimental design with the treatments that was held in three meeting. The population of this research was students of MTs Makkah Kartajaya Way Kanan Lampung at the first semester. This research was used cluster random sampling technique in taking sample. The sample was two classes VIII A and VIII C which consisted of 44 students. The test was used to get the data about students' vocabulary mastery. The test was multiple choice tests consist of 40 items after validity. After giving pre-test and post-test, SPSS V.16 was used to analyze the data to compute independent sample t-test.

Based on the data analysis computed by using SPSS V.16, it was obtained that Sig. = 0.001 and  $\alpha = 0.05$ . It means  $H_0$  is accepted because Sig. <  $\alpha = 0.001 < 0.05$ . Therefore, there is a significant influence of using Think Pair Share Technique toward students' vocabulary mastery in the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan Lampung.

**Keywords:** *Think Pair Share Technique, Vocabulary Mastery, Experimental Research Design.*



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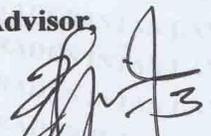
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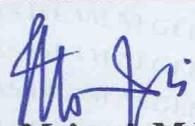
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful.” (Q.S Al Baqarah: 31)<sup>1</sup>

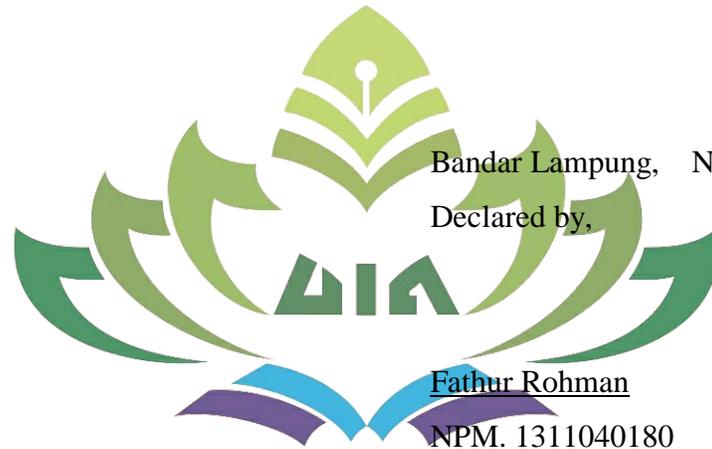


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<sup>1</sup> Mushaf Al-Firdaus (Tangerang: Al-Fadhilah, 2010) p 6

## DECLARATION

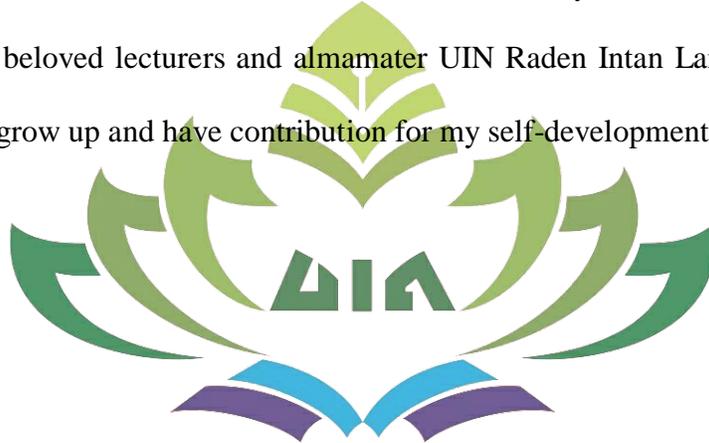
I hereby stated that this thesis entitled “The Influence of Using Think Pair Share Technique toward Students’ Vocabulary Mastery at the First Semester of the Eighth Grade of MTs Makkah Kartajaya Way Kanan Lampung in Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledge in this thesis.



## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

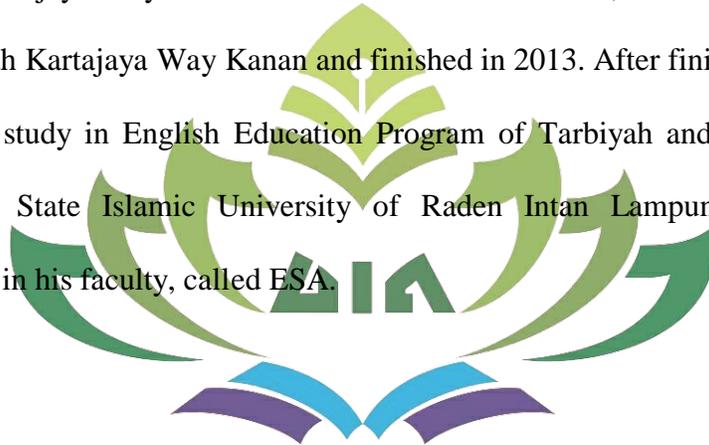
1. My beloved parents Mr. Sukarmin and Mrs. Parni who always pray, support and guide me to be successful in my study and my life.
2. My beloved brothers and sisters Samsudin, Guntur Hartoyo Romadhon Siti Rohani, Sarna and also to Inas Nafisah who always motivate me to succeed.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contribution for my self-development.



## **CURRICULUM VITAE**

Fathur Rohman was born on January 15<sup>th</sup> 1995 in Negara Ratu North Lampung. He is the third child of Sukarmin and Parni. He has one sister whose name was Siti Rohani and two brothers whose names are Samsudin and Guntur Hartoyo Romadon.

He began his study at Elementary school at SD N 1 Negara Batin Way Kanan and finished in 2007. After that, he continued his school at Junior High School at MTs Makkah Kartajaya Way Kanan and finished in 2010. Then, he continued his study at MA Makkah Kartajaya Way Kanan and finished in 2013. After finishing his study, he decided to study in English Education Program of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung. He joined an association in his faculty, called ESA.



## ACKNOWLEDGEMENT

Praise be to Allah, the Most Gracious and the Most Merciful, the Most Beneficent for His blessing and mercy given to me during his study and completing this thesis. Then, peace be upon the great messenger prophet Muhammad SAW.

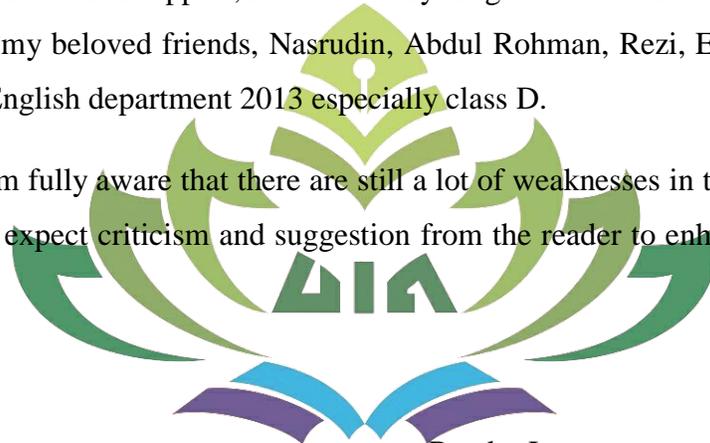
This thesis entitles “The Influence of Using Think Pair Share Technique Toward Students Vocabulary Mastery at the First Semester of the Eighth Grade of MTs Makkah Kartajaya Way Kanan Lampung in Academic Year of 2017/2018” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a partial fulfillment of the requirements to obtain S-1 degree.

Then, I would like to thank the following people for their ideas, time and guidance for this thesis:

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10. All my beloved friends, Nasrudin, Abdul Rohman, Rezi, Elmi and all friends in English department 2013 especially class D.

Finally, I am fully aware that there are still a lot of weaknesses in this thesis. For this, I truthfully expect criticism and suggestion from the reader to enhance the quality of the thesis.



Bandar Lampung,  
The researcher,

2018

Fathur Rohman  
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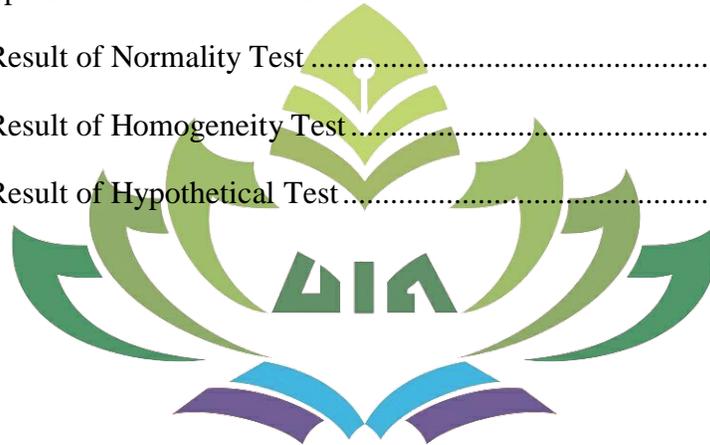
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is the most important thing in communication. Brown says that language is more than system of communication. It involves whole person, culture, educational, development communication process.<sup>1</sup> Language is used to communicate between one each other, to transfer information, to feel from one person to other.

There are so many languages that can be used for communicating. Usually every country has their own language that is used for communicating, English is one of them. English as the international languages is one of the languages that has to be mastered by people in the world, especially for people who want to go abroad or to have relation to the international business. In Indonesia, English has been used as the foreign language and learnt in every level of education such as Elementary School, Junior High School, Senior High School even in University.

English has four basic skills; they are listening, speaking, reading and writing. Speaking and writing are productive skills and reading and listening are receptive

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<sup>1</sup>H. Douglas Brown, *Teaching by Principle. An Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco: Longman, 2001), p.34

skills. Besides the language skills, English also has some language aspects that should be learned to support students in learning English. They are grammar, pronunciation and vocabulary.

Among these language skills and language aspects, vocabulary is the most important one. Vocabulary plays very vital role in language learning. It can be seen an advice from Wilkins, who says without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>2</sup> It means that vocabulary is the important role in mastering a language for learning a foreign language.

Wilkins summed up the importance of vocabulary learning, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”<sup>3</sup> It means that learning vocabulary is more important than learning grammar because someone will still know what he wants to talk although he does not talk with good grammar. In other hand, we need to learn vocabulary because all of ideas and feelings will be easy if we express it by words.

Vocabulary is also one of the most important elements in language. It is an essential component of all aspects of language and a crucial component in requiring and understanding language. We cannot speak or write well if we do not

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<sup>2</sup>Scott Thornbury. *How to Teach Vocabulary* (Harlow: Longman,2002), p.13

<sup>3</sup>*Ibid*, p.13

master it. The language learners should have background knowledge about vocabularies, which means that they can recognize the word, recognize the meaning and they must be able to use each word both oral and written contextually.

Vocabulary is about words, where they come from, how they change, how they relate to each other and how we use them to view the world.<sup>4</sup> According to Elfrida and Michael, vocabulary is the knowledge of meanings of words.<sup>5</sup> It means that vocabulary is the knowledge of the change, the meaning and the use of words.

By seeing the explanations above, it can be concluded that vocabulary is the knowledge of the word of a language that should be learnt, because vocabulary is the most important aspect in learning a language. Unfortunately, the fact is not as same as the expectation. Based on preliminary research which was conducted at MTs Makkah Kartajaya Way Kanan on January 7<sup>th</sup> 2017 by interviewed the teacher and the students, it got the information that the students often felt difficult in learning English because of their vocabulary mastery and most of the students were still difficult to say words with correct pronunciation. The teacher also stated that students' vocabulary mastery was still low. The students were still difficult to recognize the meaning of word because they do not know many words in English.

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<sup>4</sup>Laurie Bauer. *Vocabulary* (London: Routledge, 1998), p.viii

<sup>5</sup>Elfrida H. Hiebert and Michael L. Kamil. *Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates Publisher,2005), p.3

Because of that, they had difficulty when they did their final test in last semester.<sup>6</sup>

The students' vocabulary score was given. The score of the students is presented in **table 1.1**

**Table 1.1**  
**The Students' Vocabulary Score at the Seventh Grade of MTs Makkah**  
**Kartajaya Way Kanan in the Academic Year of 2016/2017**

No	Class	Students' Score		Number of Class
		<72	≥72	
1	VII 1	14	9	23
2	VII 2	11	13	24
3	VII 3	13	10	23
<b>Total</b>		<b>38</b>	<b>32</b>	<b>70</b>
<b>Percentage</b>		<b>54.3%</b>	<b>45.7%</b>	<b>100 %</b>

*Source: Document of the English Teacher in MTs Makkah Way Kanan*

Based on the table 1.1 above, there were 32 students of the 70 students who passed the test based on criteria of minimum mastery (KKM) and there were 38 students who failed. In this case, the students' score of KKM in MTs Makkah Kartajaya Way Kanan is 72 and there are many students who got score under 72. It was found out that the total number of students who got difficulty in vocabulary is 38 students out of 70 students. It meant that students who felt difficulty in vocabulary were 54.3% and it could be inferred that the achievement of the students in English subject was relative low.

To support the data explained before, the students also interviewed. By interviewing the students, it got a result that the students were interested in

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<sup>6</sup>Dodi Saputra, English Teacher in MTs Makkah Kartajaya, January 7th, an interview

learning English but they often faced the difficulties in learning English because of their vocabulary mastery.

The students stated that they often faced difficulties in learning vocabulary because they did not know the meaning and were still difficult to pronounce the vocabulary. They also felt bored in learning English especially in learning vocabulary not only because they had minimum vocabulary mastery but also the teacher used monotonous technique in teaching vocabulary. The teacher only spoke formally in front of class, gave some explanation and after that the teacher asked the students to translate and memorize the vocabulary given.<sup>7</sup>

Based on the problem above, think pair share technique will be used as an alternative technique for teaching vocabulary to the students. Think pair share is a cooperative learning technique that helps students give meaning to the information they receive.<sup>8</sup> Think pair share allows students to engage in individual and small group thinking a few minutes before they are asked to answer questions and then pair their thought with the group and then share it with the whole class. Therefore, through this technique students have possibility to collect some new words.

To prove that technique is effective to be used it can be seen at the previous studies. The first research has been done by Afrilianti, she conducted a research at

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<sup>7</sup>Mike Jian, a student in MTs Makkah Kartajaya, January 7th, an interview

<sup>8</sup>Donna E. Walker. *Strategies for Teaching Differently* (California: Corwin Press, 1998), p.32

the first grade junior high school of Rejotangan Tulungagung in 2014 showed that using TPS technique can improve the students' reading comprehension.<sup>9</sup>

The second research has been done by Sanjani in her thesis entitled Improving Students' Speaking Ability Using Think Pair Share or Cooperative Learning for The 8<sup>th</sup> Grade Students of MTSN Karangmojo in the Academic Year of 2011/2015. In the end of the thesis she said that the students made a better improvement in their speaking ability after being thought by using Think Pair Share.<sup>10</sup>

In this case, think pair share technique will be used in teaching English especially to improve the students' vocabulary mastery. Therefore, a research entitled The Influence of Using Think Pair Share Technique towards Students' Vocabulary Mastery at the first Semester of the Eighth Grade of MTs Makkah Kartajaya Way Kanan in Academic Year of 2017/2018 is conducted.

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<sup>9</sup>Afrianti, *The Effectiveness of Using Think Pair Share Strategy to Improve Students' Reading Comprehension of the First Grade at MTSN Aryojeding Rejotangan Tulungagung 2013/2014*, (Tulungagung: Tulungagung State Institute for Islamic Studies, 2014)

<sup>10</sup>Erlina Dewa Sanjani, *Impriving Students's Speaking Ability Using Think Pair Share of Cooperative Learning for the 8th Grade Students of MTSN Karangmojo in the Academic Year of 2014/2015* (Yogyakarta: Yogyakarta State University, 2015)

## **B. Identification of the Problem**

Based on the background of study, it was identified the problem as follows:

1. The students' vocabulary mastery was still low.
2. The teacher used monotonous technique in teaching vocabulary.
3. The students were still difficult to recognize the meaning of the words.

## **C. Limitation of the Problem**

Based on the identification of the problem, this research focused on the influence of using Think Pair Share technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan in the academic year of 2017-2018. Vocabulary here are the nouns and adjectives. The limitation these kinds of vocabulary are because of the appropriateness with the syllabus.

## **D. Formulation of the Problem**

The problem was formulated as follows:

Is there any influence of using Think Pair Share technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan in the academic year of 2017-2018?

### **E. Objective of the Research**

Based on the formulation of the problem, the objective of the research is:

To know whether there is any influence of using Think Pair Share technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan in the academic year of 2017/2018.

### **F. Uses of the Research**

#### 1. Theoretically

To support previous theories about the influence of using think pair share technique toward students' vocabulary mastery.

#### 2. Practically

- a. It is expected that the result of this research can improve the way how the English teacher teaches especially in teaching vocabulary by using think pair share technique.
- b. It is hoped that it can make the students are interested in learning vocabulary.
- c. It is hoped that the result of this research will be useful for the teachers to improve the knowledge of the other lesson about teaching by using think pair share technique in their way.

## **G. Scope of the Research**

### 1. Subject of the research

The subject of the research was the students at the eighth grade of MTs Makkah Kartajaya Way Kanan.

### 2. Object of the research

The objects of the research were the use of think pair share and students' vocabulary mastery.

### 3. Place of the research

The research was conducted at MTs Makkah Kartajaya Way Kanan.

### 4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theories

##### 1. Concept of Teaching English as a Foreign Language

Teaching is a process done by the teacher to share their knowledge, experience and material preparation the aim of teaching can be reached. Teaching can be defined as providing opportunities for students to learn. However, students may not always learn what the teacher intends to teach about they may also learn notion which teacher does not intend them to learn.

Teaching is never simply a matter of transferring an idea from teacher or textbook or activity into pupil's mind. It is about creating opportunities for pupil to work on their understandings to engage with new information or interpretations in a way that supplements or challenges their existing concepts or frameworks.<sup>11</sup> It means that in teaching and learning process the teacher should find the way to interact the students.

Teaching also the systematic activity which included many components cannot be separated, but it has to be run together dependently. For example, it is necessary for having a good management in teaching. It should be considered

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<sup>11</sup> Susan Briendly. *Teaching English* (New York: Routledge, 2005), p. 49

about ability of the teacher in managing the class, his skill and also the professionalism of the teacher so that teaching goal can be achieved. Teaching also means guiding and facilitating learner, enabling the learner to learn, setting the condition for learning. Our understanding of how the learners learn will determine our philosophy of education teaching style, approach, methods and classroom technique.

English is used in many countries either as a mother tongue, second language and foreign language. English as a native language or mother tongue refers to a child's first language, the language learned in the home from older family members.<sup>12</sup> Second language is a language that not mother tongue but they use at work or at school while English as a foreign language means English is taught by people whose main language is not English and they do not use English to communicate in society.

In Indonesia, teaching English is teaching a foreign language and has little opportunity to use their English in real life situation. Teaching a foreign language is to provide the students with the skills which enable to communicate orally with speaker of other nations who also learn this language.

Based on the explanations above, it can be concluded that in teaching English as a foreign language the teacher should be able to make the students

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<sup>12</sup> Dörthe Bühmann and Barbara Trudell, *Mother Tongue Matters: Local Language as a Key to Effective Learning* (Paris: UNESCO, 2008) p. 6

interested in learning English. Because teaching a foreign language is not easy, the learner should learn new vocal and new word different with their first language.

## 2. Vocabulary

### a. Concept of Vocabulary

When we learn about English, learners will be introduced to divide language into four skills: listening, speaking, reading and writing then to add grammar, vocabulary, and phonology to them as components of language.<sup>13</sup> Vocabulary is one of the most important things in learning English. According to Kamil and Hiebert, vocabulary is set of words for which we know the meaning and also that an individual can use when speaking, reading, writing and listening.<sup>14</sup> Vocabulary is the collection of words that an individual knows.<sup>15</sup> It means that vocabulary is lists of words of a language that someone has.

Usually learning a word is learning about new words and searching the meaning of them. Words come in two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the

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<sup>13</sup> Lynne Cameron. *Teaching Language to Young Learners*, (New York: University Press, 2001), p. 17

<sup>14</sup> Elfrida H. Hiebert and Michael M. Kamil. *Teaching and Learning Vocabulary Bringing Research to Practice*, (LEA) (New Jersey London: Mahwah, 2005), p. 3

<sup>15</sup> Caroline. T. Linse, *practical English language teaching young learner*, (New York: McGraw Hill, 2005), p. 121

meaning is known when we write or read silently. Knowledge of words also comes in two forms: receptive and productive. Receptive vocabulary is that set of words for which an individual can assign the meaning when listening or reading. While the productive vocabulary is the set of word that an individual can use when writing or speaking.<sup>16</sup> The more vocabulary the students have, the bigger possibility to have a skill to use the language.

A research shows that learners at beginning level should be taught a huge number of productive words at least 2000 high frequency words as a threshold level. This number is the words which often used by English native speaker in daily conversation.<sup>17</sup> Nation shows three main frequency levels of high frequency, mid frequency, and low-frequency words as follows:<sup>18</sup>

**Tabel 2.1 Frequency Level**

<b>Level</b>	<b>1000 word family lists</b>
High Frequency	1000-2000
Mid Frequency	3000-9000
Low Frequency	10,000 on

If the students' vocabulary is limited, they will find some difficulties in using English for communication. Vocabulary becomes one of the requirements for people to speak a language, we will find difficult to express something without vocabulary. Thornbury says, “without grammar very little

<sup>16</sup> *Ibid*, p. 3

<sup>17</sup>Iwan Kurniawan, “Measuring EFL Students’ Vocabulary Size: Why and How”. IAIN Raden Intan Lampung. Vol 9 (1), 2016, p. 91.

<sup>18</sup>Paul Nation, *The Vocabulary Test*. Internet Resources. [www.uvictoria.c.nz/.../vocabulary\\_size test\\_Information](http://www.uvictoria.c.nz/.../vocabulary_size_test_information).

can be conveyed, without vocabulary nothing can be conveyed”.<sup>19</sup> We can still understand the language even if we less in grammar. But, the language will tell us nothing, if we do not know anything about vocabulary.

