

**THE INFLUENCE OF SHOW AND TELL (S&T) TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH
GRADE OF
MTs N 1 LAMPUNG TENGAH IN THE ACADEMIC
YEAR 2023/2024**

A Thesis

**Submitted as Partial Fulfillment of the
Requirement for S-1 Degree**

By:

ANNISA FITRI ZIAN M

NPM.1911040268

Program Study : English Education

Advisor : M. Sayid Wijaya, M.Pd

Co-advisor : Irawansyah, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG**

2024

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LAMPUNG

2024

ABSTRACT

Learning vocabulary such as teaching other social sciences, which required the right methods of learning to be successful. One of the good methods to give successful learning of students' vocabulary mastery in learning process was the used of Show and Tell (S&T) method. The aim of this study was to find the significant influence in the students' vocabulary after using show and tell (S&T) method of the Eighth-grade students of MTs N 1 Lampung Tengah.

This research used quasi experimental design. The population of this research was the Eight-grade of MTs N 1 Lampung Tengah which consists of 264 students. The sample was 64 students that taken from two classes VIII F as experimental class VIII H as control class. The data collecting technique used pre-test and post-test. The instrument used test that focused on verb, adjective and nouns. The data analysis used content validity, construct validity, item validity, and reliability of instruments.

After doing hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (p- value) were 0.001, means Sig (p-value) was lower than Sig $\alpha = 0.05$. it concluded that there was a significant influence of using show and tell method toward students' vocabulary mastery at the Eighth Grade Students of MTs N 1 Lampung Tengah in Academic Year 2023/2024.

Keywords: Influence, show and tell method, vocabulary mastery

DECLARATION

Hereby, I stated this thesis entitled “The Influence of Show and Tell (S&T) Towards Students’ Vocabulary Mastery at The Eighth Grade of MTs N 1 Lampung Tengahin the AcademicYear 2023/2024” is completely my own work, Iam fully aware that I have quoted some statemnets and theories from various sources and they are properly acknowledged in the future.

Bandar Lampung, November 2023

Declared by,



Annisa Fitri Zian M

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A thesis entitled: "THE INFLUENCE OF SHOW AND TELL (S&T) TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTs N 1 LAMPUNG TENGAH IN THE ACADEMIC YEAR 2023/2024", by: ANNISA FITRI ZIAN MELIANTIKA, NPM: 1911040268. Study Program: English Education, was tested and defended in the examination session in Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung, on: Thursday, January 4th 2024.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا
مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease. Surely with that hardship comes more ease.

(Q.S Al- Insyirah:5-6)”

DEDICATION

I dedicate this thesis to everyone who loves and cares about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My beloved parents Mr. Muhtarmizi and Ms. Tri Sadianah, S.Pd who always tirelessly pours out prayers for their children who are struggling to win the title of S. Pd and never forget to always remind them that Allah is a good planner. May Allah bless you all.
2. My brother Rifki rahmadhan, who are struggling with our own research, never forget to help, support, and remind each other.
3. My big families, the Yasli Arsah Family and the Achyat Zulaiho Family who always support and out prayers for me who are struggling to win the title of S. Pd.
4. My beloved almamater UIN Raden Intan Lampung and beloved lecturers.

CURRICULLUM VITAE

The name of the researcher is Annisa Fitri Zian M. Her nickname is Nisa. She was born in Lampung Tengah on March 5th 2000. She is the first child of three children from her beloved parents, her father Mr. Muhtarmizi and her mother Mrs. Tri sadianah, S.Pd., M.H. She has Two little brothers named, Anugra Ziando Alfarizi and Anas Ziando Albuchari. She started her education in TK ABA Yukum Jaya in 2005 and graduated in 2006, then continued to SD IT Bustanul Ulum and SMP N 1 Lampung Tengah in 2006 then graduated in 2012. Then, she continued her study at junior high school at SMP N 1 Terbanggi Besar from 2012 until 2015. After that, she continued her study in Senior High School in MAN 1 Lampung Tengah in 2015 and graduated in 2018. Afterward, she decided to become University Students in English Education Study Program at UIN Raden Intan Lampung in 2019 and graduated in 2023.

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By the name of Allah Almighty, the Lord of the world, who had given the researcher his guidance, mercy, blessing, and health to complete this research. Shalawat and Salam were forever for a noble character, the prophet Muhammad SAW, who has brought human beings from the darkness to lightness and from the bad character to the good one. This thesis entitled “ The Influence of Show and Tell Method Towards Students' Vocabulary Mastery at MTs N 1 LampungTengah in the Academic Year of 2023/2024”was submitted as one of the necessary requirements for receiving the S-1 Degree in the English Department Study Program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung. Therefore, the researcher would sincerely thanks :

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May Allah, the most gracious and the most merciful, always gave His blessing and compassion for all Muslims in the world. Finally, the researcher expected that this thesis can be a benefit to the readers. Aamiin Allahuma Aamiin.

Bandar Lampung, November 2023

Annisa Fitri Zian M
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CHAPTER I

INTRODUCTION

A. Title Affirmation

As a first step to understanding the title of this research and to avoid misunderstanding the title of this research, it is necessary to explain the terms related to this research. The title meant is “The Influence of Show and Tell Towards Students’ Vocabulary Mastery at Eighth Grade of MTs N 1 Lampung Tengah in The Academic Year 2023/2024”.to prevent further misunderstanding in providing an interpretation, it needs to elaborate on the terminology of this research title.

In support of this research, influence is the act or power of producing an effect without the apparent use of force or the direct exercise of command.¹in this research title, influence means to know if there is a significant influence on students’ vocabulary mastery using Show and Tell Method.

Show and tell is the activity of showing an audience something and explain or describe about it.² In the process of show and tell method, student will bring something from home and explain to the classmates why they choose the object, where they get it from, and other important information about the object. It means one of the methods in the teaching-learning process which are effective in influence student vocabulary mastery and used in the experimental class as a treatment.

Vocabulary mastery is a key aspect of foreign language learning.³It means that vocabulary mastery is very necessary to

¹Merriam Webster, *Oxford Advanced Learners Dictionary* (United Kingdom : Oxford University Press, 2013), 222.

² Musfiroh, T. (2011). Show and tell edukatifuntukpengembanganempati, Afiliasesolusikonflik, dan kebiasaanpositif Anak usiadini. *JurnalKependidikan*, Vol 41, No 2, November 2011, 129 – 143.

³Easterbrook, R. M. (2013). *The process of vocabulary learning: vocabulary learning strategies and beliefs about language and language learning* (Doctor of Philosophy in Education, The University of Canberra)

be explored and mastered by students which must be in accordance with existing rules. In addition, vocabulary mastery is needed to express our ideas and to be able to understand the language, vocabulary is crucial to be mastered.⁴In other words, vocabulary mastery is the ability to Understand lexis and vocabulary is very important to master because mastering a lot of vocabulary will make it easier for students to read, write, listen, and speak English.

From several meanings of words, then this research used the title“ The Influence of Show and Tell (S&T) Towards Students’ Vocabulary Mastery at The Eighth Grade of MTs N 1 Lampung Tengahin the AcademicYear 2023/2024”.

B. Background of Problem

English is one of the subjects that students should learn both in formal and informal schools in Indonesia should learn. There are four skills that English learners should learn when they learn English. They are speaking, listening, reading, and writing.⁵ These language skills are integrated into the teaching and learning process. As a matter of fact, there is one component that has a great influence on skills which is called vocabulary.⁶Without vocabulary, nothing can be understood from reading or listening. Moreover, without vocabulary nothing can be conveyed through writing or speaking.⁷ We cannot communicate effectively without vocabulary, so learning

⁴MawardinM.Said, *English Vocabulary* (Bandung : CV. Media Sains Indonesia, 2021), 9.

⁵Syafrizal and Haerudin, The Implementation Of Vocabulary Building Strategy In Teaching English Vocabulary To Young Learners, *Journal of English Language Teaching*, Vol.5, No.1 (2018):40.

⁶Husna Nurdini and Leni Marlina, Vocabulary Journal as A Learning Tool for Students in Learning Vocabulary ThroughReading at Junior High School, *Journal of English Language Teaching*, Vol.6, No.1 (2017): 283.

⁷Dodi Setiawan, EFL Students’ Vocabulary Development: Using Leveled Texts in Online Reading Instruction, *Journal of English and Arabic Language Teaching*, Vol.8 No.2 (2017): 124

vocabulary is the first step in learning English. In other words, the first thing that language learners must master is vocabulary.

Vocabulary is the most important aspect of the way to learn English. The ability of English learning is characterized by vocabulary mastery because it can help to improve other English skills. Wilkins in Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁸ Based on the statement, it can be stated that vocabulary is the fundamental component of language that allows people to communicate. Without enough vocabulary skill, students cannot say anything or respond to what they listen to. Students cannot master a language if they do not master it well.

To communicate well in a foreign language, students must acquire a sufficient number of words and must know how to use them accurately and appropriately. Without a proportional amount of vocabulary, students will experience difficulties in speaking, reading, listening, and also writing. Furthermore, without a sufficient vocabulary, students cannot understand others or express their own ideas. Most English students continue to struggle with vocabulary mastery. Because of their limited vocabulary, they frequently struggle to understand the meaning of words that are not known from context. Furthermore, students will struggle to understand a text if they do not understand the meaning of the words in the text. It is also possible that students will be unable to communicate in English due to a lack of vocabulary. Teachers must pay closer attention to their students' vocabulary mastery.

The English teacher is responsible for instilling the meaning of vocabulary in the students' minds. Teachers and students certainly have their own difficulties in teaching and learning vocabulary. The teacher must adapt the way of teaching vocabulary to the needs of the students. That is why the teacher

⁸Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002) p.13

must find the best solution to help all students easily memorize the vocabulary that students must master.

Based on the preliminary research that was conducted at MTs N 1 Lampung Tengah, the researcher found several problems between the teacher and the student. From the interview with the English teacher of the Eighth grade of MTs N 1 Lampung Tengah, Uliana Hanum S.Pd she said teaching vocabulary needs more effort to increase the students' motivation in learning English because students feel English was quite foreign to them and then, students think that it was hard to learn English. It is because of the background of students, who when they were in elementary school there was no English lesson, so English words were quite foreign and hard to learn to them. Besides that, that most of the students especially in the Eighth grade did not master and lack of vocabulary, this resulted the students feel difficult to memorize and understand English vocabulary. Another factor is that students lack interest in learning English, especially in vocabulary because there is no interesting method that makes students interested in learning vocabulary, because the teacher explained the material and after that asked the students to do task. Teacher without realizing it if the method can reduce students' interest in learning because it is boring, this condition makes the process of learning monotonous. To know the students' ability in vocabulary mastery, data of the students' vocabulary score obtained from the teacher. The students' score can be seen in the table 1.1:

Table 1.1

Students English Score at the First Semester of the Eighth Grade of MTs N 1 Lampung Tengah in the Academic Year of 2023/2024

No	Class	Score		Number of Students
		<70	≥70	
1	VII A	20	10	30

2	VII B	19	11	30
3	VII C	22	12	34
4	VII D	21	11	35
5	VII E	27	9	36
6	VII F	29	6	32
7	VII G	27	5	35
8	VII H	29	6	32
Total		194	70	264
Percentage		73.5%	26.5%	100%

Source: The students' scoring data from MTs N 1 Lampung Tengah's English teacher

Based on the table 1.1, the total number of Eighth-grade students in MTs N 1 Lampung Tengah was 264 students. The criteria of minimum (KKM) at the school was 70. It can be concluded that 73.5% or 194 out of 264 students got a <70 score. The students who got scores above of the criteria of minimum (KKM) only 70 students with a percentage of 26.5%. It is possible to conclude that the student's vocabulary mastery remains low and that the learning process is not yet optimal. As a result, the students found it difficult to learn vocabulary because the teacher's method was uninteresting to them, particularly when it came to teaching vocabulary.

To support the data explained before, the questionnaire also given to students. According to the questionnaire results, the majority of students still find it difficult to learn English vocabulary. The students stated that studying English is a difficult subject, so they are also passive and uninterested in studying English. They were also bored when learning English, particularly when learning vocabulary, not only because they had limited vocabulary mastery, but also because the teacher's method was less effective for the students, particularly when teaching vocabulary. The teacher only uses students the target language and asks the students to translate the sentence. and then memorize the word.

Therefore, the teacher should consider and implement a creative method that will increase students' motivation to learn vocabulary. The teacher's method may influence student success or failure in language learning. On the other hand, teaching vocabulary is very hard, because the teacher should apply the appropriate teaching strategy to solve the problem. Teaching strategy is a way of a material presented during the teaching and learning process. In teaching strategy plays a very important role in increasing the quality of education.⁹Teaching vocabulary like teaching other social science, which needed suitable techniques or methods in order to get successful learning. Using the method is a needed to learn vocabulary because can be used to attract the students and can tackle the issue in training vocabulary is by utilizing method. The students will have a great time and not bored, yet they will learn new words and they could master it. One of the good techniques or methods is Show and Tell (S&T) method. This method is adapted to the needs of students and limited school facilities to use learning media. Show and Tell is a method of teaching and learning where students tell about an object or process that has been or ever experienced.

According to Musfiroh, show and tell is the activity of showing an audience something and explain or describe about it.¹⁰ In the process of show and tell method, student will bring something from home and explain to the classmates why they choose the object, where they get it from, and other important information about the object. Show and tell (S&T) method is a good and new method for helping the teaching and learning process, The activity of showing something to the audience and telling them about it is known as show and tell. The Show and

⁹ Yani Lubis, (2019), *The Effect Using Sensory Images and Questioning Strategies On the Students' Ability in Reading Comprehension*. Journal IJIERM, Vol.1 No. 1 September – December, p. 33

¹⁰ Musfiroh, T. (2011). Show and tell edukatif untuk pengembangan empati, Afiliasi resolusi konflik, dan kebiasaan positif Anak usi dini. *Jurnal Kependidikan*, Vol 41, No 2, November 2011, 129 – 143.

Tell Method is a great way to support teaching and learning, and understanding the picture or other objects can make students smarter in vocabulary learning. This activity aims to bring students speaking in the class and get students interested with the simple things every day. Students can talk about anything their want and remember new vocabulary. This method so many another benefit to encourage students get many vocabularies and make students to motivate to learning English.

During the learning process, Show and Tell method can be applied as the appropriate method to get students' excited in studying the vocabulary. It attracts their attention during English learning process. They learn to work in cooperation as member of group and also learn to respect each other. This method gave the enjoyable atmosphere in the class. Student got interested and happy in learning. This method gave the opportunity to students to revise the vocabulary and recall the past events. It helped them remembering the connection of words with it. They become more active in the classroom. Therefore, this method was expected to help the English teacher in teaching vocabulary and influence students' ability to master vocabulary.

Based on the explanation, this research conducted experimental research entitled "The Influence of Show and Tell (S&T) Towards Students' Vocabulary Mastery at Eighth Grade Studens of MTs N 1 Lampung Tengah in Academic Year of 2023/2024".

C. Identification and Limitation of the Problem

In this section discuss about identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevance studies, systematics of the research.

1. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as follows:

1. The students do not master and lack of vocabulary.
2. Students felt difficult to memorize and understand English vocabulary.
3. Students had lack interest to learn English.
4. The learning process look boring and monotonous.