We can assume that vocabulary is used to build a language, it is a basic element in communication. Therefore, learning vocabulary plays an important role in understanding the language whether it is used in written or spoken. We need vocabulary to communicate. When we want to talk, if we have limited vocabulary, so we will be difficult to convey something. That is why vocabulary called as an important part of learning language, no language exists without vocabulary.

According to explanation above, it can be concluded that vocabulary is one of the components of a language. Vocabulary can be defined as knowledge of meanings of words, which it comes in two forms receptive and productive. Receptive vocabulary is that set of words for which an individual can assign the meaning when listening or reading and productive vocabulary is the set of the word that an individual can use it when writing or speaking. Vocabulary is used to build a language and as a basic element in communication.

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<sup>19</sup> Scott Thornbury. *How to Teach Vocabulary* (Essex: Person Educational Limited, 2002), p. 3

## b. Concept of Vocabulary Mastery

In learning a new language, vocabulary is one of the crucial language components that language learner have to master. According to Richard and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>20</sup> It is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

Mastery is a term that all educators use and understand well or simply reaching a certain level of understanding of particular content. Whereas competence represents the ability to apply what has been mastered. Mastery as comprehensive knowledge or skill in particular subject or activity. In another word, mastery refers to having great skill at something or total dominance over something. Vocabulary and mastery are part of a set in learning vocabulary, mastery is clearly shown by learners' ability in expressing vocabulary that known with understanding.

Based on the explanation above, it can be assumed that vocabulary mastery is the understanding of knowledge of words. Vocabulary mastery means master the meaning and using them in the context. In this research,

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<sup>20</sup> Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice* (New York: Cambridge University Press, 2002), p 255

the researcher focused on student's vocabulary mastery in nouns and adjectives.

### c. Concept of Teaching Vocabulary

In teaching vocabulary, it does not only explain about meaning but also illustrating and presenting the vocabulary. Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.<sup>21</sup> Relating to the vocabulary teaching, the teacher has to be careful in selecting the vocabulary that he or she will teach. Cameron says that vocabulary teaching can be focused to help learners to build up a knowledge of words in ways that will enable them to use the language efficiently and successfully.<sup>22</sup> More vocabularies the learners have, more chances they master the language.

McCarten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.<sup>23</sup> It means that in learning vocabulary the students should be practicing the use of the word. In teaching vocabulary, the students will know that some words seem easier to

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<sup>21</sup> Douglas Brown, *Teaching by Principles an Interacctive approach to Language Pedgogy Second Edition* (San Fransisco: Longman, 2001), p. 8

<sup>22</sup> Lynne Cameron, *Op. Cit.*, p.75

<sup>23</sup> Jeanne McCarten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom* (New York: Cambridge University Press, 2007), p. 21

learn than others. Some factors that make some words more difficult than others are:

- 1) Pronunciation; research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- 2) Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- 3) Length and Complexity; long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.
- 4) Grammar; also problematic is the grammar associated with the word especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explicar* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explain me the lesson*.
- 5) Meaning; when two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point, you *make* a breakfast and *make* an *appointment*, but you *do* the *housework* and a *questioner*,

word with multiple meanings, such as since still, can also be troublesome for learners.

- 6) Range, Connotation, and Idiomatic; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.<sup>24</sup>

Teacher should be able more attention to the teaching and learning English vocabulary to children as the learners. The teacher should choose and apply some teaching technique, strategy or media which are suitable for the students' needs based on the curriculum.

The teacher should decide how to teach vocabulary in the class. According to Thornbury, here are the five of factors that have related on teaching set of words be considering by the teacher:

- 1) The level of the learners, it means that the learners should be placed according to their level of language mastery, such as beginners, intermediate, or advanced. Consequently, the teacher should be able to give the material which is suitable to their level of knowledge.

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<sup>24</sup> Scott Thornbury, *Loc. Cit.*, pp. 27-28

- 2) The learners are likely familiar with words, it means that even though some words are not a part of active vocabulary, the learners may have met them before.
- 3) The difficulties of item, it describes whether they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
- 4) Their teaching ability, this shows whether, for example, they can be easily explained or demonstrated.
- 5) Whether item are being learned for production (in speaking and writing) or for recognition only (in listening and reading).<sup>25</sup>

In addition, the students have different levels and teachers encourage their students to gain success in learning the language. The method or technique can motivate them on teaching language. There are so many ways on teaching vocabulary mostly English teacher uses. Such as technique, game, media, etc. Teacher knows that in presenting the new vocabulary, the English teacher cannot give the students list of words, but they should be creative to manage and introduce the words with a good and appropriate way. The purpose of learning vocabulary is to make students understand the meaning of words. To understand means not only to memorize a number of words but also to use them in a sentence and daily activity.

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<sup>25</sup> Scott Thornbury, *Op. Cit.*, pp. 75-76

Based on the whole of statements above, it can be concluded that in teaching vocabulary, it does not only the explanation of meaning, but also illustrating and present the vocabulary. In teaching vocabulary, the students will know that some words seem easier to learn than others. Some factors that make it more difficult than others are; pronunciation, spelling, length and Complexity, grammar, meaning, range, connotation, and idiomatic. There are the five of factors that have related on teaching set of words be considering by the teacher; the level of the learners, the learners are likely familiar with words, the difficulties of the item, their teaching ability and whether items are being learned for production or for recognition only.

#### **d. Types of vocabulary**

There are many kinds of vocabulary, according to Thornbury says that vocabulary includes in the category of word classes.<sup>26</sup> Word classes are subdivisions of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of their formation and their use in sentences. There are eight main word classes in English, such as:<sup>27</sup>

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<sup>26</sup> *Ibid*, p.3

<sup>27</sup> John Easwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), 3

## 1) Nouns

According to Dykes, the word 'noun' comes from the Latin *nomen* meaning 'name'. A noun is the name of a thing. Everything that exist has a name, whether you can see it or not (that exist in our minds, like hope, beauty).<sup>28</sup>

## 2) Verb

The word 'verb' comes from the Latin *verbum* meaning 'word'. Verbs are doing, being or having words.<sup>29</sup> Sentences are complete only if they contain both a subject and a verb. The verb is part of backbone of any sentence joining the noun or subject as one of two absolutely necessary elements of a complete sentence.<sup>30</sup>

## 3) Adjective

The word 'adjective' is form Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something.<sup>31</sup> Adjectives describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns.

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<sup>28</sup>Barbara Dykes, *Op. Cit.*, p. 22

<sup>29</sup>Barbara Dykes, *Op. Cit.*, p. 41

<sup>30</sup>Phyllis Dutwin, *Op. Cit.*, p. 30

<sup>31</sup>*Ibid*, p. 53

#### 4) Adverb

Based on Sargeant, adverbs are words that tell you more about verbs, adjective and other adverbs.<sup>32</sup> Use such adverbs as *quickly, all day, one week, tomorrow, every night, soon, etc.* Adverbs normally follow the verb, there are three basic types of adverb such as *adverbs of manner, adverbs of time* and *adverb of place*.

#### 5) Preposition

The word 'preposition' is from the Latin word *propositio* meaning 'placed- before' or 'in front of'. It shows a relationship to something.<sup>33</sup> According to Sargeant, prepositions are words that show a connection between other words.<sup>34</sup> Common preposition include: *between, inside, near, for, like, after, of, by, in, at, on, over, in front of, beside, etc.*<sup>35</sup>

#### 6) Conjunction

This word is from the Latin *con* meaning 'together' and *jungere* meaning 'to join'. A conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence.<sup>36</sup>

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<sup>32</sup>Howard Sargean, *Op. Cit.*, p. 95

<sup>33</sup>Barbara Dyke, *Grammar for Everyone* (Victoria: Acer Press, 2007), p.71

<sup>34</sup>Howard Sargeant, *Basic English Grammar* (United State of America: Saddleback Educational Publishing, 2007), p.101

<sup>35</sup> Phyllis Dutwin, *English Grammar Demystified* (New York: Mc Graw Hill, 2010), p.44

<sup>36</sup> Barbara Dykes, *Op. Cit.*, p. 73

### 7) Determiner

According to Sargeant, determiners or noun signals are special adjectives used before nouns. There are many kinds of determiners such as demonstrative determiners, quantifying determiners, interrogative determiners, possessive determiners, etc.<sup>37</sup>

### 8) Pronoun

The word 'pronoun' comes from the Latin *pronomem* meaning 'for a noun'. As the world implies, pronouns are words that we use in *place of* nouns. The following words are common pronouns for one person or thing: *I, you, he, she, it, me, her, him*. And for more than one person or thing: *we, you, they, us, them*.<sup>38</sup>

This research focused in teaching nouns and adjectives because they are the most important part of descriptive text that was suitable in the syllabus. In addition, adjectives may function as the described nouns.

### e. Concept of Nouns

According to Dykes, the word 'noun' comes from the Latin *nomen* meaning 'name'. A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. Here are some types of nouns such as:

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<sup>37</sup> Howard Sargeant, *Op. Cit.*, p. 44

<sup>38</sup> Barbara Dykes, *Op. Cit.*, pp. 35-38

## 1) Common Nouns

Words for people, place and things are called common nouns.

These are names of everyday things that we can see, hear or touch.

a) These common nouns are words for things.

Ruler, chair, train, bus, computer, dictionary, lamp, ladder, etc

b) These common nouns are words for animals. Notice that special names for young animals are included.

No	Animal	Its young	No	Animal	Its young
1	Dog	Puppy	5	Sheep	Lamb
2	Cat	Kitten	6	Goat	Kid
3	Cow	Calf	7	Frog	Tadpole

c) These common nouns are words for places.

Bank, air port, hotel, library, park, museum, farm, mall, zoo, etc

d) These common nouns are words for people who do certain things.<sup>39</sup>

Singer, athlete, lawyer, farmer, brother, fiend, pilot, etc

## 2) Proper Nouns

The words 'proper' comes from the French word *propre* meaning one's own.<sup>40</sup> The names of particular people, places and things are proper nouns. They always begin with a capital letter.<sup>41</sup>

a) These people's names are proper nouns :

Harry Potter, Mom, Dad, Santa Clause, Uncle David, Dr Lee, etc.

<sup>39</sup>Howard Sargeant, *Op. Cit.*, p.7-8

<sup>40</sup>Barbara Dykes, *Op. Cit.*, p. 23

<sup>41</sup>Howard Sargeant, *Op. Cit.*, p. 8

- b) The names of the days of week and the months of the year are proper nouns.

Days of the week ( Monday until Sunday ), Months (January, February until December)

- c) The names of the special days and celebrations are also proper nouns.

New Year's Day, Mother's Day, Valentine's Day, Memorial Day, Halloween, Christmas, Ramadhan, etc

- d) The names of famous places, buildings, and monuments are proper nouns. Taj Mahal, the Great Wall of China, the Statue of Liberty, the Eiffel Tower, the Grand Canyon, the Sydney Opera House, etc.

- e) The names of people who live in a particular country are also proper nouns.<sup>42</sup>

No	Country	People
1	Afghanistan	Afghans
2	Australia	Australians
3	Britain	British
4	China	Chinese

### 3) Countable Nouns

Countable nouns can be singular or plural: book(s), hotel(s), boat(s), boy(s), job(s), mile(s), piece(s), dream(s). We use countable

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<sup>42</sup>*Ibid.*, p. 9

nouns for separate, individual things such as books and hotels, things we can count. Many countable nouns are concrete; table(s), car(s), shoe(s). But some are abstract: situation, idea.

#### 4) Uncountable Nouns

Uncountable nouns are neither singular nor plural: water, Sugar, salt, music, electricity, money. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.<sup>43</sup>

#### 5) Collective Nouns

Collective nouns are name for group of things, animal or people which go together. Example; society, team, police, people, etc.

#### 6) Concrete Nouns

A concrete noun represents something that can be seen, touched, tasted, heard, or smelt. Example; laptop, man, car, etc

#### 7) Abstract Nouns

Abstract nouns form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that can be touched. Example; beauty, intelligence, conversation, etc.

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<sup>43</sup> John Easwood., *Op. Cit.*, p. 179

According on explanation above, it can be concluded that there are many types of noun it includes common nouns, proper nouns, countable nouns, uncountable nouns collective nouns concrete nouns and abstract nouns.

#### f. Concept of Adjectives

The word 'adjective' is form Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something.<sup>44</sup> Adjectives describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns. There are many kinds of adjectives there are:

- 1) Some adjectives tell about the size of people or things.  
 a big house a long bridge tiny feet  
 a large army a high mountain big hands
- 2) Some adjectives tell about the color of things.  
 a red carpet a gray suit a brown bear  
 a white swan an orange balloon green peppers
- 3) Some adjectives tell what people or things are like by describing their quality.  
 a beautiful woman a young soldier a flat surface  
 a poor family a kind lady a cold winter

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<sup>44</sup>*Ibid*, p. 53

4) Some adjectives tell what things are made of. They refer to substances.

a paper bag a metal box a glass door

a cotton shirt a silk dress a concrete road

5) Some adjectives are made from proper nouns of place. These adjectives

are called adjectives of origin.

a Mexican hat a British police officer

the French flag a Filipino dress

According on explanation above, it can be concluded that there are many types of adjectives its includes tell about sizes, about the colors, about what people or things are like by describing their quality, tell what things are made and some adjectives are made from proper nouns of place. These adjectives are called adjectives of origin.

### 3. Concept of Think Pair Share Technique

Think Pair Share is a cooperative learning technique that helps students give meaning to the information they receive.<sup>45</sup> In addition, Kagan says that think pairs share technique is a technique that the students think to themselves on the topic provided by the teacher, they pair up with the other students to discuss it, than they share their thought with the class.<sup>46</sup>

<sup>45</sup> Donna E. Walker. *Strategy for Teaching Differently* (California: Corwin Press Inc, 1998), p. 32

<sup>46</sup> Spencer Kagan, *Cooperative Learning the Structural Approach* (Annual Summer Institute: Kagan Publishing, 1990), p. 14

Think pair share technique is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitation or discussion needs to be held in the whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other.

According to Kagan that think pair share is a very powerful frame for sequencing three structures technique that has created by Lyman.<sup>47</sup> It provides students with the opportunity to think a few minutes carefully, discuss with the pair and talk about what they've learned to the whole of the class.

This technique is best to use after introducing students to a new topic. TPS allows the teacher to check the students' level of understanding before moving deeper into the subject matter. It also gives students an opportunity to apply what they are learning, thus making your content more meaningful. Finally, TPS provides a safe opportunity for students to make mistakes or answer incorrectly without being penalized by losing points because they did not recognize knowledge gaps in their learning.<sup>48</sup>

Based on the explanation above, it can be concluded that think pair share is a kind of cooperative learning technique for teaching and learning process that can

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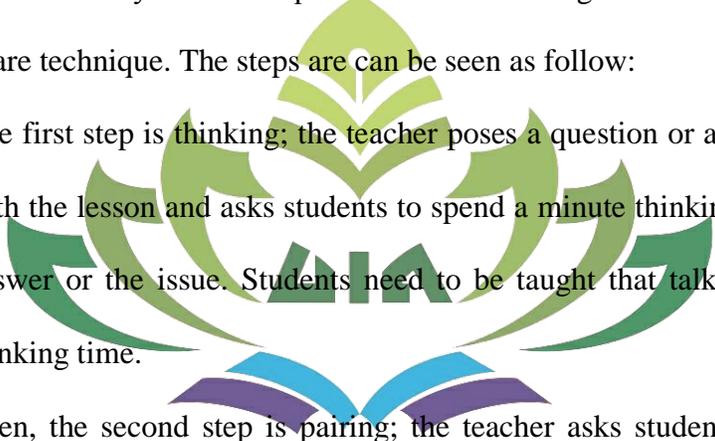
<sup>47</sup> Spencer Kagan, *Cooperative Learning* (San Clamente: Kagan Publishing, 2009), p. 14.8

<sup>48</sup> Adam Barragato, *Think Pair Share and Variations, An Effective Implementation Guide for Active Learning and Assessment* (Faculty Center for Innovative Teaching, Central Michigan University, 2015), p. 2

be used by asking the students to work individually to think of the answer to a question posed by the teacher, then work in pairing to discuss the answer and finally share what they have been talking about with the whole class.

#### **4. Procedure of Teaching Vocabulary through Think Pair Share Technique**

The whole patterns of think pair share technique are divided into three steps, which are thinking, pairing and sharing. In this research, the researcher will use Suprijono's theory about the procedures of teaching vocabulary by using think pair share technique. The steps are can be seen as follow:

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- a. The first step is thinking; the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.
  - b. Then, the second step is pairing; the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, the teacher allows no more than five minutes for pairing.
  - c. The last step is sharing; in this final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to

simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.<sup>49</sup>

Based to explanation above, it can be concluded that in teaching vocabulary by using think pair share technique is divided into three steps; the first is thinking; the teacher poses a question or an issue associated with the lesson, ask the students to thinking alone. The second is pairing, the teacher asks students to pair off and discuss what they have been thinking about the lesson. The last steps is sharing, the teacher asks the pairs to share what they have been talking about with the whole class.

## 5. Concept of Translation Technique

Molina and Albir defined translation techniques as procedures to analyze and classify how translation equivalence works. They have five basic characteristics:

- a. They affect the result of the translation
- b. They are classified by comparison with the original
- c. They affect micro-units of text
- d. They are by nature discursive and contextual.
- e. They are functional.<sup>50</sup>

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<sup>49</sup> Agus Suprijono, *Cooperative Learning, Revised Edition* (Pustaka Pelajar: Yogyakarta, 2016), p.110

<sup>50</sup> Lucía Molina and Amparo Hurtado Albir. *Translation Techniques Revisited: A Dynamic and Functionalist Approach XLVII, Vol. 4* (Universitat Autònoma de Barcelona: Barcelona, 2002), p. 509

It means translation technique is a technique of how the processing in changing one language to other in order to get the equivalent meaning and can be understood in the target language.

Translation techniques can also be defined as a way to transfer the meaning from the source language to target language is based on a micro unit (word, phrase or clause or in sentences), which influence the result of the translation.<sup>51</sup> Translation technique is called as the realization of the decision, making process, where the product of translation can be identified on the translation result.

Based on explanation above, it can be concluded that translation technique is the procedure to analyze and classify the way of equivalence can happen and as a way to transfer the meaning from the source language to target language is based on a micro unit of the word.

## 6. Procedure of Teaching Vocabulary through Translation Technique

Language teacher may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen and Freeman.

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<sup>51</sup> Tira Nur Fitria, *Translation Technique of English to Indonesian Subtitle in Doraemon "Stand by Me" Movie*, Yogyakarta: Muhammadiyah University of Surakarta, 2005, p. 3

- a. The class read a text written in a target language.
- b. Students translate the passage from the target to their first language.
- c. The teacher asks students in their native language if they have any question and the teacher answer the questions in their native language.
- d. Students translate new word from the target language to their mother tongue.
- e. Students are given a grammar rule and based on the example they apply the role by using new words.
- f. Students memorize vocabulary.
- g. The teacher asks students to state the grammar role.
- h. Students memorize the role of grammar.<sup>52</sup>

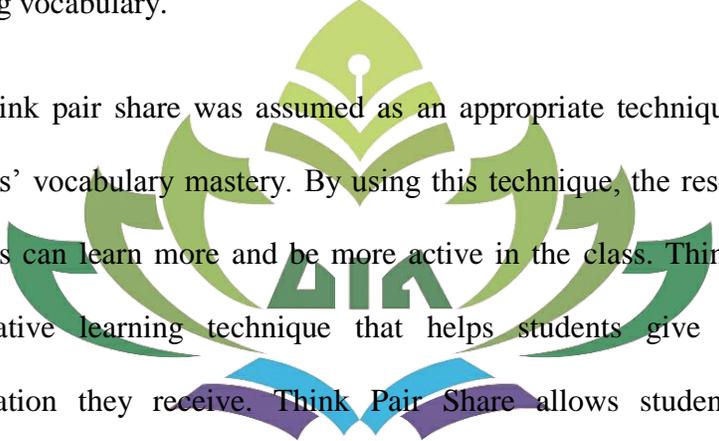
## **B. Frame of Thinking**

Vocabulary is one aspect of language which is important in learning a language because vocabulary carries the meaning which is used in communication. Without mastering vocabulary well, the learner cannot communicate well to the other people. In teaching and learning English, teaching vocabulary is the most important. The objective of teaching vocabulary is not only memorizing the list of the word, but also the learners have to be understood the meaning of word, how to pronounce the word well and how to use the word in the sentence.

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<sup>52</sup> Diana Larsen and Freeman, *Technique and Principle in Language Teaching* (Oxford: Oxford University Press, 2000), p.15-17

In teaching vocabulary, the teacher should give chance to the students to be active and the teacher must increase and make the students be fun when learned vocabulary because vocabulary is not easy for the students to remember especially for foreign language students. The teacher should have the ability to choose the appropriate technique in teaching and learning process to obtain the goal of teaching and learning. The use of the interesting technique is necessary to motivate the students to learn. There are many kinds of technique in teaching and learning vocabulary.



Think pair share was assumed as an appropriate technique to improve the students' vocabulary mastery. By using this technique, the researcher hopes the students can learn more and be more active in the class. Think Pair Share is a cooperative learning technique that helps students give meaning to the information they receive. Think Pair Share allows students to engage in individual and small group thinking a few minutes before they are asked to answer questions and then pair their thought with the group and then share it with the whole class. Therefore, through this technique student have possibility to collect some new words.

Based on the explanation above, it believed that using think pair share technique can increase the students' vocabulary mastery, because there are many elements in this technique, such as; fun, enjoyment and cooperative. The

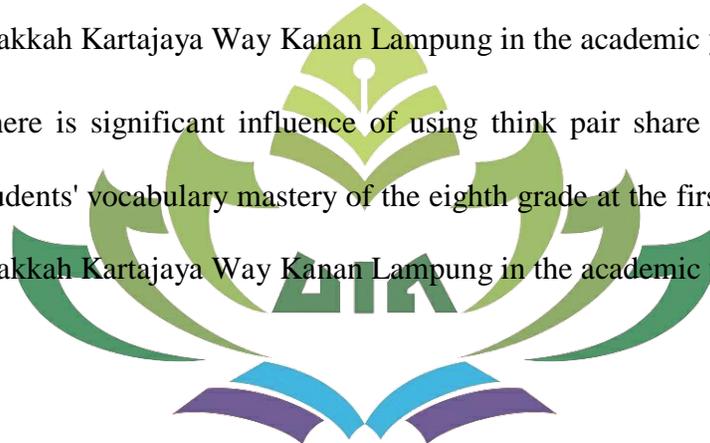
students' vocabulary mastery will be increased by the process and steps in this technique.

### C. Hypotheses

Based on the frame of theories and frame of thinking mentioned above, it proposed the hypotheses as follows:

Ho There is no significant influence of using think pair share technique towards students' vocabulary mastery of the eighth grade at the first semester of MTs Makkah Kartajaya Way Kanan Lampung in the academic year of 2017/2018

Ha There is significant influence of using think pair share technique towards students' vocabulary mastery of the eighth grade at the first semester of MTs Makkah Kartajaya Way Kanan Lampung in the academic year of 2017/2018



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used experimental research. Experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research, there is treatment. According to Muijs, experimental designs typically compare two or more groups, one of which (the experimental group) receives the experimental treatment, while the other (the control group) does not.<sup>53</sup> This research was used quasi experimental design. Creswell states that quasi experiments include assignment, but not a random assignment of the participant to the group. The variety of quasi experimental design can be divided into two main categories, they are post-test only design and pre-test-pos-test design.<sup>54</sup>

This research applied pre-test-post-test group design. We can apply the pre-test and posttest design approach to a quasi-experimental design. The researcher assigned each groups the experimental and control, administered a pre-test to both groups, conducted treatment activities with the experimental group only,

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<sup>53</sup> Daniel Muijs, *Doing Quantitative Research in Education* (New Delhi: SAGE Publications India Pvt Ltd, 2004), p. 32

<sup>54</sup> John W. Crswell, *Educational Reaearch: Planning, Conducting and Evaluating Quantitative and Qualitative Research 4<sup>th</sup> Edition* (Boston: Pearson Education, 2012), p. 303

and then administered a posttest to assess the differences between the two groups.<sup>55</sup> The research design can be presented as follows:

**Table 3.1**  
**Pretest and Posttest Design**

<b>Select Control Group</b>	Pre-Test	No Treatment	Post-Test
<b>Select Experimental Group</b>	Pre-Test	Treatment	Post-Test

This research used two classes as the sample of this research that consists of experimental class and control class. The experimental class was taught by using think pair share technique as a treatment whereas in the control class was taught by using translation technique. In this research, the students were given pretest to both classes before the treatment to know the students' early achievement in vocabulary mastery. Then posttest was given to know their vocabulary mastery after the treatment is done only to the experimental class while the control class by using translation technique. The pre-test and post-test were conducted for experimental class and control class.

## **B. Variable of Research**

According to Sugiono, variable is something that can be an object of research to get the information of everything about it and can be concluded.<sup>56</sup> In addition Arikunto said that variable is the object of research or a central in the

<sup>55</sup> *Ibid*, p.310

<sup>56</sup> Sugiono, *Motode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2014), p. 38

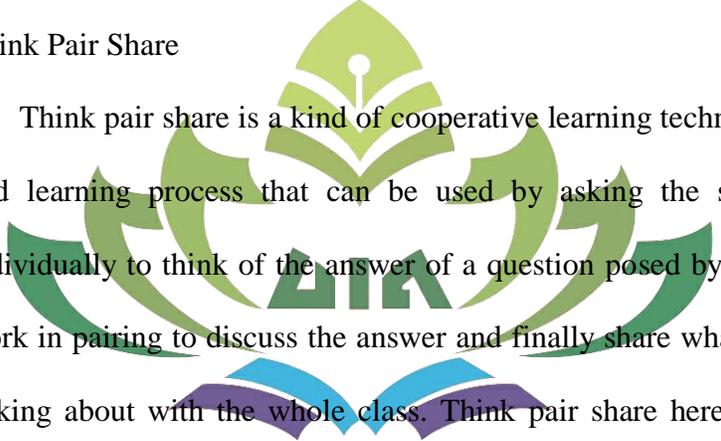
research.<sup>57</sup> It means that variable is all of something that can be resource of object that we get information in our research and to know the influence after giving treatment for target research.

There are two variables of this research, they are:

1. The independent variable (X) is think pair share technique
2. The dependent variable (Y) is the students, vocabulary mastery

### C. Operational Definition of Variable

#### 1. Think Pair Share



Think pair share is a kind of cooperative learning technique for teaching and learning process that can be used by asking the students to work individually to think of the answer of a question posed by the teacher, then work in pairing to discuss the answer and finally share what they have been talking about with the whole class. Think pair share here is used to teach vocabulary at MTs Makkah Kartajaya Way Kanan.

#### 2. Students Vocabulary Mastery

Vocabulary mastery is the understanding of knowledge of a list or a set of word. Vocabulary mastery means mastery the meaning and using them in the context. Student's vocabulary mastery here is mastery in nouns and adjectives.

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<sup>57</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 161

## D. Population, Sample and Sample Technique

### 1. Population

According to Arikunto, population is all of research subjects.<sup>58</sup> It is supported by Nawawi in Margono states that population is all the objects of research consist of human, animal, plants or events as a source of data that have a characteristic in a research.<sup>59</sup> The population of this research was all the students of eighth grade of MTs Makkah Kartajaya Way Kanan at the first semester in the academic year of 2017/2018.

### 2. Sample of the Research

According to Arikunto, sample is several or representation of the population researched.<sup>60</sup> Fraenkel adds that sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>61</sup> Based on the population above, the researcher took two classes as the sample of the research.

### 3. Sampling Technique

In this research, cluster random sampling was used because the population is in groups and the sample from a group or a class was taken where one class as a control class and one other class as experimental class.

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<sup>58</sup> *Ibid.* p. 173

<sup>59</sup> Margono, *Metode Penelitian Pendidikan* (Jakarta: Rinneka Cipta, 2010), p. 118

<sup>60</sup> Suharsimi Arikunto, *Op. Cit.*, p. 131

<sup>61</sup> Jack R. Fraenkel, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), p. 105

The lottery was used to determine the sample. There were three procedures to take the classes as sample:

- a. The first, all the classes of the eighth grade is written on some small pieces of paper. Then, the small pieces of paper was rolled and put into a bottle.
- b. The second, the bottle was shaken, which was jump out in the first time it would be a control class and which was jump out in second it would be experimental class

#### **E. Data Collecting Technique**

In collecting the data, it used a test. They were pre-test and post-test.

##### **1. Pre-test**

A pretest provided a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. Pre-test was conducted before treatment.<sup>62</sup> It means that pre-test was done to know the students ability before treatment. The pre-test was done in control class and experimental class, it was written form by giving students multiple choices test.

##### **2. Post-test**

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.<sup>63</sup> It means that post-test

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<sup>62</sup> John W. Crswell, *Op. Cit.*, p. 297

<sup>63</sup> *Ibit.*p. 297

was conducted after treatment. Post-test was used to know the effect of the treatments toward the students' vocabulary mastery after given the treatment. The post-test was given to control class and experimental class after receiving the treatment.

#### F. Instrument of the Research

The instrument of this research will be the test. Multiple choice questions will be used in this research as a tool for testing vocabulary. According to Thornburry, multiple choice tests are the popular way of testing vocabulary.<sup>64</sup> The number of test instruments is the least amount but sufficient to measure the variables of the research.<sup>65</sup> It can be assumed that the number of instruments that will be used to collect the data should not be much but already includes all the criteria needed to measure the variable of the research in this case was testing vocabulary

There are three aspects of vocabulary, word formation, word meaning and word use.<sup>66</sup> Most vocabulary test target only one or two aspects of word knowledge.<sup>67</sup> In this research was used word meaning and word use as the aspects of the vocabulary test while the type of vocabulary was nouns and adjectives.

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<sup>64</sup> Scott Thornburry, *How to Teach Vocabulary*, (Essex: Person Education Limited. 2002) p. 130

<sup>65</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2012), P.160

<sup>66</sup> Nation. *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press. 2001) P 41

<sup>67</sup> Scott Thornburry, *Op. Cit.*, p. 130

Nouns and adjectives were selected because they were the most important parts of descriptive text that was suitable with the syllabus. The test will consist of 50 items with four alternative options a, b, c and d. The specification of vocabulary test can be seen in table below:

**Table 3.2**  
**The Specification of Test for Try Out Test**

Aspect	Type of Vocabulary	Contribution	Total
Word Meaning	Nouns	1,2,3,4,5,6,7,8,17,18,19,20,21,22,23,24,	15
	Adjective	31,32,33,34,35,36,37,38,39,40,41,42,43,44,45	15
Word Use	Nouns	9,10,11,12,13,14,15,16,25,26,27,28,29,30	15
	Adjective	46,47,48,48,50,51,52,53,54,55,56,57,58,59,60	15
Total		60	60

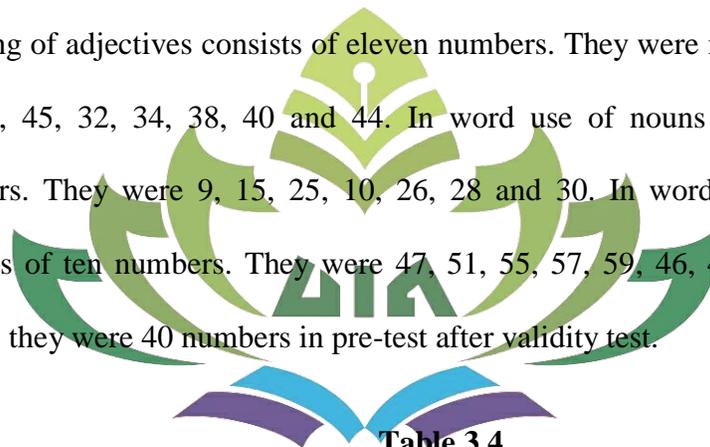
Based on the table 3.2 above, the word meaning of nouns consists of fifteen numbers. They were number 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, and 24. The word meaning of adjectives consists of fifteen numbers. They were number 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45.

In word use of nouns consists of fifteen numbers. They were 9, 10, 11, 12, 13, 14, 15, 16, 25, 26, 27, 28, 29 and 30. In word use of adjectives consists of fifteen numbers. They were 46, 47, 48, 48, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59 and 60. Hence, they were 60 numbers in pre-test and posttest before validity test.

**Table 3.3**  
**The Specification of Test for Pre-test**

Aspect	Type of Vocabulary	Contribution	Total
Word Meaning	Nouns	3,5,7,17,19,21,23,4,6,18,20,22	12
	Adjective	31,35,37,39,41,45,32,34,38,40,44	11
Word Use	Nouns	9,15,25,10,26,28,30	7
	Adjective	47,51,55,57,59,46,48,52,56,60	10
Total		40	40

Based on the table 3.3 above, the word meaning of nouns consists of twelve numbers. They were number 3, 5, 7, 17, 19, 21, 23, 4, 6, 18, 20 and 22. The word meaning of adjectives consists of eleven numbers. They were number 31, 35, 37, 39, 41, 45, 32, 34, 38, 40 and 44. In word use of nouns consists of seven numbers. They were 9, 15, 25, 10, 26, 28 and 30. In word use of adjectives consists of ten numbers. They were 47, 51, 55, 57, 59, 46, 48, 52, 56 and 60. Hence, they were 40 numbers in pre-test after validity test.



**Table 3.4**  
**The Specification of Test for Posttest**

Aspect	Type of Vocabulary	Contribution	Total
Word Meaning	Nouns	9,15,25,10,31,35,37,39,41,52,56,60	12
	Adjective	4,6,18,20,22,47,51,55,57,59,23	11
Word Use	Nouns	21,45,32,34,38,40,44	7
	Adjective	3,5,7,17,19,26,28,30, 46,48	10
Total		40	40

Based on the table 3.4 above, the word meaning of nouns consists of twelve numbers. They were number 9, 15, 25, 10, 31, 35, 37, 39, 41, 52, 56 and 60. The word meaning of adjectives consists of eleven numbers. They were number 4, 6,

18, 20, 22, 47, 51, 55, 57, 59 and 23. In word use of nouns consists of seven numbers. They were 21, 45, 32, 34, 38, 40 and 44. In word use of adjectives consists of ten numbers. They were 3, 5, 7, 17, 19, 26, 28, 30, 46 and 48. Hence, they were 40 numbers in posttest after validity test.

## **G. Research Procedure**

There are three steps in conducting this research. They are:

### **1. Planning**

#### **a. Determining the subject of the research**

The subject of this research was the students at the first semester of the eighth grade of MTs Makkah Kartajaya in the academic year of 2017/2018.

#### **b. Preparing the try-out**

Try-out test for pre-test and post-test was prepared. The total number of test was 60 questions. Then, the test items were evaluated to get good items that would be given in pre-test and post-test.

#### **c. Preparing Pre-test**

The pre-test was prepared that would be given to the students before having treatment. The test instrument was taken based on the questions selected from try out test.

#### **d. Determining the material to be taught**

The material was determining based on syllabus. This research was focus on the vocabulary in descriptive text

e. Preparing the Post-test

In this research, a kind of test (called post-test) was prepared that would be given to the students. The post-test would be given to know the students' vocabulary mastery after being given the treatment.

## 2. Application

After making the planning, the research procedure was applied based on the planning. There were some steps in doing this research:

a. Try-out test

This test was multiple choices consisted of 60 questions with 4 options (A, B, C, and D). Try-out test was given in try out class to evaluate and to know is the test item has valid and reliable before use to pre-test and post-test.

b. Pre-test.

This test was multiple choices with 4 options (A, B, C, and D). The total number of the test items would be determined by the validity and reliability analysis of the try out.

c. Treatment

The treatment by using think pair share technique was given in experimental class. It was three treatments.

d. Post-test

This test was multiple choices with 4 options (A, B, C, and D). The total number of the test items was determined by the validity and reliability analysis of the try out.

### 3. Reporting

The last point that should be done in the research procedure was reporting.

There were three steps which should be done in reporting. There were:

- a. Analyzing the data received from try-out test.
- b. Analyzing the data received from pre-test and post-test.
- c. Making a report on the findings.

### H. Scoring System

The score of pre-test and post-test was calculated by using the following formula:

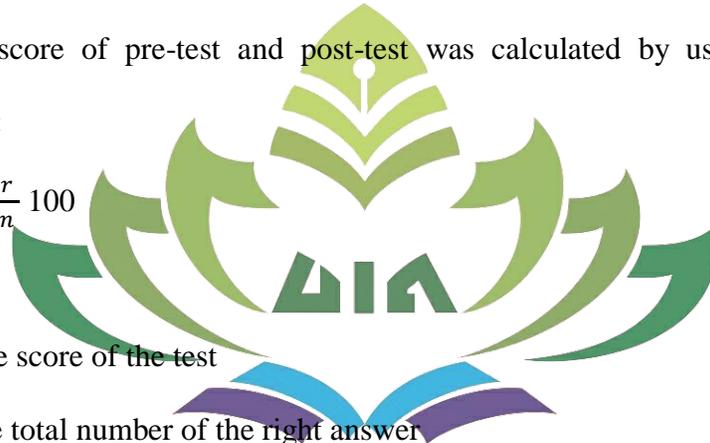
$$S = \frac{r}{n} 100$$

Notes:

$S$  : The score of the test

$r$  : The total number of the right answer

$n$  : The total items<sup>68</sup>



### I. Validity and Reliability

To know whether the test is good or not, some criteria should be considered.

The criteria of a good test were validity (content validity and construct validity) and reliability.

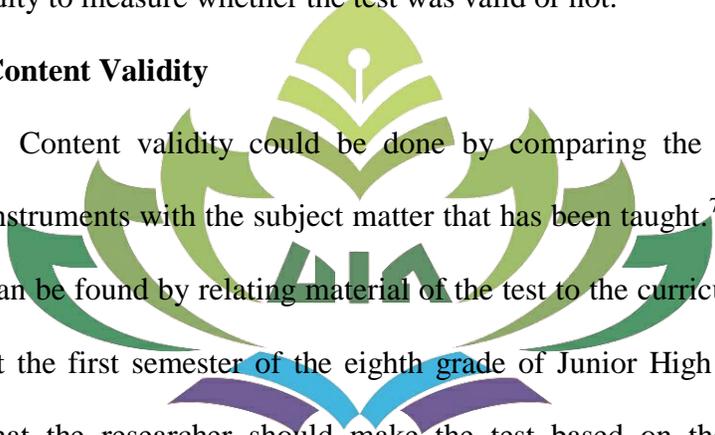
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<sup>68</sup> Selviza Mutiandari, *The Influence of Using PWIM toward Students Vocabulary Mastery at the First Semester of the Eighth Grade of SMPN 1 Talang Padang in the Academic Year of 2015/2016* (Lampung, IAIN Raden Intan Lampung, 2015) p. 59

## 1. Validity

Validity is a matter of relevance. A good test is test that has validity. The test can be said valid if the instrument item can be used to measure should be measured.<sup>69</sup> In addition Ary says that validity was defined as the extent to which an instrument measured what it claimed to measure.<sup>70</sup> It means that a test is valid if the test can really test what needs to be tested correctly. The researcher analyzed the test from content, construct validity and internal validity to measure whether the test was valid or not.

### a. Content Validity



Content validity could be done by comparing the contents between instruments with the subject matter that has been taught.<sup>71</sup> Content validity can be found by relating material of the test to the curriculum and syllabus at the first semester of the eighth grade of Junior High School. It means that the researcher should make the test based on the curriculum and syllabus that still uses in the school especially for eighth grade of MTs Makkah Way Kanan.

### b. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. It means that the test can measure what needs to be measured.

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<sup>69</sup> Sugiono, *Op. Cit.*, p. 121

<sup>70</sup> Donal Ary, *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2006) p. 225

<sup>71</sup> Sugiono, *Op. Cit.*, p. 129

The test items should really measure the students' vocabulary mastery. If the instruments measure of vocabulary, construct validity can be measured by evaluating all items. To know whether the instrument is fulfilled the criteria of construct validity, the researcher consulted the instrument test with Mr. Dody Saputra as English teacher at MTs Makkah Kartajaya Way Kanan to check and measure the validity of the instrument and he said that the instrument has construct validity.

## 2. Reliability of Test

Reliability refers to whether the test is consideration in its scoring and gives us an indication of how accurate the test score. Reliability means that scores from an instrument are stable and consistent.<sup>72</sup> It means that a test is reliable if the test was able to give consistence score even though the test was given repeatedly to the same individual or sample. In this case, Anates was used to calculate the reliability of the test.

The criteria of reliability test were:

0.80 – 1.00 = Very high

0.60 – 0.79 = High

0.40 – 0.59 = Medium

0.20 – 0.39 = Low

0.00 – 0.19 = Very low.

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<sup>72</sup> John W. Crswell, *Op. Cit.*, p. 159

Based on the criteria of reliability above, it can be drawn a conclusion that the result obtained in Anates of reliability for pretest and post-test items has high reliability because it amounts to 0.77. It means that the level of reliability of the test items in this research were reliable. It can be seen in appendix 14.

## **J. Data Analysis**

After collecting the data, the data was analyzed by using parametric statistics. There were two assumptions that should be fulfilled, they were normality and homogeneity test.

### **1. Fulfillment of the assumption as follow:**

#### **a. Normality Test**

The normality test used to measure whether the data in the experimental class is normally distributed or not. This research used statistical computation by using SPSS 16 (Statistical Package for Social Science) version 16 for normality of test. The criteria of normality test as follows:

The hypotheses formulas were:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution

The test criteria are:

$H_0$  is accepted if Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if Sig. (Pvalue)  $< \alpha = 0.05$

### **b. Homogeneity Test**

After known that the data were normal, the homogeneity test is needed to know whether the data was homogeneous or not. In this research, the homogeneity calculated by using statistical computation SPSS 16 (Statistical Package for Social Science) version 16 for homogeneity of test. The test of homogeneity employing Levene's test.

The hypotheses were:

$H_0$  : The variance of the data are homogeneous

$H_a$  : The variance of the data are not homogeneous

The criteria of the test were as follows:

$H_0$  is accepted if Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if Sig. (Pvalue)  $< \alpha = 0.05$

## **2. Hypothetical Test**

After known that the data were normal and homogeneous, the data would be analyzed by using T-test in order to know the significance of the treatment effect. In this research, it used statistical computation by using SPSS 16 (Statistical Package for Social Science) version 16 for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The Hypotheses were:

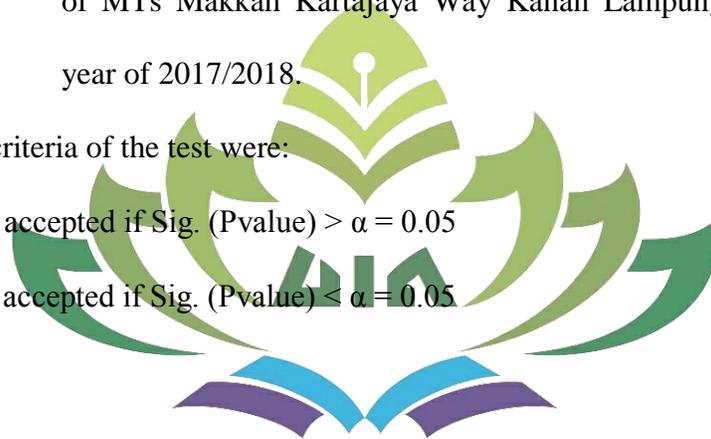
Ho : There is influence of using think pair share towards students' vocabulary mastery of the eighth grade at the first semester of MTs Makkah Kartajaya Way Kanan Lampung in the academic year of 2017/2018.