2. Limitation of the Problem

The research focused to find the influence of the students vocabulary after using Show and Tell (S&T) method of the Eighth Grade Students of MTs N 1 Lampung Tengah in Academic Year of 2023/2024. The vocabulary just focused on verb, adjective, and nouns, such as occupation, family member, and Things at School.

D. Formulation of the Problem

Based on the background of the problem, it can be formulated the problem as follow: Is there any significant influence of using Show and Tell (S&T) method towards students vocabulary mastery at the Eighth grade students of MTs N 1 Lampung Tengah?

E. Objective of the Research

Based on the problem statement above, the objective of the research was to found the significant influence in the students vocabulary after using Show and Tell (S&T) method of the Eighth-grade students of MTs N 1 Lampung Tengah.

F. The significance of the Research

This research was expected to provide a significant contribution both theoretically and practically.

1) Theoretical Contribution

This research hopefully to be able to contribute and provide empirical evidence to support the effectiveness of using the Show and Tell (S&T) method in the teaching and learning process, especially in vocabulary teaching.

2) Practical Contribution

a. For teachers

By looking at the results of this research, hopefully the

teacher got a new method for teaching vocabulary through the Show and Tell (S&T) method. Not only that, this research can be used as the input of how to influence students' English vocabulary so that the students can master how to memorized vocabulary through the implementation of show and tell method.

b. For students

The result of this research was the students could enjoy and understand easily the learning process and not to be bored when the teacher gave the material. By using this method the students can be easily to remember the vocabulary.

c. For next researcher

This research can be used as a reference for another researcher whowas interested in conducting research that has a relation to the topic.

G. Relevance Studies

The researchers some references about previous studies which was closed with the title of the writer. But, it does not mean the research only plagiarism the previous study. To prove the originality, this research was inspired by some previous studies such as the study entitled:

First, Tasya Randita Siagian the research entitled "The effect of show and tell (S&T) Method assisted by smart cube in Learning speaking" it found the result shows that test t observed $>$ t table or $7.3 > 2.00$ means the hypothesis that there was significant Effect of the show and tell method assisted by smart cube in learning speaking in senior high school.

Second, Novia Ayu Lestari the research entitled "Applying for show and tell (S&T) Method to enhance students speaking skill of describing" it found the result of observation sheets, and questionnaire was supported by the result of speaking test to find the improvement of the students. Before the classroom action research, the writer conducted a pre-test for the students and the data showed that the students who passed the criteria minimum

mastery were 34.37%, or 11 students. In post-test 1, the number was increased became 62.50%, or 20 students. In post-test 2, the number increased significantly became 84.37%, or 27 students in total who passed the criteria minimum mastery. In conclusion, the Show and Tell Method is suitable to enhance students' speaking skills.

Third, Abdul Wahab the research entitled "The use show and tell (S&T) Method in teaching vocabulary at the second-grade students of junior high school (MTS) Assholihyah Lingkok Lelong East Lombok In The Academic Year 2021/2022" The result of the data indicated that there is a significant difference between student's post-test in experimental class and controlled class. The mean score of the post-test (9.02) in the experimental class was higher than the mean score of the post-test (5.63) in the controlled class. Through t-test (14.2) was higher than the t-table (2.042) at the level of significance of 0.05 with a degree of freedom are 36. It concluded that the hypothesis of this study is accepted. Meaning that using Show & Tell (S&T) method is effective for the student's vocabulary mastery in the Second Year Students of Junior High School (MTS) Assholihyah Lingkok Lekong East Lombok. Therefore, the English teacher may use Show & Tell (S&T) Method in teaching the English process. Because it can make the English learning process more enjoyable, fun, and effective.

Fourth, Sigit Apriyanto entitled "The Show And Tell Method And Its Application In Improving Speaking Skills" This study aims to inform that the application of the show and tell method improves the skills of class XI C students at SMK Komputama Majenang. This study was conducted in 2 cycles and as the subject students of class XI C with observation techniques and oral tests with quantitative descriptive analysis. Based on this, the conclusion is that the application of this method can improve speaking skills from the classical 75% passing percentage to 81%.

Fifth, Tabah Simamorate research entitled “ the effect of show and tell Method in Learning vocabulary at ten grade of SMA swasta Nusantara Tingga Lingga at academic years 2021” The result shows that test $t_{Hitung} > t_{table}$ or $14.12 > 2.042$ it means the hypothesis that there was significant Effect of the show and tell method in learning Vocabulary and speaking in SMA Swasta Nusantara Tingga Lingga.

Distinguishes of this research from the previous research is this research focussed on vocabulary of verb, adjective, and noun, of occupation, family member, and things at school. Then the researcher was find out the significant influence in the students' vocabulary after using Show and Tell (S&T) method. The results of this research can be used as the input of how show and tell influence students' English vocabulary so that the students can master how to memorize vocabulary through the implementation of Show and Tell method.

H. Systematic of the Research

1. Chapter I

Chapter I presented title confirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research significance of the research, relevant research, and systematic of the research.

2. Chapter II

This chapter presented the Frame of the theory Hypothesis. The theory contains Vocabulary, Vocabulary Ability, and Show & Tell Method. Besides, this Chapter also explains the hypothesis of this research.

3. Chapter III

Chapter III presented the research method. This chapter presents the time and place of the research, research design, population, sample, data collecting technique, operational definition of a variable, the instrument of the research, validity and reliability test, homogeneity test, and hypothetical test .

4. Chapter IV

Chapter IV presented the result and discussion. This chapter research findings were presented and a discussion was provided to further explain the findings of this research.

5. Chapter V

Chapter V contains a conclusion and recommendation of the research. In this chapter, the research findings were summarized to conclude. After knowing the conclusions of the research, suggestions were given to all parties related to this research.

CHAPTER II

FRAME OF THEORY AND FRAME OF THINKING

This chapter consisted of the theories, Frame of theory and frame of thinking. Frame of theories describe some information involved: concept of vocabulary, concept of show and tell method and concept of lecture method.

A. Frame of Theory

This section discussed about the theory of vocabulary, vocabulary mastery, show and tell method, lecture method and frame of thinking.

1. The Concept of Vocabulary

In this section explain about the concept of vocabulary such as definition of vocabulary, vocabulary mastery, types of vocabulary, parts of vocabulary, the important of vocabulary, teaching and learning vocabulary, and aspect of vocabulary.

a. Definition of Vocabulary

Vocabulary is a group of words that contains meaning while according to Muhbubah said that vocabulary as the concept and function word of language which are so thoroughly that become a part of a child's understanding speaking, reading and writing.¹¹ Vocabulary is the word having meaning when heard or see even thought not proceed by the individual himself to communicate with other. According to Brown that vocabulary is the content and function words of language which are learned through by that they become a part of the child's understanding, speaking, reading and writing.¹²

¹¹ Muhbubah. *The Using of Scrabble Can Interest the Learners to Learn Vocabulary*. Thesis. Faculty of Language and Arts UNM. 2000

¹² Brown, H. Douglas. *Language Assessment. Principles and Classroom Practices*. (New York: Pearson Education. 2004)

Second, vocabulary is words having meaning when heard or seen even though the individual produces it when communicating with others. Richard said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.¹³ According to Webster that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally grouchy.¹⁴ Also, Marsuni stated that vocabulary is ability to recognize individual letters that form a word.¹⁵

In this research, vocabulary is related in Brown definition stated that vocabulary is the content and function words of language which are learned through by that they become a part of the child's understanding, speaking, reading and writing. Second, vocabulary is words having meaning when heard or seen even though the individual produces it when communicating with others. Good in Busran defines vocabulary as content and function word of language which are learned so thoroughly so that become part of child's understanding, speaking, and later reading and writing vocabulary.¹⁶ It also means words having been heard or seen even though not produced by individual himself to communicate with others. From the definition expressed by Hornby above it can be concluded that the vocabulary is basic and most important elements of a language.

b. Vocabulary Mastery

¹³Richard, Jack and A. Renandya Willy. *Methodology in language Teaching*. (New York: Cambridge University, 2002)

¹⁴Webster. *Developing Vocabulary*. (United States: Pearson Education, Inc. 2007)

¹⁵ Marsuni. *Improving the Students' Vocabulary by Using Context Clues*. Thesis. Faculty of Language and Arts UNM. 2005.

¹⁶Good, V. C. *The Dictionary of Education*. (New York; Mc. Graw Hill Bookcompany. 2005)

One of the most important aspects of foreign language learning is vocabulary mastery. According to Brian North, vocabulary mastery is solid in all situations, and word choice resembles that of a native speaker.¹⁷ It means that vocabulary mastery must be explored and mastered by the student in accordance with existing rules. Furthermore, Alqahtani stated that vocabulary mastery is required to express our ideas and to be able to understand the language; therefore, vocabulary must be mastered.¹⁸ In other words, vocabulary mastery is the ability to understand lexis, and mastering a large vocabulary made easier for students to read, write, listen to, and speak English.

According to the definitions given above, vocabulary mastery is the ability of students to use or understand words. In this study, vocabulary mastery defined as knowing the different types of vocabulary mastery and understanding aspects of vocabulary mastery such as word meaning, word use, and word combination. The researcher focused on verb, adjective, and nouns, such as Occupation, family member, and things at school.

c. Types of vocabulary

Harmer distinguishes two types of vocabulary, there are:

- 1) Active vocabulary, it refers to vocabulary that students have been taught are learned and then expected to be able to use.
- 2) Passive vocabulary, it refers to vocabulary they may not be able to produce. Good divided vocabulary into four parts, namely:
 - c. Oral vocabulary consists of word actively used

¹⁷ Brian North, *English Profile Studies : The CEFR in Practice* (United Kingdom : Cambridge university press, 2014), 79

¹⁸ Mawardin M. Said, *English Vocabulary* (Bandung : CV. Media Sains Indonesia, 2021), p9

in speech that comes readily to the tongue of the one's conversation.

- d. Writing vocabulary is stock of words that comes readily to one's finger vocabulary. It commonly used in writing.
- e. Listening vocabulary is stock of words, which a person can understand when hear it.
- f. Reading vocabulary is the words where the people can recognize when they find it in written material.¹⁹

According to Linguist Leggett pointed out, there are two types of vocabulary:

- a) Passive or recognition vocabulary, which is made up the words, one recognizes in the context of reading material but he does not actually use himself.
- b) Active vocabulary which consists of working words is used daily in writing and speaking.²⁰

Donooghue divided vocabulary into four types, those are:

- a. Listening or hearing vocabulary, it refers to the words a person understand when he hears them.
- b. Speaking vocabulary includes the words a person uses in expressing himself orally.
- c. Reading vocabulary, embraces the words that person understand when he sees them in printing or in writing.
- d. Writing vocabulary is chronologically acquired last and only includes the words a person uses or can in writing composition.²¹

¹⁹Marwardin M said, *Ibid*,2021.p9

²⁰Gleen, Legget. *A Guide and Resource Book for Teachers*. (Cambridge: Cambridge. 2001)

²¹Donooghue. *Developing Vocabulary*.(United Staters: Pearson Education,Inc.

Schail stated that every person has three types of vocabulary as follows:

- a. Active vocabulary the words customarily use in speaking and probably runs from 5000 to 10000 words.
- b. Reserve vocabulary the words we know but rarely use in speaking, we use them in writing.
- c. Passive vocabulary the words we recognize vaguely, but are not sure of the meaning, and never use them neither in speaking and writing.²²

d. Parts of vocabulary

Vocabulary includes of three parts, they are:

- 1) Verb is a word which can be used with subject to form basic of close sentence. Verb is words express action of states of being and verbs are action word, the more action can note, the more power full they are.
- 2) Noun, to determine a noun, first remember that a noun is a person, place, thing or idea.
- 3) Adjective, very simply adjective modify nouns. This means that they may modify any verb, adjective are divided into categories as a way of understanding their purpose.

e. The Important of Vocabulary

Vocabulary is the primary element for students in understanding language. Language skill is learnt easily when many vocabularies they have. In foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Research studies have

1999)

²² Schail. *Working with Words. A Guide to Teaching and Learning Vocabulary.* (New York; Cambridge University Press. 2004)

shown the strong links between having an extensive vocabulary and achieving students regularly instinctually perceive the significance of vocabulary to their language learning. Building up a decent vocabulary will assist them with improving their capacity in learning vocabulary. Many of the vocabulary in English reading material must be learned. Without it nobody can communicate in or comprehend the language. It implies that individuals cannot compose a word or make a sentence well, when they don't master it.

f. Teaching and Learning vocabulary

Teaching and learning vocabulary is not a simple way. The teacher's ability to recognize the students competence and characteristic is needed.

- 1) Teaching vocabulary Teaching English vocabulary to children is not the same to the adult, so the material taught to the students should be suitable with their level of ages. Good points out that teaching
 - a) Narrowly the act of instructing in an educational instruction, instructing
 - b) Broadly the act of providing activities materials and guidance that facilitate learning in either or non-formal.²³
2. Learning vocabulary Allen classified the technique learning vocabulary as follows:
 - a. In the beginner class

The teachers present the meaning of vocabulary through pictures, real object, explanation and definition in simple English by using the words that students already know.

²³Good, V. C. *The Dictionary of Education*. (New York; Mc. Graw Hill Bookcompany. 2005)

b. Vocabulary in intermediate class

To show the meaning of new words, the teacher explain by using simple sentences in English picture can also be used at intermediate level in several helpful ways.

c. Principle in teaching and learning vocabulary²⁴

According to Allen, there are two major aims advanced classes. First, to prepared the students to the kinds of English used by native speaker. Second, help to students become independent on their own learning. Therefore, in explaining the unfamiliar words, the teacher don't merely simplify the sentences they use but they are sometimes required more sophisticated sentences construction as usually used by the native speakers of English. Later on, the students develop their vocabulary by using various ways based on their preference.

g. Aspect of vocabulary

Harmer explained that there are four aspect of vocabulary that the students need to know about. The four aspects are word meaning, word use, word combination and word grammar.²⁵

1) Word meaning

According to Harmer word meaning include:

a) Polysemy

Polysemy is the meaning between words that are often used in several sentences or in different contexts, example: She is a smart head master in this school.

²⁴ Allen, *Techniques in Teaching Vocabulary*.(New York: Oxford University press. 1999)

²⁵Jeremy, Harmer. *The practice of english language teaching.london handbook for language teachers*: (London; Longman. 1991)

b) Antonym

Antonyms are relationships between two words that express opposite meaning, example: fast >< slow, big >< small.

c) Synonym

Synonym means that two or more words have the same meaning, example: big synonym is giant.

d) Hypnoyms

Hypnoyms is specific examples of a general concept, example: the hypnoyms of color is black, blue, red, etc.

e) Connotation

Connotation has two meanings, namely positive and negative depending on the cultural context. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. Example: I use the mouse to do the task to make it easier (positive). She is arrested because of his corruption scandal in his department. She is such a mouse (negative).

2) Word use

According to Harmer it is often stretched through a series of metaphors and idiom. Words not just have different meanings, however it can be stretched and twisted to fit different contexts and different uses. Such metaphorical use of words allows to move beyond their purely denotational use (where a word only describe a thing rather than those feelings or ideas it suggests). It helps extend range of expression and interpretation, allowing to opportunity to explain our feelings about things in a way that creates readily available images. Poets use such metaphor all the time such “The wind clawed through the shrunken trees and scratched and bit and roared with range”. Some metaphors become fixed

of the phrase which competent speakers recognize at once, even though the meaning of the phrase is not decipherable from any understanding of the individual words. Other than that the expression like “I’ve got him eating out of my hands”. It is common expression, an accepted idiom.