Ha : There is no influence of using think pair share technique towards students' vocabulary mastery of the eighth grade at the first semester of MTs Makkah Kartajaya Way Kanan Lampung in the academic year of 2017/2018.

The criteria of the test were:

$H_0$  is accepted if Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if Sig. (Pvalue)  $< \alpha = 0.05$



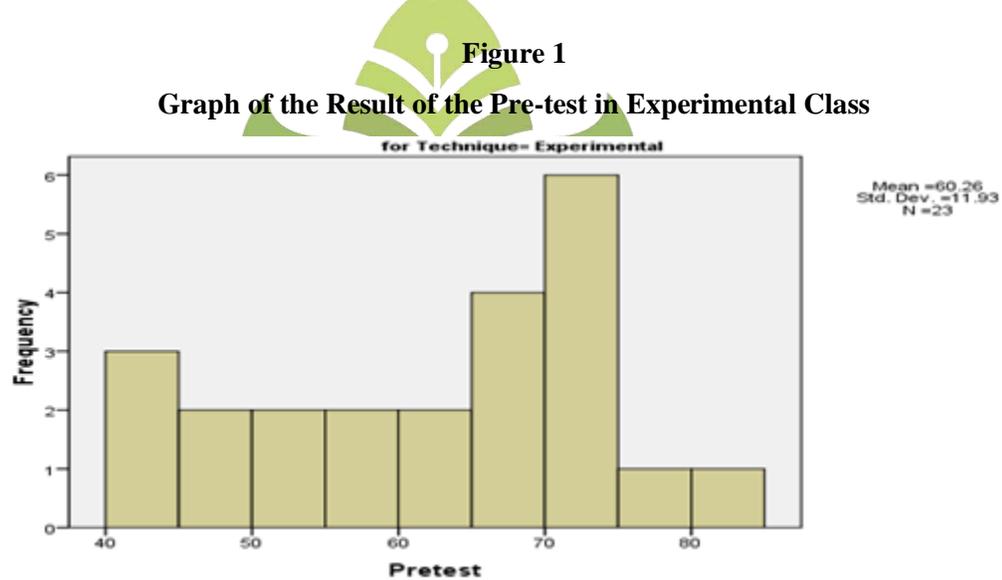
## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result of the Research

##### 1. Result of Pre-test

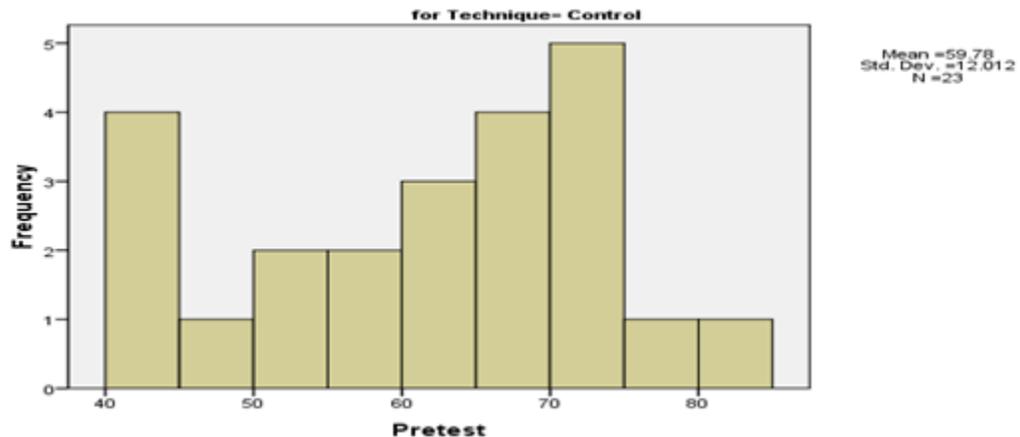
The pre-test was conducted in order to see students' vocabulary mastery before the treatment. The score of the students' vocabulary mastery that were tested in pre test can be seen in figure 1 and 2.



*(Graph of the students' vocabulary mastery of the pre-test in experimental class)*

Based on figure 1, the mean of pre-test in experimental class is 60.26, standard deviation = 11.930, N = 23, median = 65.00, variance = 142.315, minimum score = 40, maximum= 80. It showed students' vocabulary mastery in experimental class before they got treatments.

**Figure 2**  
**Graph of the Result of the Pre-test in Control Class**



*(Graph of the students' vocabulary mastery of the pre-test in control class)*

Based on figure 2, the mean of pre-test in control class was 59.78, standard deviation = 12.012, N = 23, median = 62.00, variance = 144.292, minimum score = 40, maximum = 80. It showed students' vocabulary mastery in control class before they got treatments.

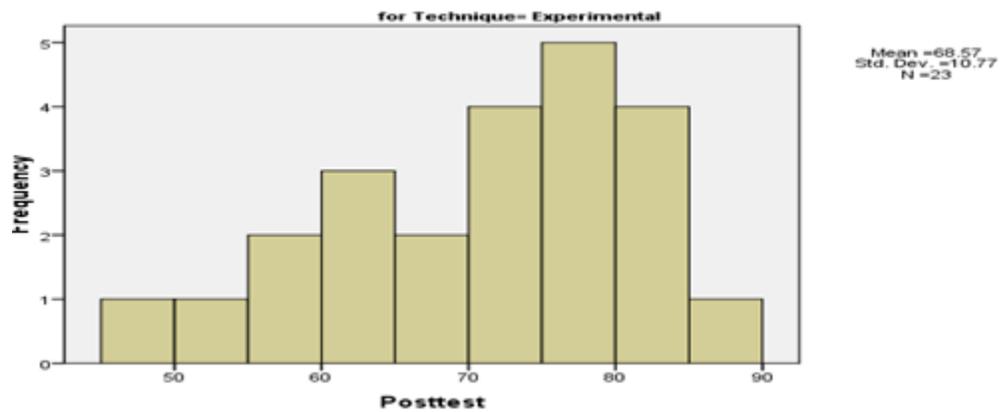
According to the data of pretest above, it can be seen that the mean of pretest in experimental class was 60.26 and the mean in control class was 59.78. It was indicated that the students' vocabulary scores in experimental and control class is almost same before they got treatments.

## **2. Result of Post-test**

The post-test was administrated in order to know students' students' vocabulary mastery after the treatments given. It can be seen from the post-test score of students' vocabulary mastery in the control class and experimental class in figure 3 and 4.

Figure 3

## Graph of the Result of the Post-test in Experimental Class

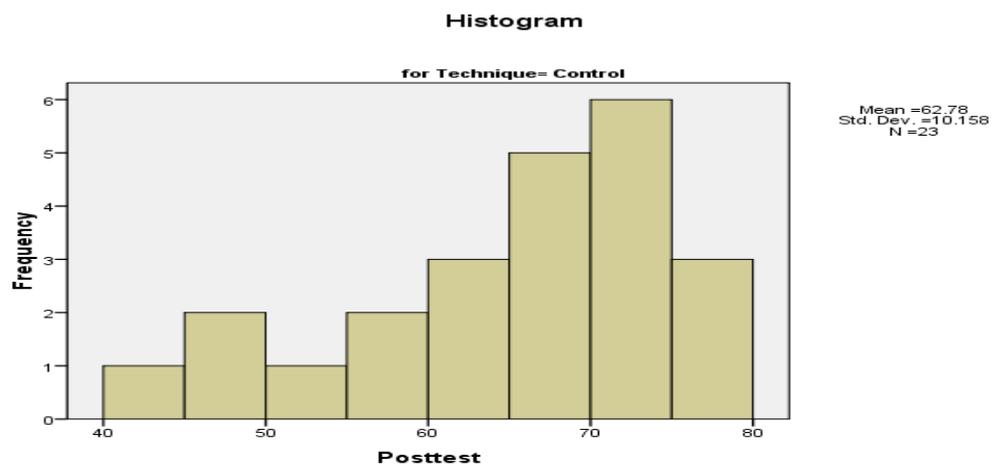


*(Graph of the students' vocabulary mastery of the post-test in experimental class)*

Based on figure 3, the mean of post-test in experimental class is 68.57, standard deviation = 10.770, N = 23, median = 70.00, variance = 115.984, minimum score = 45, maximum= 85. It showed students' vocabulary mastery after they got treatments.

Figure 4

## Graph of the Result of the Post-test in Control Class



*(Graph of the students' vocabulary mastery of the post-test in control class)*

Based on figure 4 above, the mean of post-test in control class is 62.78, standard deviation = 10.158, N = 23, median = 65.00, variance = 103.178, minimum score = 40, maximum= 75. It showed students' vocabulary mastery after they got treatments in control class.

According to the data of post-test above, it can be seen that the mean of post-test in experimental class was 68.57 and the mean in control class was 62.78. The mean in experimental class was higher than control class, it was indicated that the students' vocabulary mastery has increased after they got treatments by using think pair share technique.

### 3. Gain Score

The gain score was gotten from post-test score reduced by pretest score. Gain score was used to analyze normality, homogeneity and hypothetical independent t-test. If gain score in this manner positive, it indicated that post-test score was higher than pretest. A negative gain score indicated that the post-test score was lower than pretest. The gain score of the students in this research can be seen in appendix 22.

## B. Result of Data Analysis

### 1. Result of Normality

The normality test was administered to know whether the data have normal distribution or not. In this case, SPSS version 16 was used to calculate the data

a. The hypotheses

The hypotheses are:

$H_0$  : The data have normal distribution.

$H_a$  : The data do not have normal distribution.

b. The test criteria

The test criteria are:

If the value (p) > significant ( $\alpha = 0.05$ ) it means that,  $H_0$  was accepted

If the value (p) < significant ( $\alpha = 0.05$ ) it means that,  $H_a$  was accepted

**Table 4.1**  
**The Normality Test of Experimental and Control Class**

Technique	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental	.924	23	.081
Control	.930	23	.110

Based on Table 4.1, it can be seen that Pvalue (Sig.) for experimental class was 0.081 and Pvalue (Sig.) for control class was 0.110. Because Sig. (Pvalue) of experimental class  $> \alpha 0.05$ . So,  $H_0$  is accepted and Sig. (Pvalue) for the control class  $> \alpha 0.05$ . So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (see appendix 22)

## 2. Result of Homogeneity

The homogeneity was tested after got score of students' vocabulary mastery in control class and experimental class (pretest and posttest of students' vocabulary mastery)

a. The hypotheses are:

$H_a$  = The variance of the data is not homogeneous

$H_o$  = The variance of the data is homogeneous

b. The criteria of the test are follows:

$H_o$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

**Table 4.2**  
**The Result of Homogeneity Test**

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.672	1	44	.417

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that *Sig.* (Pvalue) based on mean was  $0.417 > \alpha = 0.05$ . It demonstrated that  $H_o$  was accepted because *Sig.* (Pvalue)  $> \alpha = 0.05$ . It means that the variance of the data was homogenous. The complete table can be seen in appendix 23

### 3. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the research was used the hypothetical test by using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypotheses formulas were:

$H_a$  There is no influence of using think pair share technique towards students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya in the academic year of 2017/2018.

$H_o$  There is influence of using think pair share technique towards students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya in the academic year of 2017/2018

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_o$  is accepted if  $Sig. (Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) < \alpha = 0.05$

**Table 4.3**  
**The Result of Hypothetical Test**

	Levene's Test	t-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.672	.417	3.705	44	.001	5.30435	1.43149
Equal variances not assumed			3.705	40.886	.001	5.30435	1.43149

Based on the results obtained in the independent sample t-test in Table 4.3 above, the value of significant generated  $Sig. (P_{value}) = 0.001 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was a significant influence of think pair share technique towards students' vocabulary mastery in the first semester of the eighth grade of MTs Makkah Kartajaya in the academic year of 2017/2018.

### C. Discussion

The students' vocabulary mastery at MTs Makkah Kartajaya Way Kanan have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 54.3% of the students who got the score under 72 as the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, think pair share technique was applied in teaching vocabulary. Thus, the objective of this research is to know whether there is influence of using think pair share technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan Lampung in academic year of 2017/2018. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post test.

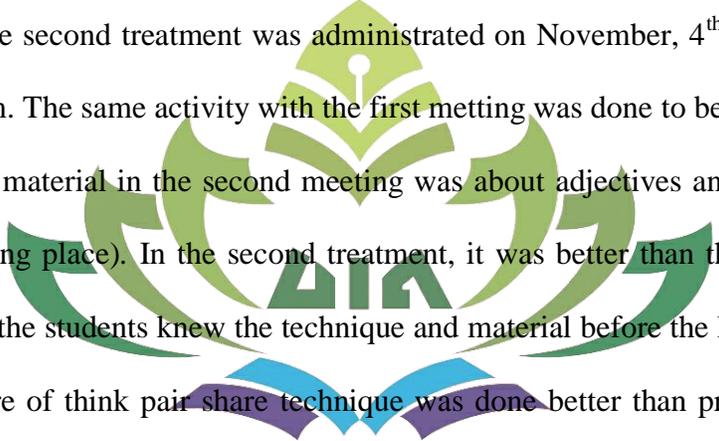
The research had been conducted since October, 28<sup>th</sup> 2017 at 07:15 to 08:35, it begun by giving try out test to the students in VIII B as tryout class. It was 60 test items as the instrument of the test items for pre-test and post-test. From 60 test

items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout, 40 questions for pre-test and post-test were used.

Before conducting treatments, the pre-test for experimental class was conducted on October, 28<sup>th</sup> 2017 at 10:25 to 11:45 am and control class on October, 28<sup>th</sup> 2017 at 07:15 to 08:35 am. In pre-test, the test items consist of 40 items of multiple choice test with 4 options (a, b, c and d). The result of pretest was shown that the mean in control class was 59.78 and in experimental class was 60.26. (see appendix 18 and 19).

Three times treatments was conducted after the pretest. The first treatment was administrated on 30<sup>th</sup> October 2017 at 07:15 to 08:35 am. The lesson begun by greeting the students, introducing the researcher and checking their attendance and noticed that 4 students were absent. The next step is teaching learning process. Before applying the technique, the material about nouns was given. The topic in the first treatment is learning noun in descriptive text (describing people). Thus, the teaching and learning process was attended by 19 students. After opening the class, the teacher explained to the students about nouns, told the examples and explained how to use it. After that, the researcher wrote down “Ki Hajar Dewantara” on the blackboard and asked the students to elaborate this personage. Then, the narrative text was thought.

As the material fully delivered, think pair share technique was implemented. The role of the technique was explained. Then, asked each student to read and think individually about the text. After 5-7 minutes, the students asked to make pairs and discuss the text by using English. After that, each pair asked to come in front of class to explain the result of the discussion. In last activity, together with the students made conclusions of what they have learned. Finally, the first meeting was closed.



The second treatment was administrated on November, 4<sup>th</sup> 2017 at 10:25 to 11:45 am. The same activity with the first meeting was done to begin the class. The learning material in the second meeting was about adjectives and descriptive text (describing place). In the second treatment, it was better than the first treatment, because the students knew the technique and material before the lesson began. The procedure of think pair share technique was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administrated on November, 6<sup>th</sup>, 2017 at 07:15 to 08:35 am. The activities in third meeting still same with the first and second meeting. The learning material in the third meeting was countable and uncountable noun and descriptive text (describing animal).

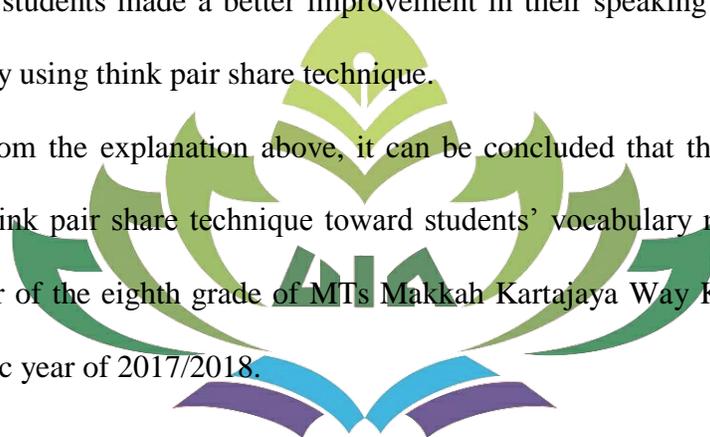
After finishing all treatments, post test for experimental and control class was conducted. Both control and experimental classes were tested with the same test items, the post test was conducted on November, 9<sup>th</sup> 2017 at 07:15 to 08:35 am. In post test, the test items consist of 40 items of multiple choice test with 4 options (a, b, c and d). The result of the post test was shown that the mean in control class was 62.78 and mean in experimental class was 68.57 (see appendix 20 and 21).

Based on the result of pre-test and post test score above, it showed that the mean in pre-test score of experimental class was 60.26 and in the post test was 68.57 while the mean in pre-test score of control class was 59.78 and in the post test was 62.78 it means that the students' posttest score was higher than pretest. After the pretest and post-test score was gotten, the data was used to find out the gain score. Gain score was used to analyze the normality of data and it showed that the data were normal. After the data was normal, the homogeneity was analyzed based on the gain score and it showed that the data were homogeneous.

Based on the analysis of the data and the testing of the hypothesis, the result of the calculation by using SPSS version 16 found that sig. (2-tailed) of the equal variance assumed in the independent sample test table was 0.001. It was lower than 0.005 as the criteria. It means that the hypothesis null ( $H_0$ ) was rejected and the hypothesis alternative ( $H_a$ ) was accepted. From the analysis above, it can be concluded that the use of think pair share technique in teaching vocabulary could improve the students' vocabulary mastery.

The result of the data analysis showed that the use of think pair share technique in teaching vocabulary seemed to be applicable for the eighth grade of MTs Makkah Kartajaya. The technique made the students easier to memorizing the vocabulary. It means that this research enriches the previous research that was conducted by Sanjani entitled *Improving Students' Speaking Ability Using Think Pair Share or Cooperative Learning for The 8th Grade Students of MTSN Karangmojo in the Academic Year of 2011/2015*. In the end of the thesis she said that the students made a better improvement in their speaking ability after being taught by using think pair share technique.

From the explanation above, it can be concluded that there is influence of using think pair share technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Makkah Kartajaya Way Kanan Lampung in academic year of 2017/2018.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

At the end of the research, the post-test was given to measure the influence of think pair share technique towards students' vocabulary mastery both classes after treatments done. The mean score of post-test in experimental class was 68.57 and the mean score of post-test in control class was 62.78. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.001. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, it can be concluded that there was significant influence of think pair share technique towards students' vocabulary mastery in the first semester of the eighth grade at MTs Makkah Kartajaya Way Kanan in the academic year of 2017/2018.

### B. Suggestion

1. For the Teacher
  - a. The teacher should try a new interesting technique. Considering the technique, the writer suggests the English teachers will apply think pair

share technique as one of the way in teaching vocabulary because it can help the students in recalling and memorizing new words easier. Teaching vocabulary by using think pair share technique is attractive, it can be able to improve student's interest.

- b. To improve the students' independency, it suggested the teacher will let the students to work in groups since work group can provide learners with an opportunity to learn from each other in an active and involved way. In addition, it takes the control away from the teacher and gives it to the learners temporarily.

## 2. For the Students

The student should also have high motivation and practice what they have learnt from their teacher everywhere and every time. The students are able to increase their skill in vocabulary mastery indirectly. By applying think pair share technique in teaching learning activity, hopes it can dig the student's interest in English because the technique is more fun and enjoyable especially in vocabulary mastery. Students not only will be more attracted in learning English vocabulary without under pressure feeling and forced but also will memorize words or vocabulary easier indirectly.

### 3. For other Researcher

Other researchers are expected to do a similar research with a similar topic by using a wider scope and larger population. Therefore, the result will be more applicable in a tertiary level. It hopes there will be some corrections and critics from the other researcher who read and investigate this thesis.



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*Appendix 1*

**THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER IN THE  
PRELIMINARY RESEARCH**

<b>No.</b>	<b>Question</b>	<b>Answers</b>
1	Berapa lama anda mengajar di MTs Makkah ini?	Saya telah mengajar di MTs Makkah ini sejak tahun 2008.
2	Adakah strategi, tehnik atau metode yang anda gunakan dalam mengajar <i>vocabulary</i> ?	Saya mengajar <i>vocabulary</i> dengan <i>mentranslete</i> kemudian menghafal kosa kata baru yang berkaitan dengan maten pelajaran.
3	Apakah anda selalu mengajar menggunakan cara tersebut?	Ya, saya selalu menggunakan cara tersebut.
4	Adakah kendala atau masalah yang anda alami dalam mengajar <i>vocabulary</i> ?	Selain perbendaharaan kata siswa memang masih kurang, mereka juga susah dalam menyebutkan atau <i>pronunciation</i> dan mengartikan kata karena tidak terbiasa menggunakan bahasa Inggris.
5	Apakah siswa terlihat semangat dan antusias ketika sedang dalam proses belajar mengajar khususnya di pelajaran <i>vocabulary</i> ?	Ada sebagian siswa yang terlihat semangat dan ada juga yang terlihat tidak semangat.
6	Berapakah KKM di MTs Makkah ini?	Sandar Kelulusan atau KKM mata pelajaran bahasa inggris di sekolah ni adalah 72.
7	Bagaimana dengan nilai siswa khususnya <i>vocabulary</i> jika di ukur dengan KKM?	Sejauh ini masih sebagian besar nilai siswa yang di bawah standar kelulusan atau KKM.

*Appendix 2*

**THE RESULT OF INTERVIEW FOR THE STUDENTS IN THE  
PRELIMINARY RESEARCH**

<b>No.</b>	<b>Question</b>	<b>Answer</b>
1	Bagaimana cara Mr. Dodi mengajar <i>vocabulary</i> ?	Kami belajar dengan menterjemah dan menghafal <i>vocabulary</i> baru yang sesuai dengan materi.
2	Apakah Mr. Dodi selalu mengajar <i>vocabulary</i> dengan tehnik tersebut?	Iya, Mr Dodi selalu mengajar dengan tehnik tersebut
3	Apakah Mr. Dodi mengajar <i>vocabulary</i> dengan cara yang sangat menyenangkan?	Khusus di bagian <i>vocabulary</i> cenderung membosankan, karena hanya menggunakan cara yang sama.
4	Adakah kendala yang kalian hadapi ketika belajar <i>vocabulary</i> ?	Iya ada, kami tidak banyak hafal <i>vocabulary</i> jadi susah mengartikan kata yang kami dengar dan kami baca, kemudian kami masih susah untuk menyebutkan kata-kata bahasa inggris.

Appendix 3

MTS MAKKAH KARTAJAYA WAY KANAN  
STUDENTS' VOCABULARY SCORE VII IN  
ACADEMIC YEAR OF 2016/2017

VII 1

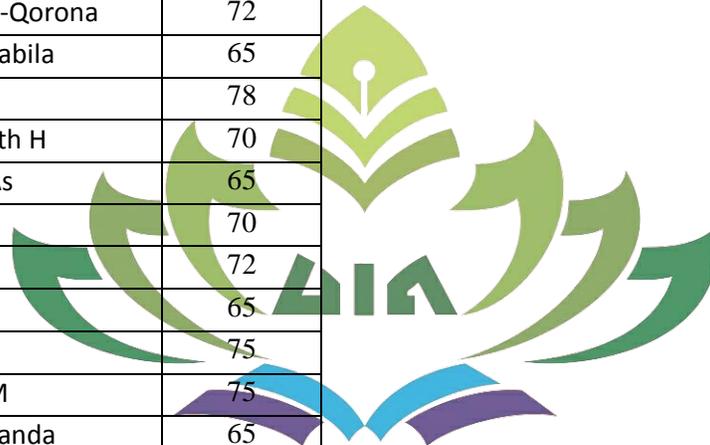
NO	NAMES	SCORE
1.	Achmad Akbar Kurnia	70
2.	Adinda Tiara Dewi	79
3.	Aizzati Wahidah	75
4.	Ana Novia Farma	66
5.	Binti Nur Rohmah	65
6.	BobiKurniawan	58
7.	Della Aprilia	65
8.	Fika May Linda	66
9.	Firnanti Wahyuningsih	72
10.	Galuh Junior	78
11.	Habib Ubaidillah	77
12.	JauhariArianto	65
13.	Mike Jian	70
14.	NikenSaputri	65
15.	Putri Indriyani	72
16.	RulyOktaviasari	70
17.	Sri Rahayu	65
18.	Syakila Tri Lestari	80
19.	TegarRosdiyanto	72
20.	Vira Asmara	65
21.	Vivi Lia Jesnita	72
22.	Winda Widarti	70
23.	WitariAnggitaPutri	66

VII 2

NO	NAMES	SCORE
1.	AD. DasaEriani	72
2.	Adelia	78
3.	Ahmad DeniRamadhan	65
4.	Alfian Ali	66
5.	Dimas Aditya Rahmat P	75
6.	DwiMaryani	65
7.	EldianHermawan	70
8.	Fanny KumalaDewi	80
9.	FarhanAgung Jaya	75
10.	FikriSatriaNugraha	75
11.	Hervinata Octavia	70
12.	Indah Wulandari	72
13.	Krisnanto	65
14.	LitaFebriyanti	72
15.	Lola Aulia Agustin	72
16.	Lucky Akira Al-Qorona	72
17.	MayangSofhyantiAyu S	56
18.	MuhamadAndariRohim	65
19.	PikaAyuniSalsabila	75
20.	Roy Saputra As	65
21.	Salsabillah Z	75
22.	ShifaSabilla	72
23.	Tiara Puspita	70
24.	ZizaRidho Amanda	65

**VII 3**

<b>NO</b>	<b>NAMES</b>	<b>SCORE</b>
1.	Adelia	65
2.	Alfian Ali	67
3.	Dasa Eriani	72
4.	Della Sevita	70
5.	Dimas Aditya Rahmat P	66
6.	EldianHermawan	75
7.	Fanny KumalaDewi	56
8.	Farhan I	75
9.	FikriSatriaNugraha	70
10.	Indah Wulandari	80
11.	Krisnanto	80
12.	LitaFebriyanti	70
13.	Lucky Akira Al-Qorona	72
14.	PikaAyuniSalsabila	65
15.	Rafidah Aziz	78
16.	Rahmah Lufiath H	70
17.	Roy Saputra As	65
18.	Salsabillah Z	70
19.	Sela Agesta	72
20.	Selly Natalia	65
21.	Tiara Puspita	75
22.	Ummuhatul M	75
23.	ZizaRidho Amanda	65



**Appendix 4**

**SILABUS PEMBELAJARAN**

Sekolah : MTS Makkah Kartajaya  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (Satu)  
 Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan</p>	<p>1. Teks fungsional pendek berupa:</p> <ul style="list-style-type: none"> <li>Undangan</li> </ul> <p>Contoh :                      Dandi,                      Please come to our meeting                      Day : Saturday                      Date: March 1st, 2008                      Time : 10.00                      Place : Osis Reuni                      Don't be late !                      Budy                      Secretary</p>	<ol style="list-style-type: none"> <li>Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek</li> <li>Mendengarkan undangan yang dibacakan oleh guru/teman</li> <li>membaca nyaring teks fungsioanal pendek tentang undangan/pesan pendek</li> <li>menjawab pertanyaan</li> </ol>	<ul style="list-style-type: none"> <li>Membaca dengan nyaring dan bermakna teks fungsional pendek</li> <li>Mengidentifikasi berbagai informasi dalam teks fungsional pendek</li> <li>Mengidentifikasi fungsi sosial teks fungsional pendek</li> <li>Mengidentifikasi ciri kebahasaan</li> </ul>	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Membaca nyaring</p> <ol style="list-style-type: none"> <li>Melengkapi</li> <li>Pilihan ganda</li> <li>Uraian</li> </ol>	<p><i>Read the the text aloud and clearly.</i></p> <ol style="list-style-type: none"> <li><i>Complete the test using correct words</i></li> <li><i>Choose the correct answer</i></li> <li><i>Answer the following questions based on the text</i></li> </ol>	<p>6 x 40 menit</p>	<ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Gambar terkait tema/topik</li> <li>Benda-benda sekitar</li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> <li>- Undangan</li> <li>- pesan singkat</li> </ul> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Request</li> </ul> <p>3. Kosa kata</p> <ul style="list-style-type: none"> <li>- kata terkait – tema dan jenis teks</li> </ul> <p>4. UngkapanBaku</p> <ul style="list-style-type: none"> <li>- Don't be late !</li> <li>- Don't miss it !</li> </ul> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<ul style="list-style-type: none"> <li>• Pesan Singkat</li> </ul> <p>Lia, I'm out for shopping your meal is in refrigerator</p> <p>Mom</p> <p>2. Teks esei berbentuk <i>descriptif</i> dan <i>recount</i></p> <p>1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> </ul>	<p>tentang isi teks fungsional pendek “undangan” /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan” /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek</p> <p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p> <p>3. Membaca teks</p>	<p>teks fungsional pendek</p> <p>1. Menjawab mau tau pertanyaan tentang :</p> <ol style="list-style-type: none"> <li>1. Makna gagasan</li> <li>2. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></li> </ol>	<p>Tes tulis</p>	<p>PG</p> <p>T / F</p>	<p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p> <p>3. Answer the questions</p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Koran/ majalah</li> <li>3. Gambar peristi</li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p>2. Langkah retorika teks descriptive dan recount</p> <p>3. Tujuan komunikatif teks descriptive dan recount</p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	<p>descriptive/recount</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i></p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i></p>	<p>4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>	Tes lisan	Membaca nyaring	<i>Read the text aloud.</i>		<p>wa/tem pat</p> <p>4. Lingkungan sekitar</p>
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )</p>								

Guru Bahasa Inggris

Kartajaya, 7 January 2016  
Mahasiswa Peneliti

Dody Saputra, S.Pd

Fathur Rohman  
NPM. 1311040180

Mengetahui  
Kepala Sekolah MTS Makkah Kartajaya



Harisun, S.Ag

## Appendix 5

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Sekolah	: MTs Makkah Kartajaya
Mata Peajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: 1 (Ganjil)
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

#### A. Standar Kompetensi :

##### 1. Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Siswa dapat menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Siswa dapat menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

## **E. Nilai Karakter**

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

## **F. Materi Pembelajaran**

### **Descriptive Text**

Descriptive text is text to describe something, someone or thing. The purpose is to reveal a particular person, place or thing.

Language feature:

The use of adjectives and nouns

#### Common Noun

Common nouns are name of non-specific people, place, thing or ideas.

Woman, city, dog, shoe

Since these aren't naming anything specific, they don't need to start with a capital letter unless they begin a sentence.

#### Proper Noun

Proper noun is a name of specific people, place, things or idea.

Britney, Paris, Rover, Nike

Since these nouns are naming specific things, they always begin with capital letter. Sometimes, they are are contain two or more important words.

Britney Spear, Central Park Zoo, Pacific Ocean.

#### Collective Nouns

Collective nouns are name for group of things, animal or people which go together. Example; society, team, police, people, etc.

#### Concrete Nouns

A concrete noun represents something that can be seen, touched, tasted, heard, or smelt. Example; laptop, man, car, etc

#### Abstract Nouns

Abstract nouns form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that can be touched. Example; beauty, intelligence, conversation, etc.

Descriptive text has two main parts:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

### **Topic: describing people**

#### **Ki Hadjar Dewantara**

Raden Mas Soewardi Soerjaningrat was born in Yogyakarta, on May 2nd, 1889. He was also known as Ki Hadjar Dewantara. He lived in colonial era. Ki Hadjar Dewantara could get better education because he came from royal family. He was the first minister of national education of the Republic of Indonesia. He died in Yogyakarta, on April 26th, 1959. He was the founder of Taman Siswa School. He was honoured to be Indonesian National Hero. His date of birth was commemorated as National Education Day.

Ki Hadjar Dewantara was famous with proverb for education. They are Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani. Ing ngarso sung tulodo means (for those) in front become an example, (for those) in the middle raise the spirit, and (for those) behind give encouragement. Nowadays, part of this proverb, Tut Wuri Handayani is used as the motto of Indonesian Ministry of Education. It was meant to describe an ideal teacher, after transmitting knowledge to their students, the teacher would stand behind their students and give them encouragements.

### **G. Tehnik/ Strategi Pembelajaran**

Think Pair Share technique

### **H. Media Pembelajaran**

1. Papan tulis
2. Buku cetak

### **I. Sumber Belajar**

Dictionary

Buku cetak (English in Focus)

Internet

## J. Langkah-langkah Kegiatan

No	Tahapan	Rincian Kegiatan	Waktu
1	Pre-activity	<p>a. Guru telah menyiapkan RPP, absen siswa, bahan ajar dan daftar nilai.</p> <p>b. Guru membuka pelajaran dengan salam dan menyapa siswa dengan sapaan “<i>good morning students</i>” serta menanyakan kabar dengan ucapan “<i>how are you today? I hope you are all feeling well</i>”</p> <p>c. Guru mengajak berdoa sebelum memulai pelajaran “<i>before we start to our lesson today, let’s pray to our God</i>” guru meminta ketua kelas untuk memimpin doa.</p> <p>d. Mengecek kehadiran siswa “<i>I will check your attendant list, please raise your hand and say present or yes I am, when you hear your name</i>”</p>	10 menit
2	Main activity	<p>1. Explorasi</p> <ul style="list-style-type: none"> <li>➤ Guru memberikan contoh singkat tentang penggambaran sesuatu yang akan di kaitkan dengan materi. Misalkan tentang “Ki Hajar Dewantara”. Apa yang mereka pikirkan tentang tokoh tersebut. Kemudian mengaitkan dengan pengertian <i>descriptive</i> setelah itu memberikan penjelasan.</li> <li>➤ Guru memberi tahu topik yang akan di pelajari yang di tulis di papan tulis.</li> <li>➤ Memusatkan perhatian peserta didik dengan memberikan kebebasan berpendapat kepada peserta didik tentang <i>descriptive</i>. Apa yang mereka pikirkan, apa yang mereka ketahui, dsb.</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Disini guru menggunakan think pair share technique. Guru menjelaskan tentang langkah-langkah dan memandu siswa dalam proses belajar dengan menggunakan tehnik</li> </ul>	60

		<p>terebut.</p> <ul style="list-style-type: none"> <li>➤ Guru menambahkan materi tentang noun</li> <li>➤ Guru memberikan contoh <i>descriptive text</i> kepada siswa dan meminta siswa membaca dan menganalisis serta mencari noun di dalam teks bacaan secara individu (think).</li> <li>➤ Guru meminta siswa berpasang-pasangan dan mendiskusikan tentang tugas yang telah di berikan guru (pair).</li> <li>➤ Guru meminta siswa untuk menjelaskan dan membagikan hasil dari diskusi di depan kelas (share) serta menuliskan kosa kata noun di papan tulis</li> <li>➤ Guru dan siswa bersama-sama membaca kosa kata secara berulang-ulang.</li> <li>➤ Guru menjelaskan arti kosa kata yang ada di papan tulis</li> <li>➤ Guru memberikan soal-soal latihan dalam bentuk pilihan ganda yang sesuai dengan materi.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan pendapat</li> <li>➤ Memberikan <i>feedback</i> terhadap proses belajar</li> </ul>	
3	Post activity	<p>Guru membantu siswa untuk membuat kesimpulan hasil belajar.</p> <p>Setelah waktu habis guru mengucapkan “<i>well, we’ll have to stop here, because of time is up. That all for today and let’s close by saying hamdalah</i> ”</p> <p>Mengucapkan salam.</p>	

## K. Penilaian

Teknik penilaian : Tes Tertulis

Bentuk instrument : Multiple Choice

### 1. Instrumen:

**a. Choose the correct answer by crossing a, b, c, or d !**

1.  Look at the picture!  
What is it?  
b. Necklace                      c. Stethoscope  
c. Glasses                         d. Tie
2.  What does she wear in his eyes?  
a. Glasses                         c. Ring  
b. Earing                         d. Watch
3. We have two ... to walk.  
a. Eyes                              c. Legs  
b. Hands                            d. Ears
4. You can wear ... if the weather is cold.  
a. T-shirt                            c. Shirt  
b. Sweater                         d. Umberella
5. There are the clothes when winter, except ...  
a. Shirt                                c. Sweater  
b. Jacket                             d. Scarf

**b. Key answer**

Choose the correct answer

1. C                                      2. A  
3. C                                      4. B  
5. A

**c. Scoring**

$$S = \frac{r}{n} 100$$

Ket:

S : The score of the test

r : The total number of the right answer

n : The total items

Guru Bahasa Inggris

Kartajaya, 27 Oktober 2017  
Mahasiswa Peneliti

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Kepala Sekolah MTs Makkah Kartajaya



## Appendix 6

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)

Sekolah	: MTs Makkah Kartajaya
Mata Peajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: 1 (Ganjil)
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

#### A. Standar Kompetensi :

##### 1. Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Siswa dapat menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Siswa dapat menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

## **E. Nilai Karakter**

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

## **F. Materi Pembelajaran**

### **Descriptive Text**

Descriptive text is text to describe something, someone or thing. The purpose is to reveal a particular person, place or thing

Descriptive text has two main parts:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

Language features were the use of adjectives and nouns

#### Adjectives

The word 'adjective' is from Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something. Adjectives describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns. There are many kinds of adjectives there are:

- 1) Some adjectives tell about the size of people or things.  
a big house a long bridge tiny feet  
a tall building a thin boy long trousers
- 2) Some adjectives tell about the color of things.  
a red carpet a gray suit a brown bear  
a blue uniform a yellow ribbon black shoes
- 3) Some adjectives tell what people or things are like by describing their quality.  
a beautiful woman a young soldier a flat surface  
a handsome boy an old uncle a hot drink
- 4) Some adjectives tell what things are made of. They refer to substances.  
a plastic folder a stone wall a clay pot

a paper bag a metal box a glass door

**Topic: describing place**

**Kuta Beach**

Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

When the day becomes dark, the nightlife of Kuta often begins too late, at around 23.00. The scene is full of different atmospheres and entertainment in bars and pubs which some of them give live bands, fashion shows, DJ's and sexy dancers. Being hungry and hoping to have a dinner, many restaurants are ready to serve their best recipes with a lot of international cuisines. Some of the famous restaurants in Kuta are B' Couple Bar N' Grill, Blue Fin, ESC, Flapjacks, Gabah Restaurant & Bar, Kopi Pot, Kori Restaurant & Bar, Maccaroni Restaurant & Bar, Made's Warung, Papa's Cafe, Queen's Tandoor, Sailfin, Stadium Cafe, Sushi Tei, Take Restaurant and so on. Needing a hotel around Kuta beach, do not worry because Kuta also offers its best varied hotels and resorts which most of the them give beachfront locations with their various styles and budget ranges. In these hotels and resorts you can choose your

best. It is really the worth town to visit. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other.

### G. Tehnik/ Strategi Pembelajaran

Think Pair Share technique

### H. Media Pembelajaran

1. Papan tulis
2. Buku cetak

### I. Sumber Belajar

Buku cetak (English in Focus)

Internet

### J. Langkah-langkah Kegiatan

No	Tahapan	Rincian Kegiatan	Waktu
1	Pre-activity	<ol style="list-style-type: none"> <li>a. Guru telah menyiapkan RPP, absen siswa, bahan ajar dan daftar nilai.</li> <li>b. Guru membuka pelajaran dengan salam dan menyapa siswa dengan sapaan “<i>good morning students</i>” serta menanyakan kabar dengan ucapan “<i>how are you today? I hope you are all feeling well</i>”</li> <li>c. Guru mengajak berdoa sebelum memulai pelajaran “<i>before we start to our lesson today, let’s pray to our God</i>” guru meminta ketua kelas untuk memimpin doa.</li> <li>d. Mengecek kehadiran siswa “<i>I will check your attendant list, please raise your hand and say present or yes I am, when you hear your name</i>”</li> </ol>	10 menit
2	Main activity	<ol style="list-style-type: none"> <li>1. Explorasi               <ul style="list-style-type: none"> <li>➤ Guru memberikan contoh singkat tentang penggambaran sesuatu yang akan di kaitkan dengan materi. Misalkan tentang “<i>station</i>”. Apa yang mereka pikirkan tentang tempat tersebut. Kemudian mengaitkan dengan</li> </ul> </li> </ol>	60

		<p>pengertian <i>descriptive</i> setelah itu memberikan penjelasan</p> <ul style="list-style-type: none"> <li>➤ Guru memberi tahu topik yang akan di pelajari yang di tulis di papan tulis.</li> <li>➤ Memusatkan perhatian peserta didik dengan memberikan kebebasan berpendapat kepada peserta didik tentang <i>descriptive</i>. Apa yang mereka pikirkan, apa yang mereka ketahui, dsb.</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Disini guru menggunakan think pair share technique. Guru mejelaskan tentang langkah-langkah dan memandu siswa dalam proses belajar dengan menggunakan tehnik tersebut.</li> <li>➤ Guru menambahkan materi tentang <i>adjectives</i></li> <li>➤ Guru memberikan contoh <i>descriptive text</i> kepada siswa dan meminta siswa membaca dan menganalisis seerta mencari <i>adjectives</i> di dalam teks bacaan secara individu (think).</li> <li>➤ Guru meminta siswa berpasang-pasangan dan mendiskusikan tentang tugas yang telah di berikan guru (pair).</li> <li>➤ Guru meminta siswa untuk menjelaskan dan membagikan hasil dari diskusi di depan kelas (share) serta menuliskan kosa kata noun di papan tulis</li> <li>➤ Guru dan siswa bersama-sama membaca kosa kata secara berulang-ulang.</li> <li>➤ Guru menjelaskan arti kosa kata yang ada di papan tulis</li> <li>➤ Guru memberikan soal-soal latihan dalam bentuk pilihan ganda yang sesuai dengan materi.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Memberikan kesempatan kepada siswa</li> </ul>	
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**c. Key answer**

Choose the correct answer

1. B    2. A    3. A    4. D    5. D

**2. Scoring**

$$S = \frac{r}{n} 100$$

Ket:

$S$  : The score of the test

$r$  : The total number of the right answer

$n$  : The total items Jumlah skor tertinggi keseluruhan 100

Guru Bahasa Inggris

Dody Saputra, SP.d

Kartajaya, 27 Oktober 2017

Mahasiswa Peneliti

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## Appendix 7

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)

Sekolah	: MTs Makkah Kartajaya
Mata Peajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: 1 (Ganjil)
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

#### A. Standar Kompetensi :

##### 1. Membaca

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Siswa dapat menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Siswa dapat menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

## E. Nilai Karakter

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

## F. Materi Pembelajaran

### Descriptive Text

Descriptive text is text to describe something, someone or thing. The porpuse is to reveal a particular person, place or thing

Descriptive text has two main parts:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

Language features is the use of adjectives and nouns

#### 1. Countable noun

Countable noun is word that can be counted.