3) Word Combination

Word combination also known as collocation. Collocation is the ways in which words co-occur-combinations acceptable. It is immediately apparent that while some words can live together, others cannot. It can be said fast asleep, and this an acceptable collocation, but *fast awake is not. The way in which words combine collocationally and in larger chunks has led people, most notably Nattinger, to talk about lexical phrases.

a) Lexical phrases

Lexical phrases or language chunks are like prefabricated building units. Apart phrasal verbs, collocations, and compound words such as traffic lights, walking sticks, and workshop. Language also chunks itself also include in functional phrases (by the way, other than that, if you see what I mean. Verbal expression (can’t afford to, not supposed to, don’t mind).

b) Phrasal verb

Phrasal verb is made up of two or more words yet it is only one meaning unit. Some people refer to such meaning units as “lexemes” but whatever that it need to see that words in combination have to be perceived as meaning units in their own right, just a single word such as a book or table do.

4) Word grammar

Word grammar is grammar that can be used to make the difference between countable and non-countable words. Therefore, can be both singular and plural. We can say one table or two table. Word grammar distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, transitive, intransitive.²⁶

2. The concept of Show and Tell (S&T) Method

In this section explain about the concept of show and tell (S&T) method such as definition of show and tell (S&T) method, the application of show and tell (S&T) method, benefits of the show and tell method, the advantages of show and tell method, disadvantages of the show and tell method, procedure of teaching show and tell method.

a. Definition of Show and Tell (S&T) method

Show and Tell is a method of teaching and learning where students tell about an object or process that has been or ever experienced. According to Musfiroh, Show and tell is the activity of showing an audience something and explain or describe about it.²⁷ In the process of show and tell method, student will bring something from home and explain to the classmates why they choose the object, where they get it from, and other important information about the object. The object or experience is usually from their home and students will tell it orally in front of the class. According to Thornbury, Show and Tell is an activity where the teacher asked the students to talk and answer

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2015) p.18-21

²⁷ Musfiroh, T. (2011). Show and tell edukatif untuk pengembangan empati, Afiliasi resolusi konflik, dan kebiasaan positif Anak usi dini. *Jurnal Kependidikan*, Vol 41, No 2, November 2011, 129 – 143.

question about something, it could be an object, person or an image.²⁸ Through show and Tell, students can learn how to express their ideas, their thought and it will give students experience and it is one of the best preparations for the real-life speaking.

According to Gordon, stated that Show and Tell method (S&T) is a new method. This method combines the method of natural language parsing with the interaction, use of this method to make students interface with their classmates and teachers, students can show object and tell the object in front of class to make students confidents and smarter.²⁹ The use of Show and Tell method is very good to help the teaching and learning process, which can improve student's intelligence in remembering and mastering vocabulary.

Based on explanation above researcher concludes that Show and Tell method was method that can be applies in the teaching and learning process. Show and tell method help the students to express their opinions, express feelings, desires, and experiences related to the object.

b. The Application of Show and Tell (S&T) method

According to Musfiroh, there are several different types of show and tell that can be applied, which Show and Tell (S&T) method with personal objects, Show and Tell (S&T) method with the food, and Show and Tell (S&T) method with images and photos.

- 1) Show and Tell (S&T) method with personal objects
Students can bring personal objects for use when

²⁸ Scott Thornbury, *How to Teach English*. (Harlow: Pearson Education Limited, 2005), p.94

²⁹Gordon, M and Harel, D. (2000) *Show and Tell Play in Combining Natural Language with User Interaction for Specifying Behavior*, Weizmann Institute of science. Rehovot, Israel., p. 361

doing Show and Tell (S&T) method such as book, pen, ruler, wardrobe, backpack, shoes, etc.

- 2) Show and Tell (S&T) method with food is the thing they need and have a strong range to develop responsibility and independence. When the child was show and tell the child can talk about the taste, the main ingredient for making food, colors, and so on.
- 3) Show and Tell (S&T) method with images and photos Images and photos is relatively effective to stimulate the ability of manners, responsibility, and independence. For children, the ability to be well received through media stories helped with pictures or photographs. Meanwhile, Tilaar stated that Show and Tell (S&T) method can be applied to show something like a new game equipment, birthday gift, food gift from relatives, tableware, or all the objects that are considered new or interesting items for children. For example, children make a diorama that shows a scene from the novel or the life of Native American tribes. On the next day the child was standing beside diorama and tells the story of a diorama that shows some aspects of the life of the tribe. Based on some of the opinions above, the application of the method Show and Tell (S&T) can use food, drawings or photographs, new game tool, birthday gifts, tableware, children's work, and all the objects that are considered attractive for children.

c. Benefits of the Show and Tell Method

Laurie Patsalides that the benefits show and tell the method to develop some aspects.³⁰ They are: children learn to talk

³⁰ Laurie Patsalides, "The Case for Classroom Show and Tell," *Ed Byalimah* 1, no. 1 (2010): 23–30.

and listen, become listeners and introduce themselves, make inquiries based on questions, make connections between children's responses with other children, anticipation and observation, critical speech skill practice, storytelling practice, learning equations and differences, using vocabulary, using language descriptive, thank you, and increase your confidence. Related to the benefits put forward by Laurie Patsalides the rise in confidence, this is also confirmed by Zingher who stated that when children appear and tell will be a moment which shines for the child because of his increased confidence³¹. Dailey revealed the events and tells of his activities can improve the child's self-concept. Self-esteem, autonomy, social skills, as well as cognitive development will also increase along with the use of this method³².

Based on several benefit of show and tell method, it can be concluded that there is one aspect that can be developed, that is social aspect. Emotional indicators with increased confidence level. It will used as a guide in developing learning steps with show and tell method.

d. The Advantages of Show and Tell Method

According to Ningsih there are several advantages of the show and tell method. Some the advantages are as follows:

- 1) An easy method, so it is appropriate to apply to students
- 2) Teaching a specific object, making it easier for a child to tell something

³¹ Gary Zingher, *Unexpected Show and Tell* (United States of America: Libraries Unlimited, Inc., 2011).

³² Kathleen Dailey, "Sharing Centers: An Alternative Approach to Show and Tell," *Early Childhood Education Journal* 24, no. 12 (n.d.): 223–27.

- 3) Giving the opportunity for children to be more active because of emphasizing approaches during learning activities.³³

Takdiroatun Musfiroh in Ningsih adds the advantages of show which are:

- 1) Effectively develops the ability to speak in public (public talking). Ability to speak in public (public speaking) is one of the characteristics of self-confidence.
- 2) Train the child to do problem solving (problem solving), the moment tells the child's learning to collect information related to that object show.

e. Disadvantages of the Show and Tell Method

In addition, there are advantages of using show and tell method, according to Ari in Ningsih disadvantages of Show & Tell Method are:

- 1) Applying this method should be done by teacher supervision. This problem because this method needs the guidance if learner's difficulty in telling the object.
- 2) Applying this method cannot be taught in unusual happened It needs the object substantive and experienced will be given.
- 3) The minimum time occurs because every student should perform in front of to tell and show their object.³⁴

f. Procedure of Teaching Show and Tell Method

³³ Okki Ristya Mutasi Ningsih, "Increasing Self-Confidence Through the Show and Tell Method in Group A Children of Marsudi Putra Kindergarten, Dagaran, Palbapang, Bantul, Yogyakarta" (Yogyakarta State University, 2014). 30-39.

³⁴ Okki Ristya Mutasi Ningsih. 37.

Related to learning activities that done, this research used show and tell method. Methods show and tell is one of the best methods to improve children's confidence.

According to Revermann and Takdiroatun Musfiroh in Ningsih describes the steps in applying show & tell method, which are:

- 1) At certain times, children are asked to bring favorite objects to be shown and told in front of the class.
- 2) The teacher gives the child a chance to perform and notify objects brought from home when the child will appear the center of attention for his friends.
- 3) Other children ask questions to children who are appear. Questions should be pre-determined.

While Takdiroatun Musfiroh in Ningsih also describes the steps of showing and telling the implementation is as follows:

- 1) Children form a circle on the ground floor (carpets, mats, and the like).
- 2) Each group consists of 7-10 children.
- 3) Opening activities with regards.
- 4) Guiding one child to lead a common prayer.
- 5) Welcome the children one by one by mentioning his name.
- 6) Giving good words and arousing the interest of children.
- 7) Give the child a chance to show what will happen used for show and tell.
- 8) Explain the show and tell method procedures. If necessary, the teacher can give examples of how to do show and tell. This is done for 5 minutes. To apply this method, the teacher gives an example of a real

object for children.³⁵

This research used procedure from Revermann and Takdiroatun Musfiroh because this procedure more be suitable and clear to teach vocabulary with show and tell method, which as follows:

- 1) Students had to bring an object to tell in the classroom.
- 2) The teacher had to ask the students to create a group that consisted of 6 students.
- 3) The teacher had to mention English vocabulary and the meaning of the picture using the show and tell (S&T) method.
- 4) The teacher had to give questions related to the object.
- 5) The students got the opportunity to mention English vocabulary related to the material by using picture to show and tell method.
- 6) Students discuss the object and write the name of the object.
- 7) The students come forward to present the object that has been brought and analyzed.
- 8) After that, the teacher had to give comments and appreciation to students.

3. The Concept of Lecture Method or Traditional Method

In this section explain about the concept of lecture method or traditional method such as definition of lecture method or traditional method, procedure of teaching lecture method or traditional method, and advantages and disadvantages of lecture method or traditional method.

a. Definition of Lecture Method or Traditional Method

Lecture method is often referred to as conventional or traditional methods. This is understandable, because since

³⁵ Okki Ristya Mutasi Ningsih.38

a long time ago this method has been used by teachers as a way to convey material to students. Until now, the lecture method is still used in learning as a means of communication for teachers and students in discussing student material in class. Pratiwi stated that lecture method is how to deliver learning materials with prioritizing the interaction between teachers and students³⁶. Where is a teacher conveyed the learning material through the process of explanation and verbal narration to students. Although this method has been criticized more because teachers are active while students are passive, it cannot be eliminated in the learning process, because it is still needed or this method still has advantages in certain conditions. For example, in the implementation of rural learning which lacks teachers and learning facilities, the lecture method becomes important.

Teacher is more active and students are passive but he also uses question answers to keep them attentive in the class. It is used to motivate, clarify, expand and review the information. By changing his Voice, by impersonating characters, by shifting his posing, by using simple devices, a teacher can deliver lessons effectively, while delivering his lecture; a teacher can indicate by his facial expressions, gestures and tones the exact soul of meaning that he wishes to convey. Thus, it can say that when teacher takes help of a lengthy or short explanation in order to clarify his ideas or some fact that explanation is termed as lecture or lecture method.³⁷

³⁶Retno Andini Pratiwi, "Pembelajaran Online, and Google Classroom Penerapan Metode Ceramah Dan Diskusi Selama Pembelajaran Online"; *Journal of Basic Education Studies* 2, no. 1 (2019): 4.

³⁷Alex Amartei Marmah, "Students' Perception about the Lecture as a Method of Teaching in Tertiary Institutions. Views of Students from College of Technology Education, Kumasi (Coltek)," *International Journal of Education and Research* 2, no. 6 (2014): 601–12, www.ijern.com.

The primary advantage of a lecture is its ability to present a large number of facts in a short period of time but it is necessary that the students should accept and understand the subject matter to be presented. Lecture method makes fewer demands on the teacher's time for planning and preparing and is therefore an attractive and easy method of teaching.

b. Procedure of Teaching Lecture Method or Traditional Method

The teacher should use sufficient teaching aids, good illustration and demonstration while using lecture method to achieve his objectives. For a college a maximum time or duration of the lecture becomes very important. The young immature minds have short interest span, and limited ability to retain points given in the lecture. Adults usually can sit for an hour receiving lecture. To make a lecture effective and achieve what other participatory methods like discussion, project, role play, mock-up methods etc. can achieve the desired effect. The following procedure such as:

- a. The students must sit on comfortable chairs / benches, facing away from windows to avoid light rays in their eyes.
- b. The teachers should keep distracting noise to a minimum. This is because outside noise prevents the students from hearing the teacher and distracts their attention.
- c. The room should neither be too cool nor hot. If the students are uncomfortable, they will be irritated and will not be able to concentrate on what the teacher is saying.
- d. The teacher should avoid many movements because it attracts students' attention. He should ensure that every student sees and hears him from any angle. If aids are

being used, he must not get between the aids and the students otherwise he will block visibility of the students.

- e. Teachers should avoid coverage of too many concepts for this may tend to confuse the students, rather the lesson should be summarized to help students review and understand the major concepts and retention will be increased.
- f. Teachers must encourage students to ask questions and make comments, as this may reduce boredom.
- g. Finally, no single teaching method should be used. To maximize learning therefore, a lecture should be followed by discussion, questioning, practice or some other methods. Very rarely can a lecture, by itself, accomplish a teaching activity.³⁸

c. Advantages and Disadvantages of Lecture Method or Traditional Method

The advantages and disadvantages teaching vocabulary using Lecture or Traditional Method as follow:

1) Advantages

There are some advantages of teaching vocabulary using Lecture or Traditional Method:³⁹

- a) The teacher controls the topic, aims, content, organization, sequence, and rate. Emphasis can be placed where the teacher desires.
- b) The lecture can be used to motivate and increase interest, to clarify and explain, to expand and bring in information not available to the students, and to review.
- c) The number of students listening to the lecturer is

³⁸Marmah. 5.

³⁹Marmah. 5.

not important.

- d) Students can interrupt for clarification or more detail.
- e) The lecture can be taped, filmed, or printed for future use.
- f) Other media and demonstrations can be easily combined with the lecture.
- g) The lecture can be easily revised and updated.
- h) The teacher can serve as a model in showing how to deal with issues and problems.
- i) Students are familiar to the lecture method.
- j) It is relatively less expensive as no special apparatus is needed.
- k) Lecture method gives a teacher a sense of security by reliance upon the supposed authority of the dispenser of knowledge.
- l) Lecture method channels the thinking of all students in a given direction.
- m) Large materials can be covered in a short time period.
- n) It is very economical to use.

2) Disadvantages

Several deficiencies in the application of Lecture Method or Traditional Method, there are:

- a) Some of the students may already know the content of the lecture while some may not be ready for the lecture. Those who now may not be interested those who are not ready may be restless. This may not give the possible effect to the teaching.
- b) Lectures are group based. In India their huge gathering is before the teacher. Some of the classes have more than one hundred students. It is possible that the teacher may not be able to pay attention to

an individual. Hence it will become an address to the gathering rather than teaching.

- c) It is difficult to maintain student interest and attention for a full hour of lecture. The teacher may fail to keep the same tone, volume of voice and the contents of his/ her lecture must be interesting. This may not be possible in some serious subjects like Jurisprudence, or The code of civil procedure etc.
- d) The communication is mostly one-way from the teacher to the students. Usually there is little student participation. The students who do participate are few in number and tend to be the same students each class. The teacher dominates the class and hence the students just have to listen.
- e) Most of the students are not habituated of taking notes. They sit in the class as if it is some story-telling session. Students either want dictation or simply purchase tailormade notes from market without understanding the gravity of the subject.
- f) Lecture information is forgotten quickly, during and after the lecture. As the student is neither attentive nor taking note, they cannot revise what has been taught and happen to forget.
- g) There is no immediate and direct check of whether learning has taken place. If the teacher simply delivers a lecture and walks out of the class, he/she is not aware about the learning habits of the student. Also, if the teacher avoids asking questions about the topic lectured on the day before he/ she does not get the feed-back whether the student really followed what he is been taught. Nor the teacher comes to know about his teaching. All this is understood only when the examinations are conducted and the results are declared. But

most of the time it is too late.

- h) Lectures are not effective when teaching objectives are not clear.
- i) The lecture method encourages student dependence on the teacher.
- j) Students are not very active when only listening.⁴⁰

B. Hypothesis

The hypothesis of the research as follow:

H1: There was the significant influence of Show and Tell (S&T) Method towards student's vocabulary mastery at the Eighth-Grade Students of MTs N 1 Lampung Tengah in Academic Year 2023/2024

H0: There was no the significant influence of Show and Tell (S&T) Method towards student's vocabulary mastery at the Eighth-Grade students of junior high school MTs N 1 Lampung Tengah in Academic Year 2023/2024

⁴⁰Marmah. 6.

CHAPTER III RESEARCH METHOD

A. Place and Time of the Research

1. Place of the Research

This research was conducted in MTs N1 Lampung Tengah.

2. Time of the Research

This research was done in the second semester of the academic year of 2023/2024.

B. Research Design

This research used experimental design. Hromi said that experimental design is the development of a study to reach specific objectives. Experiment was properly prepared extremely critical in order to ensure that the correct form of data and adequate sample size and power were available to address testing questions of concern as simply and effectively as possible.⁴¹ Experimental studies aim to investigate whether any treatment effect on students behaviors or their internal processes is.⁴² It means that experimental design is a research used to look for influences that show the truth of certain variables with other variables or check the validity of hypothesis under controlled conditions.

Experimental research can be divided into four types, pre-experimental, true experimental, factorial experimental, and quasi-experimental. In this research, the researcher used a quasi-experimental. Quasi-experimental is a study design in which participants are assigned to groups, but not at random.

⁴¹ J. D. HROMI, "Some Concepts of Experimental Design", Six Sigma, Corrosion, 1957, P.1 .

⁴² Jang Ho Lee, *Experimental Methodology in English Teaching and Learning: Method Features, Validity Issues, and Embedded Experimental Design* (Korea: Chung-Ang University, 2012), 27.

This is due to the fact that the researcher cannot create groups for the experiment artificially.⁴³

Creswell said that, pre-test and post-test group design can be applied approach to quasi-experimental design. In addition, this research apply pre-test and post-test design to a quasi-experimental design especially pre-test and post-test control group design to could for seeing the students' ability in vocabulary mastery for students at the MTs N 1 Lampung Tengah.⁴⁴

The treatment used after pre-test. In this case, this research used two classes as sample. They were the control class and the experimental class. Furthermore, this research assigns intact groups the experimental and control, administered a pre-test to both groups, conducted treatment activities with the experimental group only, and the administers a post-test to assess the differences between two groups. The research design can be seen in table 3.1.

Tabel 3.1
Non-Equivalent Group Design

$\frac{E}{C}$	$\frac{Y1 \quad x \quad Y2}{Y1 \quad \quad Y2}$
---------------	---

Where:

E : Experimental Class

C : Control Class

Y1 : Pre-test

Y1 : Pre-test

⁴³ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research* (Boston: Pearson, 2012), p. 626.

⁴⁴ John W. Creswell, *Ibid*, p.626.

X : Treatments using Show and Tell

Y2 : Post-test

Y2 : Post-test⁴⁵

C. Population, Sample, and Data Collecting Technique

In this section explain about population, sample, and data collecting technique.

1. Population

The population is a generalization area consisting of objects/subjects that have certain quantities and characteristics that have been determined by the researcher to be studied and then conclusions are drawn.⁴⁶ According to Arikunto, the population is the entire research subject.⁴⁷ In other word Cresswell said , the population is group of individuals who have the same characteristics.⁴⁸ Based on the definition above, the population was all subjects that used in this research. The population in this research was all the second-semester of MTs N 1 Lampung Tengah for the 2023/2024 academic year with a total of 264 students that divided into Eighth class consist of VIII A -VIIIH.⁴⁹

⁴⁵ Donald Ary, et.al., Introduction to Research in Education, 9th Edition (Wadsworth: Cengage Learning, 2014),339.

⁴⁶ Yulingga Nanda Hanief and WasisHimawanto, *Statistik Pendidikan* (Yogyakarta: CV Budi Utama, 2017)

⁴⁷ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2021), 173

⁴⁸John W. Cresswell, 140

⁴⁹Document of Mts N 1 Lampung Tengah

Table 3.2
The Population of the Students at Eighth Grade of
MTs N 1 Lampung tengah in the Academic Year of
2023/2024

No	Class	Gender		Total
		Male	Female	
1	VIII A	9	21	30
2	VIII B	17	13	30
3	VIII C	14	20	34
4	VIII D	12	20	32
5	VIII E	10	26	36
6	VIII F	14	21	35
7	VIII G	11	21	32
8	VIII H	16	19	35
Total of Students		103	161	264

*Source : Documentation at the Eighth grade students of
 MTs N 1 Lampung Tengah*

2. Sample

Sample is part of population in the research. Cresswell said that, a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁰ The sample of research was the individual group that represented all individuals as a part of target groups. The sample of the research were two classes. One class as the experimental class in which the student taught by show and tell method, and another class was as the class control in which the students taught by using ordinary technique used by the teacher.

This research took two classes of the Eighth classes,

⁵⁰ John W. Cresswell, 141.

one class as the experimental class, and another class as control class. This research took the sample from the population by using cluster random sampling technique because the population was in groups and considered homogenous that used the same materials, syllabus, and curriculum. Ary stated that, cluster random sampling was made list all the members of a target population and select the sample from among them.⁵¹ Meanwhile the sample from this research was VIII F and VIII H class at MTs N 1 Lampung Tengah.

3. Data Collecting Technique

Collecting data is the most important thing in conducting the research. A study known several methods of data collection, namely in the form of tests. The test includes pretest and posttest.

a. Pretest

Pretest given before giving treatment Show and Tell method in a control class and in experimental class. It was done to know the students' vocabulary mastery before treatment.

b. Posttest

It was done to know students vocabulary mastery after giving the treatment by using Show and Tell method. The system and degree of difficulty of post-test was same as the pre-test because both of them used to measure the students' vocabulary mastery in order to know the development of the students' vocabulary mastery after using Show and Tell method that applied.

⁵¹ Donald Ary, *Introduction to Research in Education* (Canada : Wadsworth, 2014), 167.

D. Operational Definition of Variables

The operational definition of variable is use to punctuate the characteristic of variables that use in this research, so the data and information can collect. The operational definition of variables in this research is as follows.

a) Independent variable (X)

Independent variables are variables that affect or cause changes or the emergence of the dependent variable. In this research, the independent variabel was used show and tell method in experimental class as the treatment.

b) Dependent variable (Y)

The dependent variable is a variable that is influenced or becomes the result, because of the independent variable. In this study, the independent variable was students vocabulary mastery. This research focused on verb, adjective and nouns, with the topics: occupation, family mamber, and things at school.

E. Research Instrument

Instrument is an important tool or device of the research study and many alternatives from which to choose. According to Ary, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.⁵² Research Instrument is anything used to collect data. In this research, the instrument is vocabulary test. The researcher gave test in form of multiple choice tests that consisted of tryout, pre-test and post test. Try out test to know how the quality of the test which used as the instrument of the research. The total

⁵² Donald Ary, *Introduction to Research in Education* (Canada: Thomson Wordswort, 2010). p. 35.

number of the try-out test were 70 items with four alternative options (a,b,c, and d) with three aspects of vocabulary such as word meaning, word use, word formation, and word grammar. with the material just focused on verb, adjective and nouns, such as occupation, family member, and the things at school. The tryout administered about 45 minutes. The specification of try out test as follows:

Table 3.2
Blueprint for Tryout of Vocabulary Test Before Validity

Learning material	Aspect of Vocabulary	Subject	Try out		Total
			Even	odd	
Occupation	Word meaning	Verb	2, 4	5	7
		Adjective	3	1	
		Noun	6	7	
	Word Use	Verb	10	11	6
		Adjective	8	9	
		Noun	12	13	
	Word combination	Verb	16	-	5
		Adjective	18	17	
		Noun	14	15	
	Word Grammar	Verb	20	19	7
		Adjective	24	23,25	
		Noun	22	21	
Family member	Word meaning	Verb	26,28	27	7
		Adjective	30	29	
		Noun	32	31	
	Word use	Verb	36	35	7
		Adjective	34	33	
		Noun	38	37,39	
	Word Combination	Verb	40	41	6
		Adjective	42	43	
		Noun	44	45	

	Word Grammar	Verb	46,48	47	7	
		Adjective	-	49		
		Noun	50,52	51		
Things at School	Word Meaning	Verb	56,60	55,59	8	
		Adjective	58	57		
		Noun	54	53		
	Word use	Verb	-	-	5	
		Adjective	62	61		
		Noun	64	63,65		
	Word Combination	Verb	66	67	8	
		Adjective	68	69		
		Noun	70,72	71,73		
	Word Grammar	Verb	74	75	7	
		Adjective	76	77		
		Noun	78,80	79		
	Total					80

Based on the table 3.2 the try out of vocabulary test items before validity with four aspects: word meaning, word use, word formation and word grammar that divided from learning material such as occupation, family member, and things at school. While from the table above it can be seen that the learning material of occupation consists of four aspect such as word meaning, word use, word combination, and word grammar with the total items is 25 items. The learning material of family member also consists of four aspect such as word meaning, word use, word combination, and word grammar with the total items is 27 items. The learning material of things at school also consists of four aspect such as word meaning, word use, word combination, and word grammar with the total items is 28 items. The total of try out item before validity are 80 items. After validity of the try out of vocabulary test. The vocabulary test for pretest and posttest taken from the data.

After validity of try-out of vocabulary test, the vocabulary test

for pre-test and post-test taken from the data. The following was blueprint for the pre-test and post-test for vocabulary test after validity.

Table 3.3
Blueprint for Tryout of Vocabulary Test After Validity

Learning Material	Aspect of Vocabulary	Subject	Item number				Total
			Pre-test		Post-test		
			Odd	Even	Odd	Even	
Occupation	Word meaning	Verb	3	2,4	1,3	4	14
		Adjective	-	6	5,7	2,6	
		Noun	-	8	9	8	
	Word use	Verb	9	-	11	-	8
		Adjective	-	10	-	-	
		Noun	11	-	-	10	
	Word combination	Verb	-	-	13	-	4
		Adjective	-	-	-	-	
		Noun	13	12	-	12	
	Word grammar	Verb	-	-	-	-	6
		Adjective	15	14	15	-	
		Noun	19	16	-	14	
Family member	Word meaning	Verb	-	-	-	-	4
		Adjective	-	18	-	16	
		Noun	17	-	17	-	
	Word use	Verb	-	-	19	-	5
		Adjective	-	20	-	18	

		e					
		Noun	-	-	21	20	
	Word combination	Verb	21	-	-	22	3
		Adjective	-	-	-	-	
		Noun	-	-	23	-	
	Word grammar	Verb	23	-	-	-	3
		Adjective	-	-	-	-	
		Noun	-	24	-	24	
Things at school	Word meaning	Verb	25	-	-	-	4
		Adjective	-	26	25	-	
		Noun	27	-	-	-	
	Word use	Verb	-	28	-	26	3
		Adjective	-	-	27	-	
		Noun	-	-	-	-	
	Word combination	Verb	29	-	-	-	3
		Adjective	-	-	-	28	
		Noun	-	30	-	-	
	Word grammar	Verb	-	-	29	-	2
		Adjective	-	-	-	-	
		Noun	-	-	-	30	
Total			30	30	30	60	

Based on the table 3.3, the pre-test item after validity with three learning material such as occupation, family member and things at school. Therefor each learning material divided into some aspect of vocabulary such as, word meaning, word use, word combination, and word grammar. While from the table above it can be seen that the learning material of

occupation consists of four aspect such as word meaning, word use, word combination, and word grammar with the total items is 32 items. The learning material of family member also consists of four aspect such as word meaning, word use, word combination, and word grammar with the total items is 15 items. The learning material of things at school also consists of four aspect such as word meaning, word use, word combination, and word grammar with the total items is 13 items. The total of try out item after validity are 60 items.

F. Validity and Reliability of the Instrument

In this section discuss about validity and reliability of the instruments that used in this research.

1. Validity of the Instrument

Validity is the accuracy of the tool against the concept you want to assess so that it really assesses what should be assessed.⁵³ A good test is test that has validity. The test can be said valid if the instrument item can be used to measure what should be measured. In other words, a test is valid if the test can really test what needs to be test correctly.

This research used content validity and also construct validity.

a. Content validity

Based on Gashaye and Degwale, the content validity is mostly relevant, since it means of tracking the achievement of goals in each of the syllabus or textbook contents.⁵⁴Content validity can be found by

⁵³ Rina Febriana, *Evaluasi Pembelajaran* (Jawa Timur: PT Bumi Aksara, 2019), 120.

⁵⁴ Simachew Gashaye and Yibetal Degwale, "The Content Validity of High School English Language Teacher Made Tests," 9, no. 11 (2019): 42.

relating the material of the test with the curriculum for MTs. It means that this research must give the test to the sample based on the current curriculum in the school.

To get content validity of the vocabulary test, the researcher consulted to the English teacher of MTs N 1 Lampung Tengah, try to arrange the material based on the objectives of teaching in school-based curriculum and syllabus for the Eighth grade of MTs N 1 Lampung Tengah. (Appendix 14)

Meanwhile the basic competition that used in this research was:

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang berkaitan dengan pekerjaan 1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.
2.	2.1 Mengetahui arti kata dan menyebutkan nama pekerjaan serta mengecek	2.2.2 Mengetahui dan memahami nama-nama yang berkaitan dengan pekerjaan dengan memperhatikan fungsi sosial, struktur teks dan unsure

	<p>pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<p>kebahasaan yang benar dan sesuai konteks.</p>
--	---	--

b. Construct validity

As Simachew Gashaye and Yibeltal Degwalestated, The Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.⁵⁵ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. To make sure this research consulted to the English teacher of MTs N 1 lampung Tengah for determining whether the test has obtained construct validity or not. From the result of construct validity with English teacher of MTs N 1 Lampung Tengah that validation form that the instruments was good enough. The English teacher mostly gave “yes” in each aspect in validation sheet. In the first question it was about the correctness of competencies and indicator of the material. Then the second question about the content and topic that appropriate with the level of the students. next the third questions about time allocation of each question. Then the fourth questions about the appropriate of instruction in each question. (Appendix 6)

⁵⁵Simachew Gashaye and Yibeltal Degwale. p. 618

c. **Item validity**

Item validity is the extent to some an individual item measures what is supported to measure. In this study, several questions were given to determine whether or not the questions given to students were valid. The item validity is used to measure the validity of the test item. This research used SPSS (Statistical Program for Social Science) to calculate the data obtained from the tryout to find the item validity of each item.

There were 40 item questions in each pre-test and post-test, so the total instruments before validity there were 80 items. that divided into several learning material such as occupation, family member, things at school also consists of four aspect such as word meaning, word use, word combination, and word grammar. Meanwhile to know the validity of each item should be analyze by using distribution significance of r table.