Example: *chair, book, table, umbrella, house, pencil, book, glass, bottle, etc.*

Countable noun have singular form and plural form.

Countable noun become plural by adding 's/es' at the end of the word.

Example: *chairs, books, tables, umbrellas, houses, pencils, books, bottles,etc.*

Most words for people and object are countable nouns. We can use a number to say how many they are (eg. *3. apples, 1 apple, 4 apples etc.*). if we want talking to one object we can use the article 'a, and an' before the noupn (eg. *a pen, a book, etc* )

#### 2. Uncountable noun

Uncountable nouns are words which cannot be counted. They only have singular form, without plural form. These word are thought of as a whole rather that a parts.

Type	Example
Liquids	Water, ink, juice, milk, tea, oil.
Powder	Sugar, rice, coffee.
Material	Wood, metal, paper.

Food	Fruit, meat, bread.
Many, information, music, time, hair, etc.	

We cannot use a number to describe the amount of uncountable noun. We need to use a measurement (a liter, a glass, a piece of, a bar of, a bottle of, a cup of, etc.)

Example:

1. I am eating cake. (uncountable) → I am eating 2 pieces of cake (countable)
2. She drinks milk → she drinks a cup of milk

**a. Much and Many (banyak)**

<p>Much is used for uncountable noun</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. How much money have you got?</li> <li>2. I haven't got much money.</li> <li>3. I bought much salt yesterday.</li> </ol>	<p>Many is used for countable noun.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. How many books have you read?</li> <li>2. Are there many people in your room?</li> <li>3. I don't have many pens</li> </ol>
---	--

**b. A lot of (banyak)**

We can use "a lot of" with plural countable and uncountable noun.

Countable noun	Uncountable noun
<ol style="list-style-type: none"> <li>1. There are a lot of students</li> <li>2. There are a lot of books</li> </ol>	<ol style="list-style-type: none"> <li>1. I have got a lot of money</li> <li>2. I drink a lot of tea</li> </ol>

**c. Some**

We can use "some" in positive sentences with plural countable and uncountable noun.

Countable noun	Uncountable noun
<ol style="list-style-type: none"> <li>1. There are some chairs.</li> <li>2. A read some books.</li> <li>3. Fathur has some shoes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Iin has some sugar in the kitchen.</li> <li>2. I would like some coffee.</li> <li>3. My brother found some money.</li> </ol>

**d. Any**

We can use “any” in negative sentences with plural countable and uncountable noun.

Countable noun	Uncountable noun
1. There aren't any people.	1. We don't have any bread.
2. Iin has not got any pets.	2. There isn't any time.
3. Aren't there any books.	3. I don't have any egg.

**e. A few and a little (sedikit)**

A few is used in countable noun. Example: 1. I meet a few people every day. 2. They only have a few Euros. 3. There are a few friends. Notes. A few (may be not many but enough) Few (almost nothing)	A little is used for uncountable noun. Example: 1. There is a little paper in the printer. 2. You only have a little money. 3. There is a little water in the bottle. Notes. A little (may be not many but enough) Little (almost nothing)
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**Topic : Describing Animal**

*Elephant*

*Elephants are the largest land animal in the world. They are from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.*

*Rabbit*

*I have a pet rabbit. My rabbit's name is Bosi. She is 3 years old. She is a small mammal with a short tail but long ears. She has four legs. Like other rabbits, she hops using her legs. Her hind legs are very powerful to hop. My rabbit has soft brown fur. I love cuddling her. Everyday she eats carrot and enjoys fresh*

vegetables too. She grows fatter and stronger now. My sister and I love playing with her.

#### Cat

My pet is a cat. My cat's name is Wloobie. He has soft brown and white fur. His eyes are brown. He has a round head and whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat the rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying "Wluuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me.

#### Giraffe

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "horns" or knobs. They are used to protect the head when fighting.

#### G. Tehnik/ Strategi Pembelajaran

Think Pair Share technique

#### H. Media Pembelajaran

1. Papan tulis
2. Buku cetak

#### I. Sumber Belajar

Dictionary  
Buku cetak (English in Focus)  
Internet

#### J. Langkah-langkah Kegiatan

No	Tahapan	Rincian Kegiatan	Waktu
1	Pre-activity	a. Guru telah menyiapkan RPP, absen siswa, bahan ajar dan daftar nilai. b. Guru membuka pelajaran dengan salam dan menyapa siswa dengan sapaan "good morning"	10 menit

		<p><i>students</i>” serta menanyakan kabar dengan ucapan “<i>how are you today? I hope you are all feeling well</i>”</p> <p>c. Guru mengajak berdoa sebelum memulai pelajaran “ <i>before we start to our lesson today, let’s pray to our God</i>” guru meminta ketua kelas untuk memimpin doa.</p> <p>d. Mengecek kehadiran siswa “<i>I will check your attendant list, please raise your hand and say present or yes I am, when you hear your name</i> ”</p>	
2	Main activity	<p>1. Explorasi</p> <ul style="list-style-type: none"> <li>➤ Guru memberikan contoh singkat tentang penggambaran sesuatu yang akan di kaitkan dengan materi. Misalkan tentang “gajah (<i>elephant</i>)”. Apa yang mereka pikirkan tentang hewan tersebut. Kemudian mengaitkan dengan pengertian <i>descriptive</i> setelah itu memberikan penjelasan.</li> <li>➤ Guru memberi tahu topik yang akan di pelajari yang di tulis di papan tulis.</li> <li>➤ Memusatkan perhatian peserta didik dengan memberikan kebebasan berpendapat kepada peserta didik tentang <i>descriptive</i>. Apa yang mereka pikirkan, apa yang mereka ketahui, dsb.</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Disini guru menggunakan think pair share technique. Guru menjelaskan tentang langkah-langkah dan memandu siswa dalam proses belajar dengan menggunakan tehnik tersebut.</li> <li>➤ Guru menambahkan materi tentang common noun.</li> <li>➤ Guru memberikan contoh <i>descriptive text</i> kepada siswa dan meminta siswa membaca dan menganalisis serta mencari <i>noun</i> di dalam teks bacaan secara individu (think).</li> </ul>	60

		<ul style="list-style-type: none"> <li>➤ Guru meminta siswa berpasang-pasangan dan mendiskusikan tentang tugas yang telah di berikan guru (pair).</li> <li>➤ Guru meminta siswa untuk menjelaskan dan membagikan hasil dari diskusi di depan kelas (share) serta menuliskan kosa kata noun di papan tulis</li> <li>➤ Guru dan siswa bersama-sama membaca kosa kata secara berulang-ulang.</li> <li>➤ Guru menjelaskan arti kosa kata yang ada di papan tulis</li> <li>➤ Guru memberikan soal-soal latihan dalam bentuk pilihan ganda yang sesuai dengan materi.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan pendapat.</li> <li>➤ Memberikan <i>feedback</i> terhadap proses belajar</li> </ul>	
3	Post activity	<ol style="list-style-type: none"> <li>1. Guru membantu siswa untuk membuat kesimpulan hasil belajar.</li> <li>2. Setelah waktu guru mengucapkan “<i>well, we’ll have to stop here, because of time is up. That all for today and let’s close by saying hamdalah</i>”</li> <li>3. Mengucapkan salam.</li> </ol>	

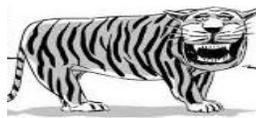
## K. Penilaian

Teknik penilaian : Tes Tertulis

Bentuk instrument : Multiple Choice

### 1. Instrumen:

#### a. Choose the correct answer by crossing a, b, c, or d !



1. Do you know this animal? It is a...
  - a. Fish
  - b. Monkey
  - c. Bear
  - d. Tiger

2. It has sharp ... for tearing his food.
  - a. Furs
  - b. Claus
  - c. Tails
  - d. Noses
3. A large African animal with a very neck and long legs. What is it?
  - a. Monkey
  - b. Giraffe
  - c. Cow
  - d. Dog
4. We can eat this animal, it can produce many eggs. This animal has voice that is useful to awaken people in the morning. What is it?
  - a. Chicken/Rooster
  - b. Lion
  - c. Dog
  - d. Cat
5.  It is owl, it has short beak. Usually we can find this animal at night. Owl has big ... and thick ...
  - a. Eyes and Fur
  - b. Mouth and Nose
  - c. Eyes and Tail
  - d. Nose and Fur

**c. Key answer**

Choose the correct answer

- |      |      |
|------|------|
| 1. D | 4. A |
| 2. B | 5. A |
| 3. B |      |

**d. Scoring**

$$S = \frac{r}{n} 100$$

Ket:

$S$  : The score of the test

$r$  : The total number of the right answer

$n$  : The total items

Guru Bahasa Inggris

Kartajaya, 27 Oktober 2017

Mahasiswa Peneliti

Dody Saputra, SP.d

Fathur Rohman

NPM. 1311040180

Mengetahui  
Kepala Sekolah MTs Makkah Kartajaya



## Appendix 8

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Sekolah	: MTs Makkah Kartajaya
Mata Peajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: 1 (Ganjil)
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

#### A. Standar Kompetensi :

##### 1. Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Siswa dapat menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Siswa dapat menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

## E. Nilai Karakter

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

## F. Materi Pembelajaran

### Descriptive Text

Descriptive text is text to describe something, someone or thing. The porpuse is to reveal a particular person, place or thing.

Language feature:

The use of adjectives and nouns

#### Common Noun

Common nouns are name of non-specific people, place, thing or ideas.

Waman, city, dog, shoe

Since these aren't naming anything specific, they don't need to start with a capital leter unless they begin a sentence.

#### Proper Noun

Proper noun is a name of specific people, place, things or idea.

Britney, Paris, Rover, Nike

Since these nouns are naming specific things, they always begin with capital leter. Sometimes, they are are contain two or more important words.

Britney Spear, Central Park Zoo, Pacific Ocean.

#### Collective Nouns

Collective nouns are name for group of things, animal or people which go together. Example; society, team, police, people, etc.

#### Concrete Nouns

A concrete noun represents something that can be seen, touched, tasted, heard, or smelt. Example; laptop, man, car, etc

#### Abstract Nouns

Abstract nouns form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that can be touched. Example; beauty, intelligence, conversation, etc.

Descriptive text has two main parts:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

**Topic: describing people**

### **Ki Hadjar Dewantara**

Raden Mas Soewardi Soerjaningrat was born in Yogyakarta, on May 2nd, 1889. He was also known as Ki Hadjar Dewantara. He lived in colonial era. Ki Hadjar Dewantara could get better education because he came from royal family. He was the first minister of national education of the Republic of Indonesia. He died in Yogyakarta, on April 26th, 1959. He was the founder of Taman Siswa School. He was honoured to be Indonesian National Hero. His date of birth was commemorated as National Education Day.

Ki Hadjar Dewantara was famous with proverb for education. They are Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani. Ing ngarso sung tulodo means (for those) in front become an example, (for those) in the middle raise the spirit, and (for those) behind give encouragement. Nowadays, part of this proverb, Tut Wuri Handayani is used as the motto of Indonesian Ministry of Education. It was meant to describe an ideal teacher, after transmitting knowledge to their students, the teacher would stand behind their students and give them encouragements.

### **My Mother**

My mother is a hero in my life. Her name was Lisa. She is tall and beautiful. She wears hijab. Her favourite colour is blue. Her favourite food is chocolate. She loves it very much. She always has it in her bag wherever she goes. She is firm and has a kind heart. She is very good at cooking. She is very busy with her work in the office but she never forgets to pay attention to her children and husband. She takes care her children and husband very well. She always cooks food for breakfast and lunch before she goes to office. She is very responsible to do all of work at home and office.

She usually tells me about the lesson of life whenever we have time together. She teaches me many things about life. My mom is the best. My mom is a wonderful woman for me.

**G. Tehnik/ Strategi Pembelajaran**

Translation technique

**H. Media Pembelajaran**

1. Papan tulis
2. Buku cetak

**I. Sumber Belajar**

- Dictionary  
 Buku cetak (English in Focus)  
 Internet

**J. Langkah-langkah Kegiatan**

No	Tahapan	Rincian Kegiatan	Waktu
1	Pre-activity	a. Guru telah menyiapkan RPP, absen siswa, bahan ajar dan daftar nilai. b. Guru membuka pelajaran dengan salam dan menyapa siswa dengan sapaan “ <i>good morning students</i> ” serta menanyakan kabar dengan ucapan “ <i>how are you today? I hope you are all feeling well</i> ” c. Guru mengajak berdoa sebelum memulai pelajaran “ <i>before we start to our lesson today, let’s pray to our God</i> ” guru meminta ketua kelas untuk memimpin doa. d. Mengecek kehadiran siswa “ <i>I will check your attendant list, please raise your hand and say present or yes I am, when you hear your name</i> ”	10 menit
2	Main activity	1. Explorasi ➤ Guru memberikan contoh singkat tentang penggambaran sesuatu yang akan di kaitkan dengan materi. Misalkan tentang “ SBY ”. Apa yang mereka pikirkan tentang tokoh tersebut. Kemudian mengaitkan dengan	60

		<p>pengertian <i>descriptive</i> setelah itu memberikan penjelasan</p> <ul style="list-style-type: none"> <li>➤ Guru memberi tahu topik yang akan di pelajari yang di tulis di papan tulis.</li> <li>➤ Memusatkan perhatian peserta didik dengan memberikan kebebasan berpendapat kepada peserta didik tentang <i>descriptive</i>. Apa yang mereka pikirkan, apa yang mereka ketahui, dsb.</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Disini guru menggunakan translation technique. Guru menjelaskan tentang langkah-langkah dan memandu siswa dalam proses belajar dengan menggunakan tehnik tersebut.</li> <li>➤ Guru meminta siswa untuk membaca teks bacaan <i>descriptive</i> dalam bahasa inggris</li> <li>➤ Siswa diminta mentranslete teks bacaan yang telah di berikan guru kedalam bahasa indonesia.</li> <li>➤ Guru meminta siswa untuk bertanya jika ada yang tidak di pahami dengan menggunakan bahasa Indonesia.</li> <li>➤ Siswa diminta untuk menterjemahkan dan menulis <i>vocabulary</i> yang terdapat dalam teks bacaan.</li> <li>➤ Guru memberikan <i>grammar rule</i> dan meminta siswa menggukan <i>vocabulary</i> baru untuk membuat contoh kalimat dengan <i>rule grammar</i> tersebut</li> <li>➤ Siswa menghafal <i>vocabulary</i> baru.</li> <li>➤ Guru meminta siswa untuk menyebutkan ulang <i>grammar rule</i> yang telah dipelajari.</li> <li>➤ Siswa menghafal <i>grammar rule</i></li> <li>➤ Guru memberikan soal-soal latihan dalam bentuk pilihan ganda yang sesuai dengan materi.</li> </ul>	
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		<p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan pendapat</li> <li>➤ Memberikan <i>feedback</i> terhadap proses belajar</li> </ul>	
3	Post activity	<p>Guru membantu siswa untuk membuat kesimpulan hasil belajar.</p> <p>Setelah waktu habis guru mengucapkan “<i>well, we’ll have to stop here, because of time is up. That all for today and let’s close by saying hamdalah</i>”</p> <p>Mengucapkan salam.</p>	

### K. Penilaian

Teknik penilaian : Tes Tertulis

Bentuk instrument : Multiple Choice

#### 1. Instrumen

##### a. Choose the correct answer by crossing a, b, c, or d!

1.  What is the picture?  
 a. Necklace                      c. Stethoscope  
 b. Glasses                        d. Tie
2.  What does she wear in her eyes?  
 a. Glasses                        c. Ring  
 b. Earing                         d. Watch
3. We have two ... to walk.  
 a. Eyes                            c. Legs  
 b. Hands                         d. Ears
4. You can wear ... if the weather is cold.  
 a. T-shirt                         c. Shirt  
 b. Sweater                        d. Umberella
5. There are the clothes when winter, except ...

- a. Shirt
- b. Jacket
- c. Sweater
- d. Scarf

## 2. Key answer

Choose the correct answer

- 1) C    2. A    3. C    4) B    5. A

## 3. Skoring

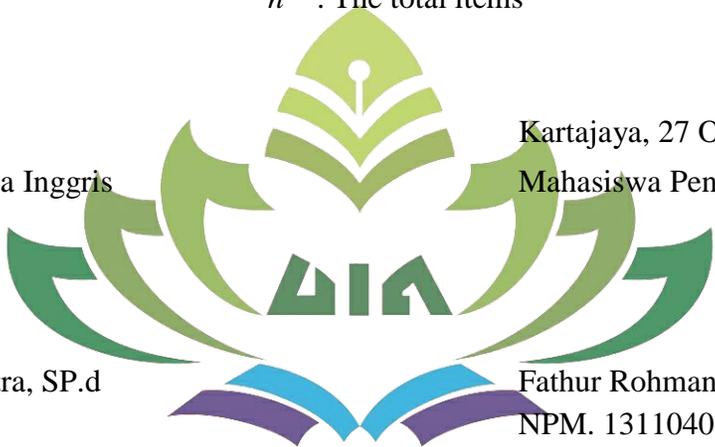
$$S = \frac{r}{n} 100$$

Ket:

$S$  : The score of the test

$r$  : The total number of the right answer

$n$  : The total items



Kartajaya, 27 Oktober 2017

Guru Bahasa Inggris      Mahasiswa Peneliti

Dody Saputra, SP.d      Fathur Rohman  
NPM. 1311040180

Mengetahui  
Kepala Sekolah MTs Makkah Kartajaya

Harisun, S.Ag

## Appendix 9

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)

Sekolah	: MTs Makkah Kartajaya
Mata Peajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: 1 (ganjil)
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

#### A. Standar Kompetensi :

##### 1. Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Siswa dapat menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Siswa dapat menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

## E. Nilai Karakter

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

## F. Materi Pembelajaran

### Descriptive Text

Descriptive text is text to describe something, someone or thing. The porpuse is to reveal a particular person, place or thing

Descriptive text has two main parts:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

Language feature is the use of adjectives and nouns

#### Adjectives

The word 'adjective' is form Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something. Adjectives describe nouns and pronoun. It gives information about people, place and things.

Adjectives can be used before and after nouns. There are many kinds of adjectives there are:

- 1) Some adjectives tell about the size of people or things.  
a big house a long bridge tiny feet  
a tall building a thin boy long trousers
- 2) Some adjectives tell about the color of things.  
a red carpet a gray suit a brown bear  
a blue uniform a yellow ribbon black shoes
- 3) Some adjectives tell what people or things are like by describing their quality.  
a beautiful woman a young soldier a flat surface  
a handsome boy an old uncle a hot drink
- 4) Some adjectives tell what things are made of. They refer to substances.

a plastic folder a stone wall a clay pot  
a paper bag a metal box a glass door

**Topic: describing place**

**Kuta Beach**

Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

When the day becomes dark, the nightlife of Kuta often begins too late, at around 23.00. The scene is full of different atmospheres and entertainment in bars and pubs which some of them give live bands, fashion shows, DJ's and sexy dancers. Being hungry and hoping to have a dinner, many restaurants are ready to serve their best recipes with a lot of international cuisines. Some of the famous restaurants in Kuta are B' Couple Bar N' Grill, Blue Fin, ESC, Flapjacks, Gabah Restaurant & Bar, Kopi Pot, Kori Restaurant & Bar, Maccaroni Restaurant & Bar, Made's Warung, Papa's Cafe, Queen's Tandoor, Sailfin, Stadium Cafe, Sushi Tei, Take Restaurant and so on. Needing a hotel around Kuta beach, do not worry because Kuta also offers its best varied hotels and resorts which most of the them give beachfront locations with their

various styles and budget ranges. In these hotels and resorts you can choose your best. It is really the worth town to visit. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other.