There were the criteria:

If $r_{\text{count}} > r_{\text{table}}$, so the item was valid

If $r_{\text{count}} < r_{\text{table}}$, so the item was not valid

After count the item validity by using SPSS computation then analyze by r table it was found that there were 30 items from pre-test and post-test that $r_{\text{count}} > r_{\text{table}}$, it can be seen in appendix 22).

2. **Reliability of the Instrument**

Based on Moser and Kalton in Taherdoost, reliability is also a factor of repetition. For example, if repeated testing with the same variables produces the same result, a scale or test is accurate. It is possible to conclude that reliability is related to the test's stability and correctness. The SPSS software utilized in this research. As a result,

the SPSS supported interpreting it efficiently, swiftly, and precisely. The following are the reliability test criteria:

Coefficient of Cronbach's Alpha	Reliability Level
More than 0.90	Excellent
0.80-0.89	Good
0.70-0.79	Acceptable
0.6-69	Questionable
0.5-0.59	Poor
Less than 0.59	Unacceptable

According the result it can be seen that the reliability result based on Cronbach's Alpha from pre-test was 0.953 the reliability result was excellent. Meanwhile the reliability result based on Cronbach's Alpha from post-test was 0.972. So, it can be concluded that the scores of reliability result was excellent. (The reliability result can be seen in appendix 23).

G. Fulfillment of the Assumption

This section contains of the fulfillment of assumption such as normality test, homogeneity test, and hypothesis test.

1. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not.⁵⁶

For normality, this research applied statistical computation with SPSS (Statistical Package for Social Science) application. The normality tests that used are Kolmogorov-Smirnov and Shapiro Wilk.

⁵⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfa Beta, 2008),. P. 172

The hypothesis for the normality test formulated as follows:

H_a : The data is a normal distribution

H_o : The data is not a normal distribution

While the criteria of acceptance or rejection of hypothesis for normality test follow:

if $\text{Sig.} \geq \alpha = 0.05$ it means H_a is accepted

if $\text{Sig.} < \alpha = 0.05$ it means H_o is accepted

2. Homogeneity Test

The homogeneity test used to examine if the data acquired from the sample is homogenous or not. For homogeneity of the test, the researcher used statistical computation by utilizing SPSS in this research. The Levene Statistic test is used to determine homogeneity.

The hypothesis for homogeneity tests was formulated as follows:

H_a : the variances of the data are homogeneous

H_o : the variances of the data are not homogeneous

To know clearly the criteria of acceptance or rejection of homogeneity test as follow:

if $\text{Sig.} \geq \alpha = 0.05$ it means H_a is accepted

if $\text{Sig.} < \alpha = 0.05$ it means H_o is accepted

H. Hypothesis Testing

If the assumptions of the normally test and homogeneity test were fulfilled, the researcher utilized the independent sample t-test. As a result of the appropriate table of utilizing statistics parametric and non-parametric to examine sugiyono's hypothesis.⁵⁷ In this research, the researcher done by statistical computations using SPSS (Statistical Package for the Social Sciences) for a

⁵⁷ Sugiyono, *Ibid*, P. 151

hypothetical test. The aim of utilizing SPSS in this research was to conduct the study in a realistic and effective measured way.

The hypothesis was:

H_a : There was the significant influence of Show and Tell (S&T) Method Towards Student's vocabulary mastery at the Eighth-Grade Students of MTs N 1 Lampung Tengah in Academic Year 2023/2024

H_0 : There was no the significant influence of Show and Tell (S&T) Method Towards Student's vocabulary mastery at the Eighth-Grade students of junior high school MTs N 1 Lampung Tengah in Academic Year 2023/2024

The criteria for acceptance or rejection of the hypothesis are:

if $\text{Sig.} \geq \alpha = 0.05$ it means H_a is accepted

if $\text{Sig.} < \alpha = 0.05$ it means H_0 is accepted

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

In explaining the result, the data description showed like data analysis and some fulfilled assumptions like normality, homogeneity, and hypothetical test result before discuss the research data. Furthermore, the data description was elaborated as follows:

1. Data Analysis

This research used parametric statistics for data distribution. It should be normal and homogenous through the normality and homogeneity test before carried out the hypothetical test. It meant to knew that whether any significant influence of students' vocabulary mastery after the treatment were given. The pre-test and post-test of vocabulary test and assessed with total 64 students in two Eight-grade classes, namely experimental and control class in MTSN 1 Lampung Tengah. Later on, each score of both classes were calculated in purpose of mathematical calculation in order to analysis the obtained data from the research.

a. Result of Pre-research

In the first meeting of the research, the researcher conducted pre-test in order to measure the students vocabulary master before the researcher gave the treatment. The pre-test conducted on Monday, October 2nd 2023 at 09.00 am for the experimental class and at 13.00pm for the control class. The pre-test result in each class are as follows:

c. Experimental class

In measuring how far vocabulary mastery of students before the treatment were given, it classified into a scale which ranged from lowest to highest. The data description in figure 1 for VIII F as experimental class

are as follows:

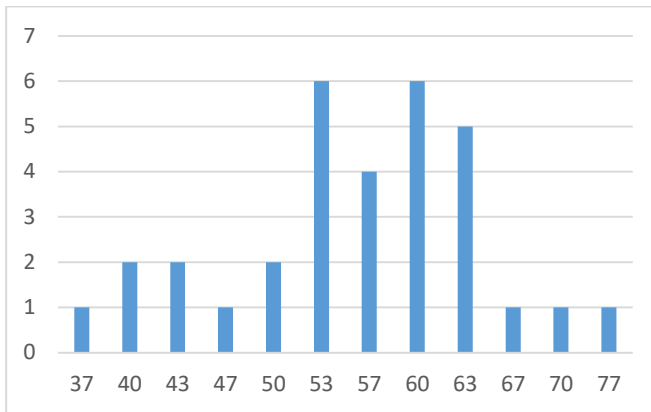


Figure 1 The Result of Pre-test in Experimental Class

As the result of Figure 1, it can be seen that there was one student that got score 37, two students who got scores 40, two students who got scores 43, one students who got scores 47, two students who got scores 50, six students who got scores 53, four students who got scores 57, six students who got scores 60, five students who got scores 63, one student who got score 67, one students who got score 70, and one students who got score 77 from 32 students in experimental class.

Table 4.1
The Result of Pre-test Experimental Class

Statistics	
Valid	32
Missing	0
Mean	55.78
Median	57.00
Std. Deviation	9.015
Variance	81.273
Range	40
Minimum	37
Maximum	77

Referring to Table 4.1, the pre-test results were showed that the mean of experimental class was 55.78, for median was 57, there was one student who got low score 37, then there was one student who got maximum score 77 from 32 students of experimental class.

d. Control Class

The control class was also measured how far the vocabulary mastery of students during the learning process in classroom and it classified into a scale which ranged from lowest to highest. The data description in figure 2 for VIII H as control class are as follows:

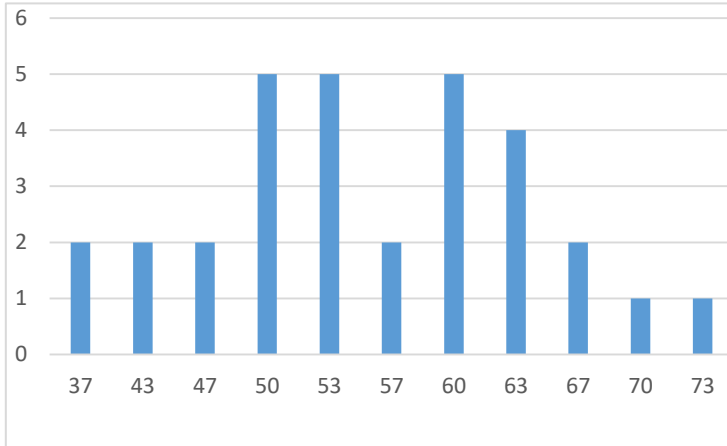


Figure 2 The Result of Pre-test in Control Class

In figure 2, it can be seen that there were three students that got score 37, two students who got scores 43, two students who got scores 47, five students who got scores 50, five students who got scores 53, two students who got scores 57, five students who got scores 60, four students who got scores 63, two students who got scores 67, one student who got score 70, one student who got score 73 from 32 students in control class.

Table 4.2
The Result of Pre-test Control Class

Statistics	
Valid	32
Missing	0
Mean	54.66
Median	53.00
Std. Deviation	9.428

Variance	88.878
Range	36
Minimum	37
Maximum	73

Based on the Table 4.2, the pre-test results were showed that the mean of experimental class was 54.66, for median was 53, there was three students who got low score 37, then there was one student who got maximum score 73 from 32 student of control class.

From the pre-test result of experimental and control class, it proved that the students' vocabulary mastery before treatment was still low. However, the mean of both classes was not in the same distance. Therefore, the given treatment was used up in order to get more information for the influence of students in their vocabulary mastery whether with treatment or not in each class.

b. Result Post-test

After the treatment, the researcher gave post-test in the experimental class and control class in order to know the students vocabulary mastery. The researcher conducted the post-test to see whether the students' score increased or not. The post-test in both of the classes conducted on Friday, October 16th, 2023 at 09.00 am in the experimental class and 13.00pm in the control class. The post-test result in each class are as follows:

1) Experimental Class

In knowing how the influence of the students' vocabulary mastery after the given treatment. It classified into a scale which ranged from lowest to highest. The data description in figure 3 for VIII F as experimental class are as follows:

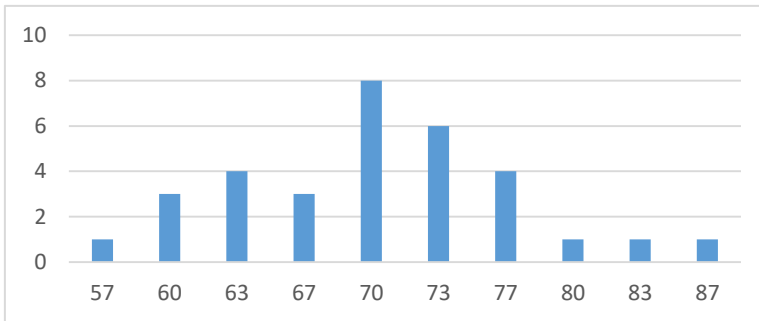


Figure 3 The Result of Post-test in Experimental Class

In figure 3 result, it can be seen that there was one student that got score 57, three students who got scores 60, four students who got scores 63, three students who got scores 67, eight students who got scores 70, six students who got scores 73, four students who got scores 77, one student who got scores 80, one student who got scores 83, one student who got score 87 from 32 students in experimental class.

Table 4.3

The Result of Post-test Experimental Class

Statistics	
Valid	32
Missing	0
Mean	70.19
Median	70.00
Std. Deviation	6.953
Variance	48.351
Range	30
Minimum	57
Maximum	87

Based on Table 4.3, the post-test results were used mathematical calculation to converted all results into quantifiable data and they were showed that the mean of experimental class was 70.19, for median was 70, for minimum score was 57, and also maximum score was 87 with total 32 students once the score were conversed in experimental class. Comparing to the pre-test result, the students in experimental class were significantly influence for their vocabulary mastery.

2) Control Class

The students in control class were instructed using lecture teaching method. Furthermore, its results ruled as the experimental class comparison concerning to knowthe differences or distinction between the provided materials and teaching method usually. The data description in figure 4 for VIII H as control class are as follows:

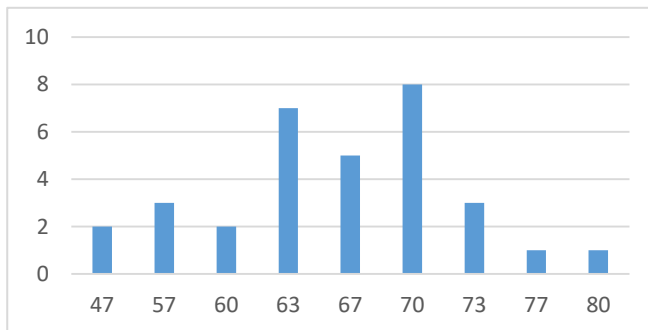


Figure 4 The Result of Post-test in Control Class

In figure 4 result, it can be seen that there were two students that got score 47, three students who got scores 57, two students who got scores 60, seven

students who got scores 63, five students who got scores 67, eight students who got scores 70, three students who got scores 73, one student who got scores 77, one student who got scores 80 from 32 students in experimental class.

Table 4.4
The Result of Post-test Control Class

Statistics	
Valid	32
Missing	0
Mean	65.53
Median	67.00
Std. Deviation	7.383
Variance	54.515
Range	33
Minimum	47
Maximum	80

Based on Table 4.4, the post-test results were showed that the mean of control class was 65.53, for median was 67, for minimum score was 47, and also maximum score was 80 with total 32 students once the scores were conversed in control class. When compared to the pre-test result, the mean of control class value did not pass the experimental class. So, the given treatment in experimental class had a significant influence rather than lecture method by its progression.

The result of gain score can be seen on the table 4.5:

Table 4.5
Gain Score Result

Mean (x)			
	Pre-test	Post-test	Gain Score
Experimental Class	55.78	70.18	14.40
Control Class	54.65	65.53	10.87

Referring to table 4.5, it showed that the obtained mean score of pre-test experimental class was 55.78. while pre-test control class was 54.65. Mean score of post-test experimental class was 70.18, while post-test control class was 65.53. Gain score result from both classes was 14.40 for the experimental class and 10.87 for the control class. It was clearly recognized that the given treatment which carried out in experimental class gained 3.5% higher result than control class. Therefore, the treatment of using Show and tell method was helpful to influence students' vocabulary mastery.

3. Result of Data Analysis

The parametric statistics used for analyzing the research data. There were some assumptions for the result, like normality, homogeneity, and hypothetical test result. Those results were elaborated as follows:

a. Result of Fulfillment of the Assumption

In analyzing the research data, there were assumptions result, like result of normality and homogeneity test. The normality and homogeneity test result were elaborated as follows:

1) Result of Normality Test

The normality test of this research was used the

Shapiro-Wilk for normality test by using SPSS (Statistical Package for Social Sciences) as statistical calculation. It aimed to know whether the data was normally distributed or not. Then, the result would be used to make several decisions for the test. The following of normality test in this research can be seen in Table 4.7:

Table 4.7
The Result of Normality Test

	Shapiro-Wilk		
	Statistic	Df	Sig.
pre-test experimental class	.965	32	.366
post-test experimental class	.967	32	.416
pre-test control class	.967	32	.430
post-test control class	.936	32	.057

Based on the normality test result in Table 4.7, it was showed that there was a significant influence. The Shapiro-Wilk was used in this research because the student number or the sample was below 40, if the sample was above 40 samples, it used Kolmogorov-Smirnov test. Based on the result it can be seen that the normality test in Pretest-experimental class was 0.366, Posttest in experimental class was 0.416, while the normality result in Pretest-control class was 0.430, Posttest in control class was 0.057. The significant score of Shapiro-Wilk of each test in pretest and posttest was ≥ 0.05 Furthermore, the conclusion of the experimental and control class data could be conducted for the next step to know

homogeneity of variances because both of data were normally distributed.

2) Result of Homogeneity Test

The data also should be homogenous after the data was normally distributed. the Levene's test was used for homogeneity test by using SPSS (Statistical Package for Social Sciences) as statistical calculations. It aimed to know whether the data was homogenous or not and the result would be taken as a decision for the test. The following of homogeneity test in this research can be seen in Table 4.8:

Table 4.8

The Result of Homogeneity Test

Pre-test result

Levene Statistic	df1	df2	Sig.
.224	1	62	.638

Based on the pre-test result in table 4.8, it was gained 0.638 score by using statistical computation to determine the homogeneity data of experimental and control class pre-test, the score passed minimum value of ≥ 0.05 as the significant score which meant the data in pre-test obtained was homogenous variance.

Post-test result

Levene Statistic	df1	df2	Sig.
.183	1	62	.670

Also based on the post-test result, it was gained 0.670 score by using statistical

computation to determine the homogeneity data of experimental and control class post-test. The score passed minimum value of ≥ 0.05 as the significant score which meant the data in post-test obtained was homogenous variance.

b. Result of Hypothesis Test

After finished and fulfilled the normality and homogeneity test, the hypothetical test can be held. In this test, the Independent Sample T-test was used for hypothetical test by using SPSS (Statistical Package for Social Sciences) as statistical calculations. It aimed to know whether the data was significant influence or not. Then, the result would be used to make several decisions for the test. The hypothesis that used in this research as follows:

Ha: There was the significant influence of Show and Tell (S&T) Method Towards Student's vocabulary mastery at the Eighth Grade Students of MTs N 1 Lampung Tengah in Academic Year 2023/2024

H0: There was no the significant influence of Show and Tell (S&T) Method Towards Student's vocabulary mastery at the Eight-Grade students of junior high school MTs N 1 Lampung Tengah in Academic Year 2023/2024

The criteria of hypothesis test acceptance or rejection are:

Sig. $\leq \alpha = 0.05$ meaning that Ha was accepted and H0 was rejected

Sig. $> \alpha = 0.05$ meaning that H0 was accepted and Ha was rejected

Table 4.9
The Result of Hypothetical Test

T-test for Equality of Means		
T	Df	Sig. (2-tailed)
3.503	62	.001
3.503	60.463	.001

Based on Table 4.9, for significant (2-tailed) was gained $0.001 < 0.05$ as the significant value. Consequently, H_a was accepted and H_0 was rejected. Related on the statistical computation, it concluded that there was a significant influence of using show and tell method toward students' vocabulary mastery at the Eighth Grade Students of MTs N 1 Lampung Tengah in Academic Year 2023/2024.

B. Discussion

Regarding to the result of the research data, it was showed that show and tell method has a significant influence towards the students' vocabulary mastery that referred for the aspects of verb, adjective, and nouns, such as occupation, family member, and things at school at the Eight-grade of MTs N 1 Lampung Tengah in Academic Year 2023/2024. From the result obtained, it can be seen that the students' post test result in experimental class was higher than the control class. In addition, the use of the show and tell method was very helpful for students to understand new vocabulary that they have never known before. This show and tell method provided an opportunity for students to be able to see directly the vocabulary to be learned, so that students can more easily understand and remember the vocabulary.

In this research, the students were taught show and tell method in the experimental class and the control class through lecture method. The material that used the material about the

aspects of verb, adjective, and nouns, such as occupation, family member, and things at school for teaching and learning process. Before learning activities began using the show and tell method, researcher invited students to guess the things, from the material to be learned, namely about occupation, family member, and things at school. After the students look more excited and begin to understand the material to be studied, the researcher explains the learning objectives that will be achieved on that day. Then the researcher directed students to form a group discussion to discuss and do activities to find out vocabulary related to occupation, family member, and things at school using the show and tell method. Each group will be given pictures related to the material studied and then give explanations to students in other groups.

Based on the data analysis, the students' post test result in experimental class gained better score than the control class which taught without using show and tell method in teaching vocabulary mastery. Moreover, it was attested by increasing the mean score in the pre-test of experimental class was 55.78 and after gave the treatment process by using show and tell method the mean score in the post-test of experimental class was 70.19, which the gain score was 14.40. Meanwhile, the mean score in the pre-test of control class was 54.66 and the post-test was 65.53, which the gain score was 10.87. It was clearly recognized that the given treatment in experimental class gained 3.5% higher result than control class. In other words, it could be said that using show and tell method was one of effective way which can be used to encourage the students' vocabulary mastery in the aspects of verb, adjective, and nouns, such as occupation, family member, and things at school.

Show and tell method is one of the interesting methods to be used in learning English, especially in introducing new vocabulary to students. Students found it easier to remember the vocabulary they just learned because when remembering new vocabulary students also remember pictures of the vocabulary. In conducting this method also gave benefits as Dailey revealed the events and

tells of his activities can improve the child's self-concept. Self-esteem, autonomy, social skills, as well as cognitive development will also increase along with the use of this method⁵⁸. Emotional indicators with increased confidence level. It will used as a guide in developing learning steps with show and tell method. The students seem to enjoy participating in learning activities using the show and tell method, some other students still seem to have difficulty understanding the new vocabulary being learned. So, when given the opportunity to explain the pictures and vocabulary learned, the student looked confused. However, with a lot of practice, it is enough to influence students who have difficulty in understanding vocabulary related to occupation, family member, and things at school.

Related the theory Musfiroh explained show and tell method was the activity of showing an audience something and explain or describe about it.⁵⁹ In the process of show and tell method, student bring something from home and explain to the classmates why they choose the object, where they getit from, and other important information about the object. The object or experience was usually from their home and students tell it orally in front of the class. According to Gordon, stated that Show and Tell method (S&T) is a new method. This method combines the method of natural language parsing with the interaction, use of this method to make students interface with their classmates and teachers, students can show object and tell the object in front of class to make students confidents and smarter.⁶⁰ The use of Show and Tell method was very good to help the teaching and learning process, which can improve student's intelligence in remembering

⁵⁸ Dailey, "Sharing Centers: An Alternative Approach to Show and Tell."

⁵⁹ Musfiroh, T. (2011). Show and tell edukatifuntukpengembanganempati, Afiliasiseresolusikonflik, dan kebiasaanpositif Anak usiadini. *JurnalKependidikan*, Vol 41, No 2, November 2011, 129 – 143.

⁶⁰Gordon, M and Harel, D. (2000) *Show and Tell Play in Combining Natural Language with User Interaction for Specifying Behavior*, Weizmann Institute of science. Rehovot, Israel., p. 361

and mastering vocabulary.

Furthermore, it was supported or strengthened by the previous research of show and tell method conducted by Yasmiatun et al,⁶¹Manda et al,⁶² In this research, Show and Tell (S&T) method is helpful for students and teacher. Students enjoyed the class and they felt free in conveying idea especially in learning vocabulary, they conveyed the meaning of pictures that were showed Show and Tell (S&T) method can attract students' attention during the learning process and the students actively participate. The student's enthusiasts to guess the pictures that showed by the researchers and they find out the English words in their dictionary. The researchers also found the weakness of the Show and Tell (S&T) method that this method needs the extra time in the learning process. Moreover, Oktaviani et al⁶³ also add that the use of the Show and Tell (S&T) method is effective in learning vocabulary. this was proven because this method is able to improve vocabulary skills, the method is simple and very easy to apply to students. By using this method Students learn to speak and listen, Students can learn to anticipate and observe, Student can practice critical reasoning skill, Student learn storytelling, Students learn how to use vocabulary and improving self-Confidence.

Based on the third previous researches, all of them used the same method show and tell method in influence students' vocabulary mastery. The research by Tasya Randita Siagian had same focus on influence students' vocabulary mastery. In research design, Komara applied quasi-experimental research. Then Novia

⁶¹Enia Yasmiatun et al., "The Use of the Show and Tell Method to Improve Vocabulary Mastery in The First Grade Students Of Junior High School," *Journal.Ascarya.or.Id* 2, no. 1 (2022): 49–63, <https://doi.org/10.21154/edusia.xx.xx>.

⁶²Sartika Manda, Ahmad Talib, and Nur Aeni, "Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara," *Journal of Excellence in English Language Education* 1, no. 4 (2022): 310–16.

⁶³Enma Oktaviani et al., "An Analysis of How Effective Show and Tell Method to Teach Vocabulary Learning," *Seminar Nasional Paedagoria* 3 (2023): 203–11.

Ayu Lestari that also focus on the same method show and tell method in influence students vocabulary mastery. While this research applied classroom action research. Next Abdul Wahab also discussed about show and tell method in research design, Komara applied quasi-experimental research. Meanwhile, in this research, show and tell method had conducted too at MTs N 1 Lampung Tengah in Academic Year 2023/2024 and the material was about occupation, family member, and things at school because it was in accordance with the school syllabus for the second semester of Eight grade students in MTs N 1 Lampung Tengah in Academic Year 2023/2024 and show and tell method was used for students' vocabulary mastery in MTs N 1 Lampung Tengah in Academic Year 2023/2024.

In this research, some problems were found like the students did not feel confident to mention the vocabulary related the material. When the researcher asked the students to new vocabulary, the students easy to forget the vocabulary that learned. After that, the students' vocabulary mastery should be analyzed to give a score for the students. As the result, the students' score gained a high score than before. It means, the show and tell method was helpful to influence the students' vocabulary mastery.

Thus, in the first semester at Eight-grade of MTs N 1 Lampung Tengah in Academic Year 2023/2024, there was a significant influence of show and tell method in teaching vocabulary and it could be said that teaching using show and tell method was a kind to influence the teaching method to help and support the students in understand and remember new vocabulary related the material.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research conducted at the Eight-grade students in MTs N 1 Lampung Tengah in Academic Year 2023/2024 and the data analysis of students' pre-test and post-test in experimental class and control class. The result concluded that there is a significant influence of using show and tell method as teaching method towards students' vocabulary mastery. It could be seen based on the analysis of the research data calculation in hypothetical test which the null hypothesis (H_0) was rejected. Furthermore, it was presented by the independent sample test result in which the significance value (2-tailed) was less than 0.05 whereas the value was 0.001 that H_a was accepted.

As the conclusion, show and tell method in teaching English could give a positive influence on students' vocabulary mastery. It could be clearly seen of the difference from the obtain students' score before treatment and after treatment given. By applying the show and tell method in teaching and learning process could influence especially in English vocabulary because the vocabulary was one of important aspects that the students need in a language. It was appropriate with the show and tell method at Eight-grade students in MTs N 1 Lampung Tengah in Academic Year 2023/2024 to influence their English vocabulary mastery.

B. Recommendation

Based on the research result, several things in this research can be recommended in this final project and also hopefully useful. Some recommendations for the implementation of using show and tell method for influence the students' vocabulary mastery as follows:

1. Recommendation For the Students

The students may apply this method in learning vocabulary. Since this method was interesting and suitable for the

beginner in English to influence their vocabulary mastery.

2. Recommendation For the Teacher

The teacher can solve the problems in learning vocabulary by applying various learning technique. The purpose is to make the students fell enjoy and excited in English learning especially in learning vocabulary. The teacher can used show and tell method as the learning method to made the students more enjoy and excited in learning English especially in learning vocabulary.

3. Recommendation for the Next Researchers

For the next researcher, this research offers recommendation to the following researcher to direct the comparable learning technique with different respondents to discover the upsides of this strategy or improve this exploration by doing facilitate assessment on the students' mastery through the utilization Show and Tell Method.

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Appendix 1

INTERVIEW FOR THE TEACHER IN PRELIMINARY RESEARCH

1. How long have you been teaching English at MTs N 1 Lampung Tengah?
2. Do you use English as a means of communication in class?
3. So far, how are students' enthusiasm and activeness when learning English?
4. What is the standard KKM score determined in English subjects and how are the student's scores?
5. According to you, how are your student's abilities in learning English vocabulary or vocabulary?
6. What are the difficulties you encounter when teaching vocabulary to students?
7. In learning vocabulary or vocabulary for students, what method do you use?
8. Is the method effective in improving students' vocabulary understanding?
9. Have you ever used the Show and Tell (S&T) method as a learning method in class?

Appendix 2

THE RESULT OF INTERVIEW IN THE ENGLISH TEACHER

Interviewer : Annisa Fitri Zian M

Interviewee :Uliana Hanum, S.Pd

Day/Date :Wednesday, July 20th 2022

Time : 09.30 am

Place :MTs N 1 Lampung Tengah

No	Question	Answer	Conclusion
1	How long have you been teaching English at MTs N 1 Lampung Tengah?	I have taught at this school for a long time, from 2008 until now.so I have been teaching at this school for 14 years.	The teacher has been teaching English for a long time
2	Do you use English as a means of communication in class?	No, because the average Eighth grade here during elementary school doesn't have English lessons. so I don't use English when learning because English words were quite foreign to them.	The teacher does not use English in communicating in class
3	So far, how are students' enthusiasm and	When learning English students are quite active because students	Students' enthusiasm and motivation to

	activeness when learning English?	here are quite critical, but being enthusiastic about their learning is still not enough, i need to effort to increase the students' motivation in learning English because students feel English is quite foreign to them and then, students think that is hard to learn English.	learn are still low
4	What is the standard KKM score determined in English subjects and how are the student's scores?	The KKM for English subjects is 70. Some there are students reach the KKM but there are also many students who have not reached the KKM.	Many students continue to fall short of the kkm.
5	According to you, how are your student's abilities in learning English vocabulary or vocabulary?	There are some that are sufficient, but for the large scale or the majority of students' vocabulary mastery it is still lack and did not master or still below average.	The students' vocabulary mastery is low.
6	What are the difficulties you encounter when teaching vocabulary to students?	I need to put in more effort to help them learn vocabulary, so that words stick in their minds longer. Students frequently forget about	The difficulty is that the teacher must exert more effort to assist them in learning vocabulary so

		<p>the new word they have learned. and Some students do not always want to follow the teacher's instructions and orders.</p>	<p>that the words remain in their memory for a longer period of time.</p> <p>Students frequently forget about the new word they have learned.</p> <p>Students are unmotivated to study. Because monotonous learning bores children, many students disregard the teacher's instructions. It is difficult for the students to expand their vocabulary.</p>
7	<p>In learning vocabulary or vocabulary for students, what method do you use?</p>	<p>The method I use is conventional technique. Students write material words and memorize material after being given the material.</p>	<p>By the conventional method, the teacher explains the material to the students, then instructs them to record and memorize what the teacher has</p>

			explained.
8	Is the method effective in improving students' vocabulary understanding?	Actually, it is less effective because students are constantly bored.	The students feel bored
9	Have you ever used the Show and Tell (S&T) method as a learning method in class?	Never	The show and tell method was never taught to the students by the teacher.

Appendix 3

QUESTIONNAIRE FOR STUDENTS IN PRELIMINARY RESEARCH

Name :
Class :
School :

Instruction:

1. Write the name, class and school in the space provided.
2. Put a checklist (✓) on one of the answers “Yes” or “No”.
3. Answer honestly according to the actual situation.
4. Answers will not affect the value of English subjects and are not allowed to cooperate with other students in answering questions
5. Thank you for your help and cooperation.

No	Question	Yes	No
1	Have you found it easy to understand vocabulary material (vocabulary) in English thus far?		
2	Do you enjoy taking English vocabulary lessons (vocabulary)?		
3	Do you feel that you have a lot of English vocabulary?		
4	Do you feel the value of English in vocabulary material		

	(vocabulary) so far is it good/good?		
5	Do you often ask the teacher if there are difficulties in vocabulary material (vocabulary)?		
6	Can you answer the teacher's questions about the material being taught?		
7	Do you feel that the method used by the teacher can overcome your difficulties in mastering English vocabulary?		
8	Can the teacher's method help you enrich (vocabulary) your vocabulary?		
9	Does the teacher often provide exercises to develop vocabulary (vocabulary) skills?		
10	Can you do vocabulary tasks easily?		