**G. Tehnik/ Strategi Pembelajaran**

Translation technique

**H. Media Pembelajaran**

1. Papan tulis
2. Buku cetak

**I. Sumber Belajar**

Buku cetak  
Internet

**J. Langkah-langkah Kegiatan**

No	Tahapan	Rincian Kegiatan	Waktu
1	Pre-activity	a. Guru telah menyiapkan RPP, absen siswa, bahan ajar dan daftar nilai. b. Guru membuka pelajaran dengan salam dan menyapa siswa dengan sapaan “ <i>good morning students</i> ” serta menanyakan kabar dengan ucapan “ <i>how are you today? I hope you are all feeling well</i> ” c. Guru mengajak berdoa sebelum memulai pelajaran “ <i>before we start to our lesson today, let’s pray to our God</i> ” guru meminta ketua kelas untuk memimpin doa. d. Mengecek kehadiran siswa “ <i>I will check your attendant list, please raise your hand and say present or yes I am, when you hear your name</i> ”	10 menit
2	Main activity	1. Explorasi	60

		<ul style="list-style-type: none"> <li>➤ Guru memberikan contoh tentang penggambaran sesuatu yang akan di kaitkan dengan materi. Misalkan tentang “<i>station</i>”. Apa yang mereka pikirkan tentang tempat tersebut. Kemudian mengaitkan dengan pengertian <i>descriptive</i> setelah itu memberikan penjelasan.</li> <li>➤ Guru memberi tahu topik yang akan di pelajari yang di tulis di papan tulis.</li> <li>➤ Memusatkan perhatian peserta didik dengan memberikan kebebasan berpendapat kepada peserta didik tentang <i>descriptive</i>. Apa yang mereka pikirkan, apa yang mereka ketahui, dsb.</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Disini guru menggunakan translation technique. Guru menjelaskan tentang langkah-langkah dan memandu siswa dalam proses belajar dengan menggunakan tehnik tersebut.</li> <li>➤ Guru akan menambahkan materi tentang <i>adjectives</i></li> <li>➤ Guru meminta siswa untuk membaca teks bacaan <i>descriptive</i> dalam bahasa inggris</li> <li>➤ Siswa diminta mentranslete teks bacaan yang telah di berikan guru kedalam bahasa indonesia.</li> <li>➤ Guru meminta siswa untuk bertanya jika ada yang tidak di pahami dengan menggunakan bahasa Indonesia.</li> <li>➤ Siswa diminta untuk menterjemahkan dan menulis <i>vocabulary</i> yang terdapat dalam teks bacaan.</li> <li>➤ Guru memberikan <i>grammar rule</i> dan meminta siswa menggunakan <i>vocabulary</i> baru untuk membuat contoh kalimat dengan <i>rule grammar</i> tersebut</li> </ul>	
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		<ul style="list-style-type: none"> <li>➤ Siswa menghafal <i>vocabulary</i> baru.</li> <li>➤ Guru meminta siswa untuk menyebutkan ulang <i>grammar rule</i> yang telah dipelajari.</li> <li>➤ Siswa menghafal <i>grammar rule</i></li> <li>➤ Guru memberikan soal-soal latihan dalam bentuk pilihan ganda yang sesuai dengan materi.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan pendapat</li> <li>➤ Memberikan <i>feedback</i> terhadap proses belajar</li> </ul>	
3	Post activity	<p>Guru membantu siswa untuk membuat kesimpulan hasil belajar.</p> <p>Setelah waktu habis guru mengucapkan “<i>well, we’ll have to stop here, because of time is up. That all for today and let’s close by saying hamdalah</i>”</p> <p>Mengucapkan salam.</p>	

## K. Penilaian

Teknik penilaian : Tes Tertulis

Bentuk instrument : Multiple Choice

### 1. Instrumen:

#### a. Choose the correct answer by crossing a, b, c, or d !

1. What the colour of *milk*?  
The italic word means?
  - a. red
  - b. blue
  - c. black
  - d. white
2. When the day becomes *dark*, the nightlife of Kuta often begins too late, at around 23.00. The italic word means?
  - a. malam
  - b. gelap
  - c. lampu
  - d. pantai
3. Kuta Beach is a ... beach in a southern Bali.
  - a. beautiful
  - b. island
  - c. Globe
  - d. water



## Appendix 10

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)

Sekolah	: MTs Makkah Kartajaya
Mata Peajaran	: Bahasa Inggris
Kelas	: VIII (Delapan)
Semester	: 1 (Ganjil)
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

#### A. Standar Kompetensi :

##### 1. Membaca

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Menganalisis makna kosa kata (nouns) dalam teks yang dibaca
3. Menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks yang dibaca
2. Siswa dapat menganalisis makna kosa kata (noun) dalam teks yang dibaca
3. Siswa dapat menganalisis makna kosa kata (adjectives) dalam teks yang dibaca

## E. Nilai Karakter

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

## F. Materi Pembelajaran

### Descriptive Text

Descriptive text is text to describe something, someone or thing. The porpuse is to reveal a particular person, place or thing

Descriptive text has two main parts:

1. Identification: contains the identification of matter / a will be described.
2. Description: contains the explanation / description of the thing / person to mention a few properties.

Language features is the use of adjectives and nouns

#### 1. Countable noun

Countable noun is word that can be counted.

Example: *chair, book, table, umbrella, house, pencil, book, glass, bottle, etc.*

Countable noun have singular form and plural form.

Countable noun become plural by adding 's/es' at the end of the word.

Example: *chairs, books, tables, umbrellas, houses, pencils, books, bottles, etc.*

Most words for people and object are countable nouns. We can use a number to say how many they are (eg. *3. apples, 1 apple, 4 apples etc.*). if we want talking to one object we can use the article 'a, and an' before the noupn (eg. *a pen, a book, etc* )

#### 2. Uncountable noun

Uncountable nouns are words which cannot be counted. They only have singular form, without plural form. These word are thought of as a whole rather that a parts.

Type	Example
Liquids	Water, ink, juice, milk, tea, oil. Sugar, rice, coffee.

Powder Material Food	Wood, metal, paper. Fruit, meat, bread.
Many, information, music, time, hair, etc.	

We cannot use a number to describe the amount of uncountable noun. We need to use a measurement (a liter, a glass, a piece of, a bar of, a bottle of, a cup of, etc.)

Example:

1. I am eating cake. (uncountable) → I am eating 2 pieces of cake (countable)
2. She drinks milk → she drinks a cup of milk

**a. Much and Many (banyak)**

Much is used for uncountable noun Examples: 1. How much money have you got? 2. I haven't got much money. 3. I bought much salt yesterday.	Many is used for countable noun. Examples: 1. How many books have you read? 2. Are there many people in your room? 3. I don't have many pens
---	--

**b. A lot of (banyak)**

We can use "a lot of" with plural countable and uncountable noun.

Countable noun	Uncountable noun
1. There are a lot of students 2. There are a lot of books	1. I have got a lot of money 2. I drink a lot of tea

**c. Some**

We can use "some" in positive sentences with plural countable and uncountable noun.

Countable noun	Uncountable noun
1. There are some chairs. 2. A read some books. 3. Fathur has some shoes.	1. Iin has some sugar in the kitchen. 2. I would like some coffee. 3. My brother found some money.

**d. Any**

We can use “any” in negative sentences with plural countable and uncountable noun.

Countable noun 1. There aren't any people. 2. Lin has not got any pets. 3. Aren't there any books.	Uncountable noun 1. We don't have any bread. 2. There isn't any time. 3. I don't have any egg.
---	---

**e. A few and a little (sedikit)**

A few is used in countable noun. Example: 1. I meet a few people every day. 2. They only have a few Euros. 3. There are a few friends. Notes. A few (may be not many but enough) Few (almost nothing)	A little is used for uncountable noun. Example: 1. There is a little paper in the printer. 2. You only have a little money. 3. There is a little water in the bottle. Notes. A little (may be not many but enough) Little (almost nothing)
--	---

**Topic : Describing Animal**

*Elephant*

*Elephants are the largest land animal in the world. They are from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.*

*Rabbit*

*I have a pet rabbit. My rabbit's name is Bosi. She is 3 years old. She is a small mammal with a short tail but long ears. She has four legs. Like other rabbits, she hops using her legs. Her hind legs are very powerful to hop. My rabbit has soft brown fur. I love cuddling her. Everyday she eats carrot and enjoys fresh*

vegetables too. She grows fatter and stronger now. My sister and I love playing with her.

#### Cat

*My pet is a cat. My cat's name is Wloobie. He has soft brown and white fur. His eyes are brown. He has a round head and whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat the rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying "Wluuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me.*

#### Giraffe

*Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "horns" or knobs. They are used to protect the head when fighting.*

#### Common Noun

*Common nouns are name of non-specific people, place, thing or ideas.*

*Waman, city, dog, shoe*

*Since these aren't naming anything specific, they don't need to start with a capital letter unless they begin a sentence.*

#### **G. Tehnik/ Strategi Pembelajaran**

Translation Technique

#### **H. Media Pembelajaran**

1. Papan tulis
2. Buku cetak

#### **I. Sumber Belajar**

Dictionary  
Buku cetak (English in Focus)  
Internet

#### **J. Langkah-langkah Kegiatan**

No	Tahapan	Rincian Kegiatan	Waktu
1	Pre-activity	<p>a. Guru telah menyiapkan RPP, absen siswa, bahan ajar dan daftar nilai.</p> <p>b. Guru membuka pelajaran dengan salam dan menyapa siswa dengan sapaan “<i>good morning students</i>” serta menanyakan kabar dengan ucapan “<i>how are you today? I hope you are all feeling well</i>”</p> <p>c. Guru mengajak berdoa sebelum memulai pelajaran “<i>before we start to our lesson today, let’s pray to our God</i>” guru meminta ketua kelas untuk memimpin doa.</p> <p>d. Mengecek kehadiran siswa “<i>I will check your attendant list, please raise your hand and say present or yes I am, when you hear your name</i>”</p>	10 menit
2	Main activity	<p>1. Explorasi</p> <ul style="list-style-type: none"> <li>➤ Guru memberikan contoh singkat tentang penggambaran sesuatu yang akan di kaitkan dengan materi. Misalkan tentang “gajah (<i>elephant</i>)”. Apa yang mereka pikirkan tentang hewan tersebut. Kemudian mengaitkan dengan pengertian <i>descriptive</i> setelah itu memberikan penjelasan.</li> <li>➤ Guru memberi tahu topik yang akan di pelajari yang di tulis di papan tulis.</li> <li>➤ Memusatkan perhatian peserta didik dengan memberikan kebebasan berpendapat kepada peserta didik tentang <i>descriptive</i>. Apa yang mereka pikirkan, apa yang mereka ketahui, dsb.</li> </ul> <p>2. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Disini guru menggunakan translation technique. Guru menjelaskan tentang langkah-langkah dan memandu siswa dalam proses belajar dengan menggunakan tehnik tersebut.</li> <li>➤ Guru meminta siswa untuk membaca teks</li> </ul>	60

		<p>bacaan <i>descriptive</i> dalam bahasa inggris</p> <ul style="list-style-type: none"> <li>➤ Siswa diminta mentranslete teks bacaan yang telah di berikan guru kedalam bahasa indonesia.</li> <li>➤ Guru meminta siswa untuk bertanya jika ada yang tidak di pahami dengan menggunakan bahasa Indonesia.</li> <li>➤ Siswa diminta untuk menterjemahkan dan menulis <i>vocabulary</i> yang terdapat dalam teks bacaan.</li> <li>➤ Guru memberikan <i>grammar rule</i> dan meminta siswa menggukan <i>vocabulary</i> baru untuk membuat contoh kalimat dengan <i>rule grammar</i> terebut</li> <li>➤ Siswa menghafal <i>vocabulary</i> baru.</li> <li>➤ Guru meminta siswa untuk menyebutkan ulang <i>grammar rule</i> yang telah dipelajari.</li> <li>➤ Siswa menghafal <i>grammar rule</i></li> <li>➤ Guru memberikan soal-soal latihan dalam bentuk pilihan ganda yang sesuai dengan materi.</li> </ul> <p>3. Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan pendapat.</li> <li>➤ Memberikan <i>feedback</i> terhadap proses belajar</li> </ul>	
3	Post activity	<ol style="list-style-type: none"> <li>1. Guru membantu siswa untuk membuat kesimpulan hasil belajar.</li> <li>2. Setelah waktu habis guru mengucapkan “<i>well, we’ll have to stop here, because of time is up. That all for today and let’s close by saying hamdalah</i> ”</li> <li>3. Mengucapkan salam.</li> </ol>	

## K. Penilaian

Teknik penilaian : Tes Tertulis  
Bentuk instrument : Multiple Choice

### 1. Instrumen

a. Choose the correct answer by crossing a, b, c, or d !



1. Do you know this animal? It is a...  
a. Fish                      c. Bear  
b. Monkey                  d. Tiger
2. It has sharp ... for tearing his food.  
a. Furs                      c. Tails  
b. Claus                     d. Noses
3. A large African animal with a very neck and long legs.  
What is it?  
a. Monkey                      c. Cow  
b. Giraffe                      d. Dog
4. We can eat this animal, it can produce many eggs. This animal has voice that is useful to awaken people in the morning. What is it?  
a. Chicken/Rooster              c. Dog  
b. Lion                          d. Cat
5.  It is owl, it has short beak. Usually we can find this animal at night. Owl has big ... and thick ...  
a. Eyes and Fur                      c. Eyes and Tail  
b. Mouth and Nose                  d. Nose and Fur

### c. Key answer

Choose the correct answer

1. D      2. B      3. B      4. A      5. A

### d. Scoring

$$S = \frac{r}{n} 100$$

Ket:

S : The score of the test

r : The total number of the right answer

n : The total items

Guru Bahasa Inggris

Kartajaya, 27 Oktober 2017

Mahasiswa Peneliti

Dody Saputra, SP.d

Fathur Rohman

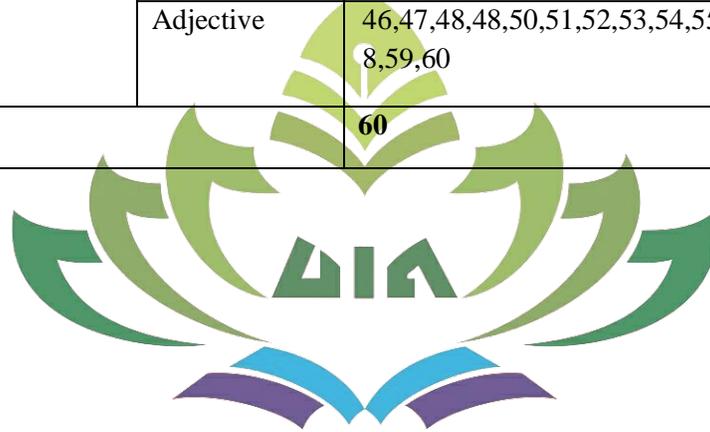
NPM. 1311040180



*Appendix 11*

**The Specification of Test for Try-Out Test**

<b>Aspect</b>	<b>Type of Vocabulary</b>	<b>Contribution</b>	<b>Total</b>
<b>Word Meaning</b>	Nouns	1,2,3,4,5,6,7,8,17,18,19,20,21,22,23,24,	15
	Adjective	31,32,33,34,35,36,37,38,39,40,41,42,43,44,45	15
<b>Word Use</b>	Nouns	9,10,11,12,13,14,15,16,25,26,27,28,29,30	15
	Adjective	46,47,48,48,50,51,52,53,54,55,56,57,58,59,60	15
<b>Total</b>		<b>60</b>	<b>60</b>



**Appendix 12**

**Test Item Try-Out for Pre-Test and post test**

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Waktu : 90 Menit

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**Choose the correct answer by crossing a, b, c and d!**

1. School is an institution for educating children.  
The underlined word means...

a. Masjid	c. Bioskop
b. Sekolah	d. Rumah
2. We have two eyes to see all creation of god.  
The underlined word means...

a. Dua mata	c. dua kaki
b. Dua telinga	d. dua tangan
3. How much milk do you want in your coffee?  
The underlined word means...

a. Air	c. minuman
b. Susu	d. teh
4. Alligator is a large reptile with a hard skin that lives in and near rivers and lakes. The underlined word means...

a. Lumba-lumba	c. Biawak
b. Ular	d. Buaya
5.  What is this picture?

a. Bread	c. Two breads
b. Rice	d. Rices
6. Branti is a name of the ... in Lampung.

a. Hospital	c. Restaurant
b. School	d. Airport
7. Rio Hariyanto is a racer in Indonesia.  
The underlined word means?

a. Pembalap	c. aktor
b. Artist	d. Laki-laki
8. I put the sugar in your tea.  
The underlined word means...

a. Gula	c. Garam
b. Air	d. Susu

9. Istana Merdeka is one of the most popular ... in Indonesia

- a. Mini Market
- b. Building
- c. Tower
- d. Great Wall

10.



X : Have you got Many ... ?

Y : Yes, I have four sisters

- a. Brothers
- b. Brother
- c. sister
- d. sisters

11. I do not have much...

- a. heads
- b. head
- c. rice
- d. rices

12. ... is a store that sells kinds of medicines

- a. Bookstore
- b. Pharmacy
- c. Alfamart
- d. Cashier

13. Mr. Dody hears a song by using two...

- a. Eyes
- b. Feet
- c. Ears
- d. hand

14. There is a ... teaching in the class.

- a. Teacher
- b. Students
- c. farmer
- d. doctor

15. ... is a scientist of Indonesia.

- a. Indro Warkop
- b. Jokowi
- c. Joe Taslim
- d. B.J Habibi

16. The ... is much better in my new job.

- a. Motorcycle
- b. TV
- c. Car
- d. Money

17. His father became a mayor in 1998.

The synonymy of the underlined word is...

- a. Grandfather
- b. Daddy
- c. Uncle
- d. Son

18. Mrs. Jones pulled the necklace from her neck.

The underlined word means...

- a. Lengan
- b. Pinggang
- c. Jari
- d. Leher

19. I saw the wonderful fog this morning.

The underlined word means...

- a. Kabut
- b. Cahaya
- c. Kodok
- d. Pelangi

20. I saw the beautiful frog this morning.  
The underlined word means...
- a. Kabut
  - b. Cahaya
  - c. Kodok
  - d. Pelangi
21. The tiger pounced on its prey.  
The underlined means...
- a. Mangsa
  - b. Sahabat
  - c. Musuh
  - d. Rumah
22. ... is a small animal with long ears and large front teeth, which moves by jumping on its long bags legs.
- a. Mouse
  - b. Rabbit
  - c. Kangaroo
  - d. Giraffe
23. These are names of National Park in Indonesia, except...
- a. The Commodes
  - b. The Ujung Kulon
  - c. The Bromo
  - d. The Tanjung Putting
24. Need strong concrete to making a great building.  
The underlined word means...
- a. Tiang
  - b. Pondasi
  - c. Dinding
  - d. Bahan
25. A person who works in library is called...
- a. Librarian
  - b. Headmaster
  - c. Cashier
  - d. Florist
26. The spider has ...
- a. Two legs
  - b. Four legs
  - c. Eight leg
  - d. Eight legs
27. ... is blind.  
The correct word to complete the idiom above is...
- a. Love
  - b. Man
  - c. Woman
  - d. Happiness
28. Bromo, Krakatau and Merapi are names of ... in Indonesia.
- a. River
  - b. National park
  - c. Mountains
  - d. Islands
29. I buy the ... to protect me from the rain.
- a. Sandal
  - b. Sweater
  - c. Jeans
  - d. Umbrella

30. A person who catch fish in the sea is a ...  
a. Fishermen                      c. Soldier  
b. Seller                              d. Rider
31. Generally, girls are ... than boys.  
a. talkative                          c. more talkative  
b. old                                  d. big
32. Cricket is an ... game.  
a. exciting                            c. excitinger  
b. excitengest                        d. famous
33. Arpita is looking ... in this dress.  
a. gorgeous                          c. gorgeousest  
b. gorgeouser                        d. more gorgeous
34. She has a very ... voice.  
a. sour bitter                        c. nice  
b. sweet                                d. sweeter
35. Diamond is the ... natural material.  
a. hard                                 c. harder  
b. hardest                             d. soft
36. This exercise is ...  
a. easy                                  c. lazy  
b. sport                                d. jogging
37. Rohan is a ... boy.  
a. trustworthy                        c. trustworthier  
b. trustworthest                      d. trusworth
38. The entire staff of the hotel we stayed at was very ...  
a. friendly                              c. friendlier  
b. friendliest                          d. friendship
- 



48. The furry cat made the boy sneeze.

The underlined word means?

- a. manis
- b. indah
- c. lucu
- d. berbulu indah

49. The hungry man lived under the bridge.

The underlined word means?

- a. pemburu
- b. pengemis
- c. kenyang
- d. lapar

50. He was afraid to talk to his teacher.

The underlined word means?

- a. Siswa
- b. Malu
- c. rajin
- d. takut

51. The perfume in the room is fragrant.

The underlined word means?

- a. Lembut
- b. Wangi
- c. indah
- d. busuk

52. The shiny window caught people's attention.

The underlined word means?

- a. Berkilau
- b. Hitam
- c. kaca
- d. gelap

53. The mathematics was very difficult.

The underlined word means?

- a. Mudah
- b. menarik
- c. sulit
- d. rumit

54. I didn't want to play on the wet ground.

The underlined word means?

- a. Kering
- b. kotor
- c. bersih
- d. basah

55. My aunt who lives in England is elderly.

The underlined word means?

- a. tua
- b. Kaya
- c. miskin
- d. muda

56. The professor taught a fascinating material in the outdoor class.

The underlined word means?

- a. Mengagumkan
- b. susah
- c. membosankan
- d. mudah

57. Her sister is an amazing artist!

The underlined word means?

- a. Lucu
- b. imut
- c. kaya
- d. mengagumkan

58. The textbook for the class was cheap.

The underlined word means?

- a. Mahal
- b. Murah
- c. panjang
- d. pendek

59. The adorable kid smiled at his father.

The underlined word means?

- a. Menawan
- b. sedih
- c. sulit
- d. bahagia

60. The yellow banana was used to make baby porridge.

The underlined word means?

- a. Merah
- b. Biru
- c. hijau
- d. kuning

**Key answer try-out for pre-test and post test**

1.B	11.A	21.A	31.C	41.B	51.B
2.A	12.B	22.C	32.A	42.D	52.A
3.B	13.C	23.C	33.A	43.A	53.C
4.D	14.A	24.B	34.C	44.A	54.D
5.C	15.D	25.A	35.B	45.C	55.A
6.D	16.D	26.D	36.A	46.B	56.A
7.A	17.B	27.A	37.A	47.A	57.D
8.A	18.D	28.C	38.A	48.D	58.B
9.B	19.A	29.D	39.B	49.D	59.A
10.D	20.C	30.A	40.B	50.D	60.D



Appendix 13

**Expert Validation Form For Vocabulary Mastery Test Item**

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan)  
Validator : Dodi Saputra, S.Pd

Berilah tanda cek (√) pada kolom “Ya” apabila soal yang di telaah telah sesuai dengan kriteria!

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrumen sudah sesuai dengan kopetensi dasar dan indikator untuk siswa kelas XI di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami oleh siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah alokasi waktu sudah cukup?			

Komentar umum dan saran.