Appendix 4

THE RESULT OF THE QUESTIONNAIRE FROM STUDENTS

No	Question	Yes	Total Students' Answer		No	Conclusion
			Yes	No		
1	Have you found it easy to	36%	95	169	64%	Students find it difficult

	understand vocabulary material (vocabulary) in English thus far?					tounderstand teacher's explanation.
2	Do you enjoy taking English vocabulary lessons (vocabulary)?	45,5%	120	144	54,5%	Students did not feel enjoy and uninterested in the teaching learning process
3	Do you feel that you have a lot of English vocabulary?	38%	100	164	62%	The students had low vocabulary
4	Do you feel the value of English in vocabulary material (vocabulary) so far is it good/good?	34%	90	174	66%	The students feel poor or bad with their scores in vocabulary.
5	Do you often ask the teacher if there are difficulties in vocabulary material (vocabulary)?	40,5%	107	154	59,4%	The students didn't asked theirdifficulty in vocabulary to the teacher.
6	Can you					Most of the

	answer the teacher's questions about the material being taught?	29,5%	78	186	70,5%	students cannot easily answer the teacher questions about vocabulary material given
7	Do you feel that the method used by the teacher can overcome your difficulties in mastering English vocabulary?	37,5%	99	165	62,5%	Teacher applies a less effective method for solving difficulties in learning vocabulary
8	Can the teacher's method help you enrich (vocabulary) your vocabulary?	34,5%	91	173	65,5%	The method could not help students memorize vocabulary easily and get the new vocabulary.
9	Does the teacher often provide exercises to develop vocabulary (vocabulary) skills?	51%	135	129	49%	The teacher often gave exercise to develop students' abilities in vocabulary.

10	Can you do vocabulary tasks easily?	43,6%	115	149	56,4%	The students could not do the task easily.
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Appendix 5

Students' Vocabulary Score of the Eighth Grade of MTs N 1 Lampung Tengah

VIII A

VIII B

No	Nama Siswa	Nilai
1	ANP	68
2	ANA	76
3	ARA	72
4	AR	56
5	BVA	88
6	DDS	56
7	DZR	60
8	FSA	48
9	FK	72
10	JZH	56
11	KAP	84
12	KH	52
13	MARP	60
14	MA	52
15	MAF	76
16	MON	48
17	MF	72
18	MAS	92
19	MM	64
20	NAI	52
21	NA	72
22	NR	64

	23	QA	76
	24	RAS	64
No	25	RNH Nama Siswa	Nilai
1	26	AVWZ	502
2	27	ARW	522
3	28	ALD	764
4	29	AOYS	686
5	30	APZK	588
6		BGP	52
7		CAY	72
8		CM	52
9		CJP	76
10		FHP	60
11		FAV	56
12		GFP	68
13		IBP	52
14		IUA	84
15		JP	56
16		KDR	56
17		LNA	72
18		MF	64
19		MNK	56
20		MA	76
21		MH	48
22		NK	64
23		NB	68
24		NGC	56

25	NA	44
26	RK	72
27	RSP	64
28	RK	76
29	SD	56
30	SMA	88

VIII C**VIII D**

No	Nama Siswa	Nilai
1	ANI	88
2	ASK	68
3	AA	76
4	AAP	56
5	AN	72
6	ASD	48
7	AEZ	60
8	AS	56
9	AEP	76
10	AR	72
11	BSA	56
12	CSJ	64
13	DSAP	56
14	DEPW	80
15	IS	56
16	JPA	44
17	JFF	64
18	MNT	52
29	MU	56
20	NRS	72

		21	NHP		76	
		22	NR		52	
		23	NPR		52	
		24	P		56	
No		Nama	Siswa		Nilai	
1	AHF	25	PZ		72	76
2	AH	26	RLH		56	52
3	AOW	27	RH		76	68
4	AVR	28	RR		52	64
5	ACP	29	RAI		72	72
6	ANA	30	SA		60	52
7	ACS	31	SOA		56	84
8	CWA	32	SMAB		88	56
9	CAS	33	VR		72	64
10	CA	34	ZRM		64	76
11	CHR				56	
12	DAA				76	
13	DAP				56	
14	DRD				64	
15	EI				52	
16	EZL				72	
17	FD				56	
18	HS				88	

19	JKWP	48
20	KCK	64
21	MRP	56
22	NA	68
23	NS	56
24	NFS	76
25	RM	56
26	RW	48
27	RY	64
28	RS	56
29	SD	72
30	ZRH	60
31	ZF	44
32	ZHD	76
33	RT	33
34	VV	34
35	ZPP	36

VIII E**VIII F**

No	Nama Siswa	Nilai
1	AFPJ	60
2	ATP	72
3	AFD	56
4	AF	44
5	AZ	76
6	AM	56
7	ATS	64
8	ATM	40
9	BP	88
10	BS	44
11	CPW	56
s12	DR	72
13	DDA	52
14	FNI	68
15	FMS	64
16	FDS	56
17	HSS	48
18	KTH	76
19	KNN	72
20	LH	56
21	LSO	68
22	M	48
23	MT	56
24	MAA	64
25	MGA	56
26	NA	60
27	NRD	88
28	NA	56
29	NRA	64
30	NA	72
31	RA	56

32	RE	68
33	SR	60
34	SNA	76
35	SMP	56
36	TNP	52

No	Nama Siswa	Nilai
1	ART	64
2	AA	76
3	ASI	52
4	A	72
5	AW	56
6	AN	64
7	AC	72
8	CS	56
9	CVC	60
10	DJ	76
11	DAA	68
12	FM	88
13	FAN	56
14	FA	56
15	HDH	40
16	MW	56
17	MFR	44
18	MS	68

19	MFHS	60
20	MNZ	52
21	MYK	56
22	MZM	48
23	NMS	52
24	NAZ	56
25	NJ	68
26	NS	60
27	NL	56
28	OKP	56
29	PNA	48
30	RNF	44
31	RFA	68
32	RAJ	56

VIII G**VIII H**

No	Nama Siswa	Nilai
1	AW	88
2	AS	56
3	ATH	56
4	AA	76
5	AAA	68
6	CJC	60
7	DAP	44
8	DPA	56
9	DS	64
10	FA	48
11	FSS	56
12	FY	48
13	FAT	68
14	FS	44
15	HDS	60
16	HJ	52
17	MAFS	56
18	MRA	48
19	MRP	56
20	MK	48
21	NS	68
22	NSS	56
23	PKN	44
24	RY	56
25	RAG	64
26	SMA	56
27	SRA	56
28	SH	72
29	TA	76
30	TWD	72
31	VRD	52

32	YFA	56
33	VW	56
34	WHF	68
35	ZL	56

No	Nama Siswa	Nilai
1	AHM	72
2	AS	56
3	AN	44
4	AF	56
5	ANA	76
6	ANA	48
7	AAF	56
8	AS	72
9	AADAM	56
10	DMN	44
11	DM	52
12	FRM	56
13	GAR	64
14	GA	44
15	HPP	48
16	HPS	56
17	IA	52
18	IYS	76
19	IA	72
20	MRA	68
21	MAG	56
22	MRS	52
23	NSS	44
24	N	56
25	RDO	44
26	RAS	56

27	RI	88
28	RZ	48
29	RAS	64
30	RPM	48
31	RAP	56
32	TH	44

Appendix 6

VALIDATION FORM FOR VOCABULARY PRETEST AND POSTTEST FORM OF CONSTRUCT VALIDITY

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Guru : Uliana Hanum, S.Pd

Petunjuk pengisian formal penelaah butir soal:

Analisis instrument soal berdasarkan semua criteria yang tertera didalam format!

- Berikanlah tanda centang (√) pada kolom “ya” jika soal yang di telaah sudah sesuai dengan criteria.
- Berikanlah tanda centang (√) pada kolom “tidak” jika soal yang di telaah tidak/belum sesuai dengan criteria. Kemudian alasan pada kolom “catatan”

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kopetensi dasar dan indikator untuk siswa kelas VIII di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkatan kelas?			
3	Apakah alokasi waktu sudah cukup?			

4	Apakah instruksi mudah di pahami oleh siswa?			
5	Apakah instruksi sesuai dengan aspek yang akan diukur?			

Yukum jaya, 2023

Guru Mata Pelajaran

Uliana Hanum, S.Pd

Appendix 7**TRY OUT VOCABULARY TEST AFTER VALIDITY****Mata Pelajaran : Bahasa Inggris****Kelas : VIII****Waktu : 45 Menit**

1. I like to write a story, I am an author.
The underlined word has the antonym meaning with ...
 - a. likes
 - b. alike
 - c. dislike
 - d. liked
2. Mr Budi teach his students in Monday-Friday.
The underlined word has the same meaning with ...
 - a. buy
 - b. sell
 - c. instruct
 - d. sleep
3. My sister always used her pen to write beautifully stuff because she is a designer.
The antonym of underlined word is ...
 - a. pretty
 - b. cute
 - c. smart
 - d. bad
4. Siska's job is planting rice in the field.
The antonym of underlined word is ...
 - a. leave
 - b. harvest
 - c. go
 - d. went

5. Renata always cook for everyone. She also earn money from cooking.
The synonym of underlined word is ...
- sell
 - tell
 - ripen
 - made
6. Diki like to drawing a house or furniture. He is a
- architect
 - teacher
 - farmer
 - gardener
7. Sarah able to sing a beautiful song. She is a ...
- farmer
 - singer
 - dancer
 - teacher
8. Giskha is mom. She can handle every job at home.
- pretty
 - cook
 - hard working
 - soft working
9. He has ... to look everything false in the city.
- sharp mouth
 - sharp eyes
 - long hand
 - big eyes
10. Bimo an eagle in the race.
- run
 - fly
 - sleep
 - eat
11. A doctor ... patient with the heart for days.
- sell
 - cut

- c. small
 - d. treat
12. ... are heroes who contribute greatly to educate everyone.
- a. nurse
 - b. teacher
 - c. farmer
 - d. doctor
13. Is very brave job because it stops fire.
- a. farmer
 - b. fire fighter
 - c. doctor
 - d. nurse
14. A police have ... to regulate traffic.
- a. stick
 - b. handphone
 - c. traffic light
 - d. bag
15. A Has magic pen to write a great story.
- a. writer
 - b. singer
 - c. cooker
 - d. chef
16. Difa Her beautifully sing in her concert.
- a. show off
 - b. show on
 - c. show
 - d. shown
17. Librarian can find a book
- a. low
 - b. high
 - c. slow
 - d. faster
18. An artist will show their arts in the ...
- a. workshop
 - b. workship

- c. home
 - d. workhome
19. A nurse works to ... the doctor.
- a. eat
 - b. help
 - c. cook
 - d. find
20. Police works to ... the criminals.
- a. catch
 - b. fall
 - c. down
 - d. go
21. Write a beautiful song.
- a. musician
 - b. lawyer
 - c. judge
 - d. librarian
22. ... able to take a pretty picture.
- a. Nurse
 - b. Pilot
 - c. Photographer
 - d. Sailor
23. Designer can draw ... pattern.
- a. beautiful
 - b. bad
 - c. small
 - d. big
24. A chef able to cook a Meals.
- a. delicious
 - b. fat
 - c. bad
 - d. small
25. A firefighter ... to extinguish the fire.
- a. brave
 - b. scare

- c. smell
 - d. bad
26. My father ... a newspaper in the morning.
- a. read
 - b. say
 - c. look
 - d. spend
27. My sister sell a delicious meals.
The antonym of the underlined word is ...
- a. buy
 - b. fight
 - c. ask
 - d. say
28. My mother turn on the stove to cook.
The antonym of the underlined word is ...
- a. turn down
 - b. turn off
 - c. turn up
 - d. turn in
29. My brother is clingy .
The underlined word has the same meaning with ...
- a. sticky
 - b. fine
 - c. bad
 - d. good
30. Aunty has very kind heart.
The antonym of the underlined word is ...
- a. bad
 - b. small
 - c. pretty
 - d. good
31. Father, mother, brother, and sister are my ...
- a. parents
 - b. children
 - c. family

- d. parents
32. I have a father and mother. They are my ...
- a. family
 - b. parents
 - c. children
 - d. grandparents
33. I have cousin, they always doing everything together. They like a ...
- a. twin
 - b. same
 - c. different
 - d. good
34. Gina is my nephew,, she can sing ...
- a. beautifully song
 - b. bad things
 - c. bad habbit
 - d. beautiful habbit
35. My father is the In the world.
- a. low man
 - b. bad man
 - c. strong man
 - d. pretty man
36. Galuh In the volley competition.
- a. play well
 - b. bad play
 - c. play
 - d. well done
37. My mother has a father. He is my ...
- a. grandmother
 - b. father
 - c. son
 - d. grandfather
38. My mother has got married again. I have a ...
- a. step father
 - b. mommy

- c. daddy
 - d. brother
39. A woman who born us is called ...
- a. aunt
 - b. grand mother
 - c. mother
 - d. daddy
40. My uncle likes with ... his wife in the morning.
- a. talking to
 - b. running
 - c. angry
 - d. sad
41. My mother look happy while ... the vegetables.
- a. cut off
 - b. run off
 - c. run out
 - d. cut on
42. My nephew looks like ... when walking in the street.
- a. walking sticks
 - b. sticky
 - c. slowly
 - d. dump stick
43. My brother is ... other that his friends.
- a. good looking
 - b. bad looking
 - c. pretty
 - d. cute
44. My father has got married again. I have a
- a. step sister
 - b. step mother
 - c. step brother
 - d. nephew
45. My father has a mother. He is my ...
- a. grand mother
 - b. grand father

- c. granny
 - d. sister
46. My sister a delicious meals.
- a. cook
 - b. dry
 - c. buy
 - d. sell
47. My grand mother ... an expensive jewelry.
- a. cook
 - b. dry
 - c. buy
 - d. ask
48. My brother ... with his bestie every morning.
- a. play
 - b. run
 - c. sing
 - d. sell
49. My sister very She always bite my hands and make me feel angry.
- a. naughty
 - b. good
 - c. nice
 - d. clever
50. Bryna is my father's sister. She is my ...
- a. aunt
 - b. uncle
 - c. cousin
 - d. twins
51. A woman who born us is called ...
- a. aunt
 - b. grand mother
 - c. mother
 - d. father
52. Two babies born at the same time are called ...
- a. aunt

- b. twins
 - c. niece
 - d. nephew
53. The students sit on the In the classroom.
- a. table
 - b. chair
 - c. floor
 - d. desk
54. I put some pens, pencils, rulers and erasers on my
- a. pencil case
 - b. book
 - c. ben
 - d. table
55. She put her book on the table.
The underlined word has the same meaning with
- a. put down
 - b. put up
 - c. put off
 - d. put in
56. Eraser can erase marker, chalk or pencil.
The underlined word has the antonym with ...
- a. say
 - b. write
 - c. erase
 - d. put
57. Boy with red bag means the brave boy.
The underlined word has the meaning ...
- a. fault boy
 - b. scare boy
 - c. bores boy
 - d. brave boy
58. The teacher ... in the whiteboard.
- a. write
 - b. sing
 - c. say

- d. look
59. The students ... their bag in the locker.
- put up
 - put down
 - put off
 - cut off
60. The teacher ... the class after the lesson was enough.
- clean up
 - clean down
 - clean off
 - write down

KEYWORDS

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

20	A	40	A	60	B
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Appendix 8

Pre-test Instruments

Name :

Class :

Instruction:

Read the question carefully!