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Kartajaya, Oktober 2017  
Validator,

Dodi Saputra, S.Pd

**The Specification of Test for Pre-test**

<b>Aspect</b>	<b>Type of Vocabulary</b>	<b>Contribution</b>	<b>Total</b>
<b>Word Meaning</b>	Nouns	3,5,7,17,19,21,23,4,6,18,20,22	12
	Adjective	31,35,37,39,41,45,32,34,38,40,44	11
<b>Word Use</b>	Nouns	9,15,25,10,26,28,30	7
	Adjective	47,51,55,57,59,46,48,52,56,60	10
<b>Total</b>		<b>40</b>	<b>40</b>



**Test Item for Pre-Test**

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Waktu : 90 Menit

---

**Choose the correct answer by crossing a, b, c and d!**

1. How much milk do you want in your coffee?  
The underlined word means...
  - a. Air
  - b. Susu
  - c. minuman
  - d. teh
2. Alligator is a large reptile with a hard skin that lives in and near rivers and lakes. The underlined word means...
  - a. Lumba-lumba
  - b. Ular
  - c. Biawak
  - d. Buaya
3.  What is this picture?
  - a. Bread
  - b. Rice
  - c. Two breads
  - d. Rices
4. Branti is a name of the ... in Lampung.
  - a. Hospital
  - b. School
  - c. Restaurant
  - d. Airport
5. Rio Hariyanto is a racer in Indonesia.  
The underlined word means?
  - a. Pembalap
  - b. Artist
  - c. aktor
  - d. Laki-laki
6. Istana Merdeka is one of the most popular ... in Indonesia
  - a. Mini Market
  - b. Building
  - c. Tower
  - d. Great Wall
7.  X : Have you got Many ... ?  
Y : Yes, I have four sisters
  - a. Brothers
  - b. Brother
  - c. sister
  - d. sisters
8. ... is a scientist of Indonesia.
  - a. Indro Warkop
  - b. Jokowi
  - c. Joe Taslim
  - d. B.J Habibi

9. His father became a mayor in 1998.  
The synonymy of the underlined word is...
- a. Grandfather
  - b. Daddy
  - c. Uncle
  - d. Son
10. Mrs. Jones pulled the necklace from her neck.  
The underlined word means...
- a. Lengan
  - b. Pinggang
  - c. Jari
  - d. Leher
11. I saw the wonderful fog this morning.  
The underlined word means...
- a. Kabut
  - b. Cahaya
  - c. Kodok
  - d. Pelangi
12. I saw the beautiful frog this morning.  
The underlined word means...
- a. Kabut
  - b. Cahaya
  - c. Kodok
  - d. Pelangi
13. The tiger pounced on its prey.  
The underlined means...
- a. Mangsa
  - b. Sahabat
  - c. Musuh
  - d. Rumah
14. ... is a small animal with long ears and large front teeth, which moves by jumping on its long bags legs.
- a. Mouse
  - b. Rabbit
  - c. Kangaroo
  - d. Giraffe
15. These are names of National Park in Indonesia, except...
- a. The Commodes
  - b. The Ujung Kulon
  - c. The Bromo
  - d. The Tanjung Putting
16. A person who works in library is called...
- a. Librarian
  - b. Headmaster
  - c. Cashier
  - d. Florist
17. The spider has ...
- a. Two legs
  - b. Four legs
  - c. Eight leg
  - d. Eight legs
18. Bromo, Krakatau and Merapi are names of ... in Indonesia.
- a. River
  - b. National park
  - c. Mountains
  - d. Islands

19. A person who catch fish in the sea is a ...  
a. Fishermen                      c. Soldier  
b. Seller                              d. Rider
20. Generally, girls are ... than boys.  
a. talkative                          c. more talkative  
b. old                                  d. big
21. Cricket is an ... game.  
a. exciting                            c. excitinger  
b. excitengest                        d. famous
22. She has a very ... voice.  
a. sour bitter                        c. nice  
b. sweet                                d. sweeter
23. Diamond is the ... natural material.  
a. hard                                 c. harder  
b. hardest                              d. soft
24. Rohan is a ... boy.  
a. trustworthy                        c. trustworthier  
b. trustworthest                      d. trusworth
25. The entire staff of the hotel we stayed at was very ...  
a. friendly                              c. friendlier  
b. friendliest                         d. friendship
26. You are getting ... all the time!  
a. gooder                                c. goodest  
b. better                                d. goodness
27. Your efforts to accomplish this project are ...!  
a. outstandinger                      c. outstandingest  
b. outstanding                        d. outstand

28. Mr. Sharma felt very ... when his son failed the final examination.

- a. more disappointed
- b. disappointed
- c. more happy
- d. happy

29. It is always...to seek the advice of your elders in difficult times.

- a. beneficial
- b. necessity
- c. useless
- d. disappointed

30. We have a ... time at the alumni meet.

- a. least
- b. cool
- c. great
- d. red

31. The musician played an expensive violin.

The underlined word means?

- a. bagus
- b. mahal
- c. murah
- d. indah

32. My friends invited me to a fancy party.

The underlined word means?

- a. indah
- b. Ramai
- c. mengecewakan
- d. sepi

33. The furry cat made the boy sneeze.

The underlined word means?

- a. manis
- b. indah
- c. lucu
- d. berbulu indah

34. The perfume in the room is fragrant.

The underlined word means?

- a. Lembut
- b. Wangi
- c. indah
- d. busuk

35. The shiny window caught people's attention.

The underlined word means?

- a. Berkilau
- b. Hitam
- c. kaca
- d. gelap

36. My aunt who lives in England is elderly.

The underlined word means?

- a. tua
- b. Kaya
- c. miskin
- d. muda

37. The professor taught a fascinating material in the outdoor class.

The underlined word means?

- a. Mengagumkan
- b. susah
- c. membosankan
- d. mudah

38. Her sister is an amazing artist!

The underlined word means?

- a. Lucu
- b. imut
- c. kaya
- d. mengagumkan

39. The adorable kid smiled at his father.

The underlined word means?

- a. Menawan
- b. sedih
- c. sulit
- d. bahagia

40. The yellow banana was used to make baby porridge.

The underlined word means?

- a. Merah
- b. Biru
- c. hujau
- d. kuning

**Key answer try-out for pre-test and post test**

No	Jawaban	No	Jawaban	No	Jawaban	No	Jawaban
1	B	11	A	21	A	31	B
2	D	12	C	22	A	32	B
3	C	13	A	23	B	33	D
4	D	14	B	24	A	34	B
5	A	15	D	25	A	35	A
6	B	16	A	26	B	36	A
7	D	17	D	27	B	37	A
8	D	18	C	28	B	38	D
9	B	19	A	29	A	39	A
10	D	20	A	30	C	40	D



*Appendix 17*

**The Specification of Test for Posttest**

<b>Aspect</b>	<b>Type of Vocabulary</b>	<b>Contribution</b>	<b>Total</b>
<b>Word Meaning</b>	Nouns	9,15,25,10,31,35,37,39,41,52,56,60	12
	Adjective	4,6,18,20,22,47,51,55,57,59,23	11
<b>Word Use</b>	Nouns	21,45,32,34,38,40,44	7
	Adjective	3,5,7,17,19,26,28,30, 46,48	10
<b>Total</b>		<b>40</b>	<b>40</b>







16. The perfume in the room is fragrant.

The underlined word means?

- a. Lembut
- b. Wangi
- c. indah
- d. busuk

17. The shiny window caught people's attention.

The underlined word means?

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18. My aunt who lives in England is elderly.

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- a. Mengagumkan
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20. Her sister is an amazing artist!

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- a. Lucu
- b. imut
- c. kaya
- d. mengagumkan

21. The adorable kid smiled at his father.

The underlined word means?

- a. Menawan
- b. sedih
- c. sulit
- d. bahagia

22. The yellow banana was used to make baby porridge.

The underlined word means?

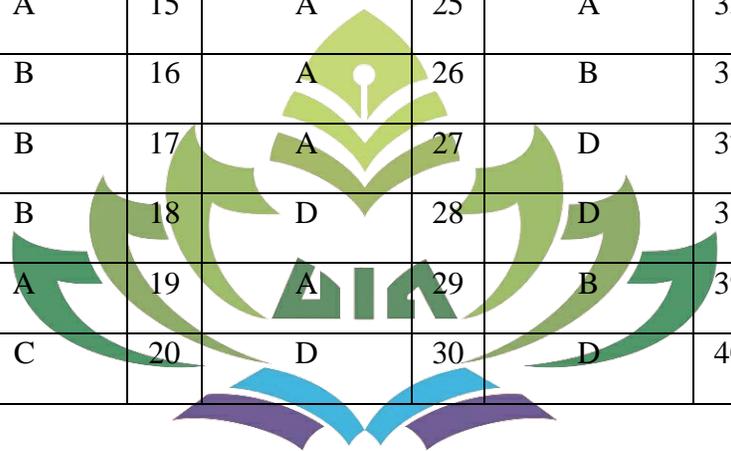
- a. Merah
- b. Biru
- c. hijau
- d. kuning



- b. Pinggang  
d. Leher
33. I saw the wonderful fog this morning.  
The underlined word means...
- a. Kabut  
c. Kodok  
b. Cahaya  
d. Pelangi
34. I saw the beautiful frog this morning.  
The underlined word means...
- a. Kabut  
c. Kodok  
b. Cahaya  
d. Pelangi
35. The tiger pounced on its prey.  
The underlined means...
- a. Mangsa  
c. Musuh  
b. Sahabat  
d. Rumah
36. ... is a small animal with long ears and large front teeth, which moves by jumping on its long bags legs.
- a. Mouse  
c. Kangaroo  
b. Rabbit  
d. Giraffe
37. These are names of National Park in Indonesia, except...
- a. The Commodore  
c. The Bromo  
b. The Ujung Kulon  
d. The Tanjung Putting
38. A person who works in library is called...
- a. Librarian  
c. Cashier  
b. Headmaster  
d. Florist
39. The spider has ...
- a. Two legs  
c. Eight leg  
b. Four legs  
d. Eight legs
40. Bromo, Krakatau and Merapi are names of ... in Indonesia.
- a. River  
c. Mountains  
b. National park  
d. Islands
- 

**Key answer try-out for post test**

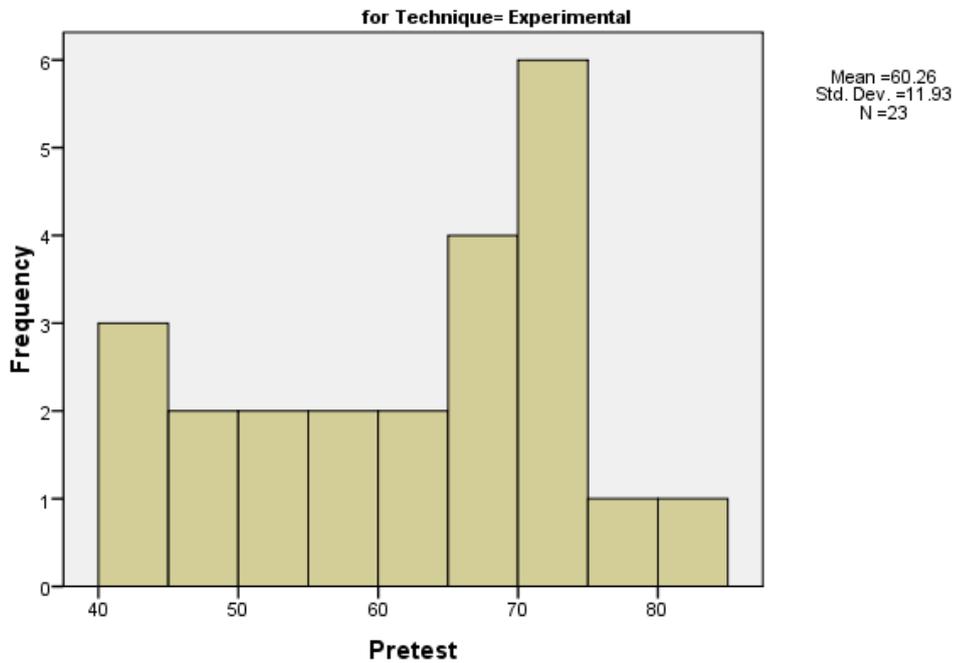
No	Jawaban	No	Jawaban	No	Jawaban	No	Jawaban
1	A	11	B	21	B	31	A
2	A	12	B	22	D	32	C
3	B	13	D	23	C	33	A
4	A	14	B	24	D	34	B
5	A	15	A	25	A	35	D
6	B	16	A	26	B	36	A
7	B	17	A	27	D	37	D
8	B	18	D	28	D	38	C
9	A	19	A	29	B	39	A
10	C	20	D	30	D	40	A



**Result of Pretest in Experimental Class**

Technique		Statistic	Std. Error	
Pretest	Experimental	Mean	60.26	2.487
		95% Confidence Interval for Mean	Lower Bound	55.10
			Upper Bound	65.42
		5% Trimmed Mean	60.29	
		Median	65.00	
		Variance	142.315	
		Std. Deviation	11.930	
		Minimum	40	
		Maximum	80	
		Range	40	
		Interquartile Range	20	
		Skewness	-.341	.481
		Kurtosis	-1.173	.935

**Histogram**

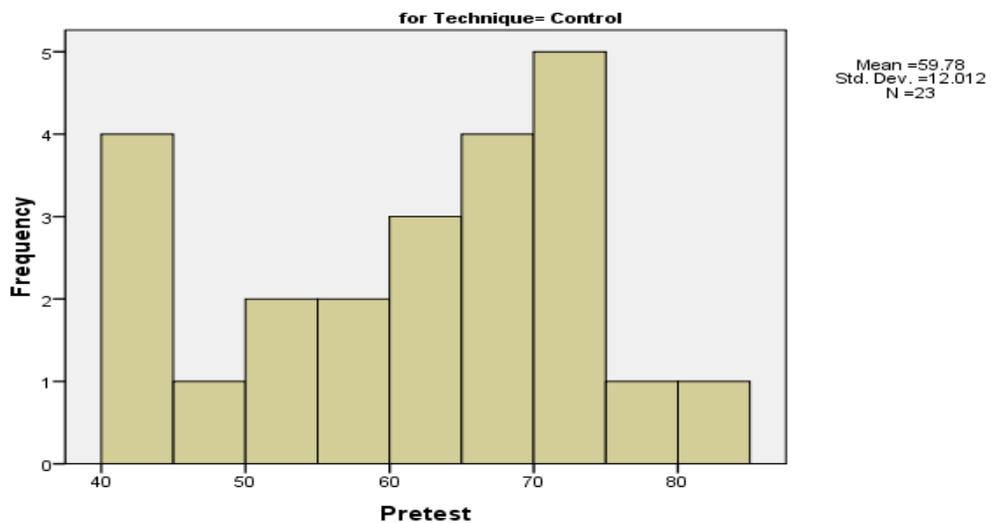


### Result of Pretest in Control Class

Descriptives

Technique			Statistic	Std. Error
Pretest	Control	Mean	59.78	2.505
		95% Confidence Interval for Mean		
		Lower Bound	54.59	
		Upper Bound	64.98	
		5% Trimmed Mean	59.76	
		Median	62.00	
		Variance	144.292	
		Std. Deviation	12.012	
		Minimum	40	
		Maximum	80	
		Range	40	
		Interquartile Range	20	
		Skewness	-.282	.481
		Kurtosis	-1.136	.935

Histogram



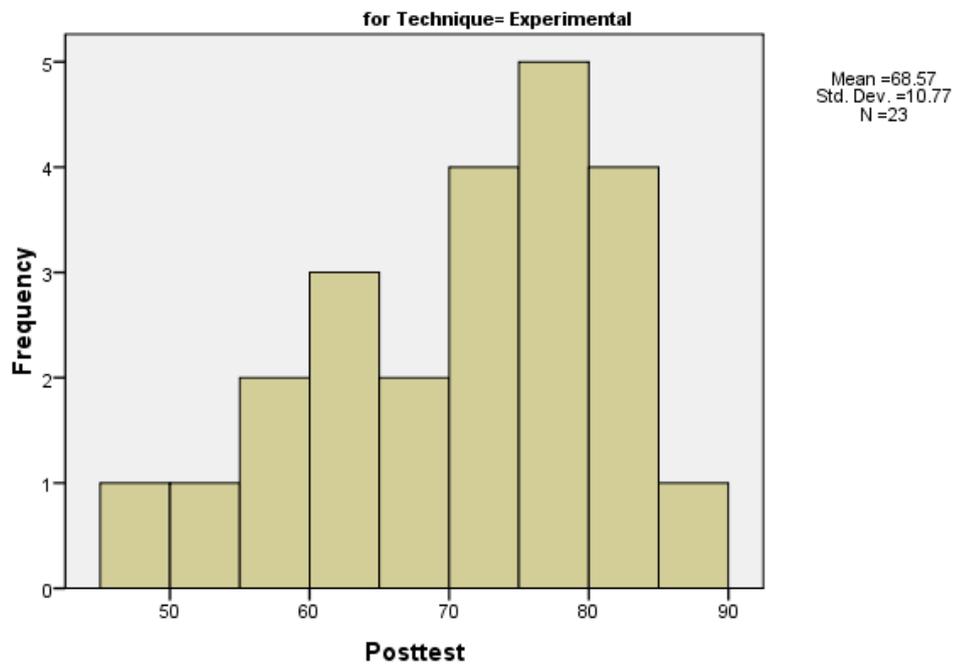
### Result of Post-test in Experimental Class

#### Descriptives

Technique		Statistic	Std. Error		
Posttest	Experimenta	Mean	68.57	2.246	
	l	95% Confidence Interval for Mean	Lower Bound		63.91
			Upper Bound		73.22
		5% Trimmed Mean	68.96		
		Median	70.00		
		Variance	115.984		
		Std. Deviation	10.770		
		Minimum	45		
		Maximum	85		
		Range	40		
		Interquartile Range	17		
		Skewness	-.572		.481
		Kurtosis	-.506		.935



#### Histogram

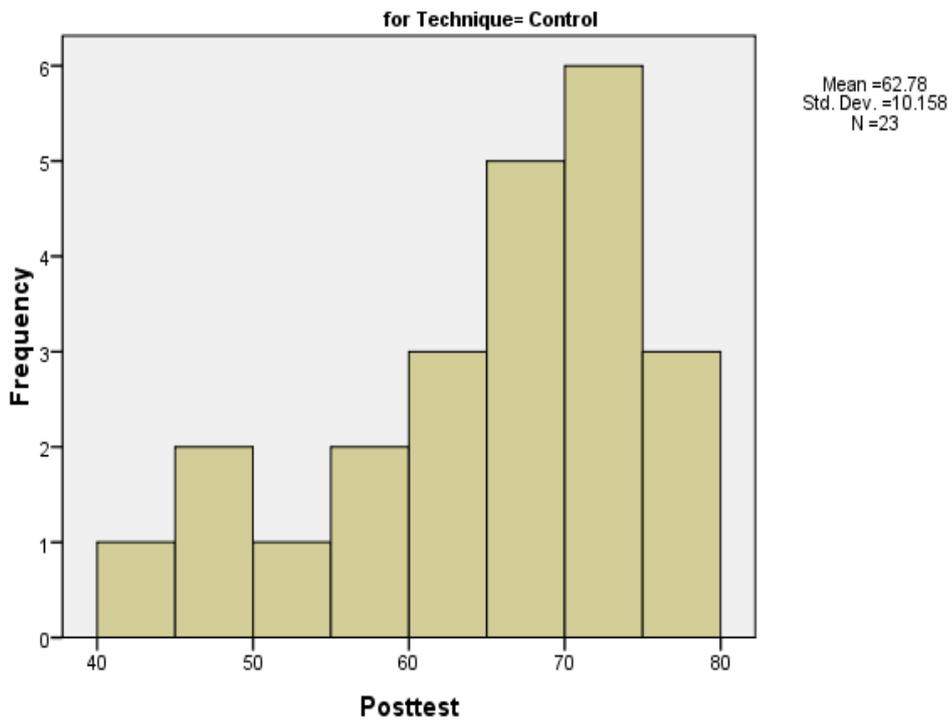


**Result of Post test in Control Class**

**Descriptives**

Technique		Statistic	Std. Error		
Posttest	Control	Mean	62.78	2.118	
		95% Confidence Interval for Mean	58.39		
		Lower Bound	67.18		
		Upper Bound	63.33		
		5% Trimmed Mean	65.00		
		Median	103.178		
		Variance	10.158		
		Std. Deviation	40		
		Minimum	75		
		Maximum	35		
		Range	15		
		Interquartile Range	-0.867		.481
		Skewness	-0.161		.935
		Kurtosis			

**Histogram**



**Result of Normality and Homogeneity Test**

**Tests of Normality**

Technique		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental	.210	23	.010	.924	23	.081
	Control	.184	23	.043	.930	23	.110

a. Lilliefors Significance Correction



**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.672	1	44	.417
	Based on Median	.701	1	44	.407
	Based on Median and with adjusted df	.701	1	41.268	.407
	Based on trimmed mean	.755	1	44	.390

**Result of Hypothetical Test**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	.672	.417	3.705	44	.001	5.30435	1.43149	2.41938	8.18932
	Equal variances not assumed			3.705	40.886	.001	5.30435	1.43149	2.41316	8.19553



## DOCUMENTATION







# YAYASAN MAKKAH

## MTS PONDOK PESANTREN MODERN MAKKAH

Jl Translok Pakuan D Kampung Kartajaya Kecamatan Negara Batin Kabupaten Way Kanan  
Telp. 081369024460/ 085279283414

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Perwakilan: Jl. Kelud IV No. 252 Perumnas Way Halim Bandar Lampung 35141 Telp. (0721) 703916

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### SURAT KETERANGAN

No: 027/ MTs-PMM/XI/2017

Madrasah Tsanawiyah Pondok Pesantren Modern Makkah Kartajaya kecamatan Negara Batin kabuten Way Kanan Menerangkan bahwa:

Nama : Fathur Rohman  
NPM : 1311040180  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian tentang The Influence of Using Think Pair Share Technique Toward Students Vocabulary Mastery at the First Semester of the Eighth Grade of MTs Makkah Kartajaya Way Kanan Lampung in Academic Year of 2017/2018 di MTs Makkah.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kartajaya, November 2017  
Kepala Sekolah MTs Makkah,

Harisun, S.Ag