Choose the best answer by giving (x) !

1. I like to write a story, I am an author.
The underlined word has the antonym meaning with ...
 - a. likes
 - b. alike
 - c. dislike
 - d. liked
2. Mr Budi teach his students in Monday-Friday.
The underlined word has the same meaning with ...
 - a. buy
 - b. sell
 - c. instruct
 - d. sleep
3. My sister always used her pen to write beautifully stuff because she is a designer.
The antonym of underlined word is ...
 - a. pretty
 - b. cute
 - c. smart
 - d. bad
4. Siska's job is planting rice in the field.
The antonym of underlined word is ...
 - a. leave
 - b. harvest

- c. go
 - d. went
5. Renata always cook for everyone. She also earn money from cooking.
The synonym of underlined word is ...
- a. sell
 - b. tell
 - c. ripen
 - d. made
6. Diki like to drawing a house or furniture. He is a
- a. architect
 - b. teacher
 - c. farmer
 - d. gardener
7. Sarah able to sing a beautiful song. She is a ...
- a. farmer
 - b. singer
 - c. dancer
 - d. teacher
8. Giskha is mom. She can handle every job at home.
- a. pretty
 - b. cook
 - c. hard working
 - d. soft working
9. He has ... to look everything false in the city.
- a. sharp mouth
 - b. sharp eyes
 - c. long hand
 - d. big eyes
10. Bimo an eagle in the race.
- a. run
 - b. fly
 - c. sleep
 - d. eat
11. A doctor ... patient with the heart for days.

- a. sell
 - b. cut
 - c. small
 - d. treat
12. ... are heroes who contribute greatly to educate everyone.
- a. nurse
 - b. teacher
 - c. farmer
 - d. doctor
13. Is very brave job because it stops fire.
- a. farmer
 - b. fire fighter
 - c. doctor
 - d. nurse
14. A police have ... to regulate traffic.
- a. stick
 - b. handphone
 - c. traffic light
 - d. bag
15. A Has magic pen to write a great story.
- a. writer
 - b. singer
 - c. cooker
 - d. chef
16. Difa Her beautifully sing in her concert.
- a. show off
 - b. show on
 - c. show
 - d. shown
17. Librarian can find a book
- a. low
 - b. high
 - c. slow
 - d. faster
18. An artist will show their arts in the ...

- a. workshop
 - b. workship
 - c. home
 - d. workhome
19. A nurse works to ... the doctor.
- a. eat
 - b. help
 - c. cook
 - d. find
20. Police works to ... the criminals.
- a. catch
 - b. fall
 - c. down
 - d. go
21. Write a beautiful song.
- a. musician
 - b. lawyer
 - c. judge
 - d. librarian
22. ... able to take a pretty picture.
- a. nurse
 - b. pilot
 - c. photographer
 - d. sailor
23. Designer can draw ... pattern.
- a. beautiful
 - b. bad
 - c. small
 - d. big
24. A chef able to cook a Meals.
- a. delicious
 - b. fat
 - c. bad
 - d. small
25. A firefighter ... to extinguish the fire.

- a. brave
 - b. scare
 - c. smell
 - d. bad
26. My father ... a newspaper in the morning.
- a. read
 - b. say
 - c. look
 - d. spend
27. My sister sell a delicious meals.
The antonym of the underlined word is ...
- a. buy
 - b. fight
 - c. ask
 - d. say
28. My mother turn on the stove to cook.
The antonym of the underlined word is ...
- a. turn down
 - b. turn off
 - c. turn up
 - d. turn in
29. My brother is clingy .
The underlined word has the same meaning with ...
- a. sticky
 - b. fine
 - c. bad
 - d. good
30. Aunty has very kind heart.
The antonym of the underlined word is ...
- a. bad
 - b. small
 - c. pretty
 - d. good

Appendix 9

Post-test Instruments

Name :

Class :

Instruction:

Read the question carefully!

Choose the best answer by giving (x) !

1. My uncle likes with ... his wife in the morning.
 - a. talking to
 - b. running
 - c. angry
 - d. sad
2. My mother look happy while ... the vegetables.
 - a. cut off
 - b. run off
 - c. run out
 - d. cut on
3. My nephew looks like ... when walking in the street.
 - a. walking sticks
 - b. sticky
 - c. slowly
 - d. dump stick
4. My brother is ... other that his friends.
 - a. good looking
 - b. bad looking
 - c. pretty
 - d. cute
5. My father has got married again. I have a
 - a. step sister
 - b. step mother
 - c. step brother

- d. nephew
- 6. My father has a mother. He is my ...
 - a. grand mother
 - b. grand father
 - c. granny
 - d. sister
- 7. My sister a delicious meals.
 - a. cook
 - a. dry
 - b. buy
 - c. sell
- 8. My grand mother ... an expensive jewelry.
 - a. cook
 - b. dry
 - c. buy
 - d. ask
- 9. My brother ... with his bestie every morning.
 - a. play
 - b. run
 - c. sing
 - d. sell
- 10. My sister very She always bite my hands and make me feel angry.
 - a. naughty
 - b. good
 - c. nice
 - d. clever
- 11. Bryna is my father's sister. She is my ...
 - a. aunt
 - b. uncle
 - c. cousin
 - d. twins
- 12. A woman who born us is called ...
 - a. aunt
 - b. grand mother

- c. mother
 - d. father
13. Two babies born at the same time are called ...
- a. aunt
 - b. twins
 - c. niece
 - d. nephew
14. The students sit on the In the classroom.
- a. table
 - b. chair
 - c. floor
 - d. desk
15. I put some pens, pencils, rulers and erasers on my
- a. pencil case
 - b. book
 - c. ben
 - d. table
16. She put her book on the table.
The underlined word has the same meaning with
- a. put down
 - b. put up
 - c. put off
 - d. put in
17. Eraser can erase marker, chalk or pencil.
The underlined word has the antonym with ...
- a. say
 - b. write
 - c. erase
 - d. put
18. Boy with red bag means the brave boy.
The underlined word has the meaning ...
- a. fault boy
 - b. scare boy
 - c. bores boy
 - d. brave boy

19. The teacher ... in the whiteboard.
 - a. write
 - b. sing
 - c. say
 - d. look
20. The students ... their bag in the loker.
 - a. put up
 - b. put down
 - c. put off
 - d. cut off
21. The teacher ... the class after the lesson was enough.
 - a. clean up
 - b. clean down
 - c. clean off
 - d. write down
22. The colors of Indonesian flag are ...
 - a. red and white
 - b. blue
 - c. black and white
 - d. red and black
23. The things that To write in the classroom is by using chalk or marker.
 - a. easier
 - b. harder
 - c. clever
 - d. smarter
24. This is three-dimensional model of the world commonly found in the classroom. This is
 - a. globe
 - b. map
 - c. flag
 - d. book
25. The teacher usually writes ... in front of the classroom.
 - a. bookshelf
 - b. whiteboard

- c. cupboard
 - d. calender
26. This chart shows the day of each month. This is a ...
- a. globe
 - b. clock
 - c. calender
 - d. broom
27. The librarian The books in the bookshelf.
- a. put off
 - b. put on
 - c. put up
 - d. shut up
28. All the students need to The story in the class.
- a. sleep
 - b. sleep down
 - c. read aloud
 - d. read slow
29. Gina ... drawing using pencil.
- a. like to
 - b. used to
 - c. feel to
 - d. write
30. Adella feel ... because she lost her bag.
- a. happy
 - b. sad
 - c. mad
 - d. sleepy

Appendix 10

For Experimental Class 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Tengah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Delapan/satu)
 Materi Pokok : Descriptive Picture(Ocupations)
 Alokasi Waktu :

A. Kompetensi Inti

KI-1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan stuktur teks dan	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang

	<p>unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.</p>	<p>berkaitan dengan pekerjaan</p> <p>1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.</p>
2.	<p>2.1 Mengetahui arti kata dan menyebutkan nama pekerjaan serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p>	<p>2.2.2 Mengetahui dan memahami nama- nama yang berkaitan dengan pekerjaan dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka di harapkan:

1. Siswa mampu mengetahui dan mengenal nama-nama pekerjaan dalam bahasa inggris.

2. Siswa mampu menyebutkan nama-nama pekerjaan dalam bahasa Inggris.
3. Siswa mampu bertanya tentang hal-hal yang berkaitan dengan pekerjaan dalam bahasa Inggris.

D. Materi Pembelajaran

Tema	Chapter VI – We Love What We Do
Mata Pembelajaran	Teks interaksi transaksional terkait pekerjaan.
Fungsi Sosial	Mengidentifikasi dan menyebutkan berbagai bagian dari pekerjaan.
Unsur Kebahasaan	<p>Untuk menanyakan pekerjaan seseorang dapat menggunakan pertanyaan:</p> <p>What is your job? What is her job? What does do? What do you do?</p> <p>Untuk menyatakan pekerjaan seseorang dapat mengatakan:</p> <p>I am a He is a ... She is a ...</p>
Struktur Text	<p>Jenis-jenis kosa kata yang menjadi fokus pembelajaran:</p> <ul style="list-style-type: none"> • Teacher • Student • President • Minister • Army • Actrees • Police • Doctor

	<ul style="list-style-type: none"> • Nurse • Dentist • Pilot • Driver • Farmer • Journalist • Singer • Mechanic • Chef • House wife • lawyer • Sailor
--	---

E. Media Pembelajaran

1. Media

Gambar

2. Alat/Bahan

Papan Tulis, Spidol.

3. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan. 2016. Bahasa Inggris "*When English Rings the Bell*" SMP/MTs Kelas VIII. Jakarta :Kementerian Pendidikan dan Kebudayaan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Show and Tell

G. Langkah-langkah Pembelajaran

No	Aktifitas	Waktu
1.	Kegiatan Pembukaan	10 Menit
	<ul style="list-style-type: none"> • Guru memulai kelas dengan mengucapkan salam. • Siswa ditanya bagaimana kabar di hari ini. 	

	<ul style="list-style-type: none"> • Siswa mengawali kegiatan belajar dengan berdoa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
2.	Kegiatan Inti	60 Menit
	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membawa benda untuk diceritakan dikelas. • Siswa memperhatikan guru yang sedang menjelaskan materi yang akan di pelajari tentang descriptive thing yang berkaitan dengan pekerjaan. • Siswa menjelaskan materi yang sebelumnya sudah dipelajari. • Siswa mengamati gambar dan menyebutkan informasi yang didapat dari gambar yang ditunjukkan oleh guru. • Siswa menyebutkan kosa kata Bahasa Inggris dan arti dari gambar tersebut dengan menggunakan metode Show and Tell (S&T) dengan memperhatikan contoh dari guru. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diminta menyebutkan informasi yang berhubungan dengan materi yang sedang dipelajari yaitu materi terkait pekerjaan. <p>Menalar</p> <ul style="list-style-type: none"> • Siswa mendiskusikan dan menulis nama sesuai dengan gambar dalam bahasa 	

	<p>inggris.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswadiberi kesempatan untuk memperlihatkan dan menceritakan di depan kelas tentang objek yang mereka bawa dengan menggunakan metode Show and Tell (S&T) • Siswa yang belum tampil diminta untuk memperhatikan penjelasan dari teman-temannya. • Guru memberikan komentar dan apresiasi kepada siswa. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan tugas untuk mengecek pemahamn siswa terkait materi yang telah dipelajari. • Siswa mengumpulkan tugasnya. • Siswa dan guru menyimpulkan kegiatan pembelajaran yang telah di lakukan. 	
3.	Kegiatan Penutup	10 menit
	<ul style="list-style-type: none"> • Guru menyimpulkan dan memberikan komentar tentang kegiatan pembelajaran pada hari ini. • Guru memberitahu tentang materi di pertemuan selanjutnya. • Siswa dan guru menutup pelajaran dengan berdoadan salam 	

H. Penilaian

a. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan

perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

b. Keterampilan

Teknik Penilaian : Vocabulary test

Bentuk Instrumentnya : Multiple choices

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

1. Mr Budi teach his students in Monday-Friday.
The underlined word has the same meaning with ...
 - a. Buy
 - b. Sell
 - c. Instruct
 - d. Sleep
3. My sister always used her pen to write beautifully stuff because she is a designer.
The antonym of underlined word is ...
 - a. Pretty
 - b. Cute
 - c. Smart
 - d. Bad
4. Siska's job is planting rice in the field.
The antonym of underlined word is ...
 - a. Leave
 - b. Harvest
 - c. Go
 - d. Went
5. Renata always cook for everyone. She also earn money from cooking.
The synonym of underlined word is ...
 - a. Sell
 - b. Tell

- c. Ripen
- d. Made

Appendix 11

For Experimental Class 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Tengah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Delapan/satu)
 Materi Pokok : Descriptive Thing (Family member)
 Alokasi Waktu : 80 menit

A. Kompetensi Inti

KI-1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan stuktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian,	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang berkaitan dengan anggota keluarga.

	mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.	1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.
2.	2.1 Mengetahui arti kata dan menyebutkan nama anggota keluarga serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	2.2.2 Mengetahui dan memahami nama-nama yang berkaitan dengan anggota keluarga dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka di harapkan:

1. Siswa mampu mengetahui dan mengenal nama-nama pekerjaan dalam bahasa inggris.
2. Siswa mampu menyebutkan nama-nama pekerjaan dalam bahasa inggris.
3. Siswa mampu bertanya tentang hal hal yang berkaitan dengan pekerjaan dalam bahasa inggris.

D. Materi Pembelajaran

Tema	Chapter II – This is me
Mata Pembelajaran	Teks interaksi transaksional terkait anggota keluarga.
Fungsi Sosial	Mengidentifikasi dan menyebutkan berbagai bagian anggota keluarga dan hal yang berkaitan dengan anggota keluarga.
Unsur Kebahasaan	Untuk menanyakan anggota keluarga dapat menggunakan pertanyaan: What is you father's name?

	<p>What is your mother's name? How many brothers do you have? What is your father's job? What is your mother's job?</p> <p>Untuk menyatakan anggota keluarga dapat menggunakan: My father My mother I have My mother is a Teacher</p>
Strukture Text	<p>Jenis-jenis kosa kata yang menjadi fokus pembelajaran:</p> <ul style="list-style-type: none"> • mother • father • parent • children • son • daughter • sister • brother • grandmother • grandfather • grandparent • grandson • granddaughter • grandchild • aunt • uncle • niece • nephew

	<ul style="list-style-type: none"> • cousin • husband • wife • sister-in-law • brother-in-law • mother-in-law • father-in-law
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E. Media Pembelajaran

1. Media
Gambar
2. Alat/Bahan
Papan Tulis, Spidol.
3. Sumber Belajar
Kementerian Pendidikan dan Kebudayaan. 2016. Bahasa Inggris "*When English Rings the Bell*" SMP/MTs Kelas VII. Jakarta :Kementerian Pendidikan dan Kebudayaan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : Show and Tell

G. Langkah-langkah Pembelajaran

No	Aktifitas	Waktu
1.	Kegiatan Pembuka	10 Menit
	<ul style="list-style-type: none"> • Guru memulai kelas dengan mengucapkan salam. • Siswa ditanya bagaimana kabar di hari ini. • Siswa mengawali kegiatan belajar dengan berdoa. • Guru mengecek kehadiran siswa. 	

	<ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran yang akandicapai. 	
2.	Kegiatan Inti	60 Menit
	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membawa benda untuk diceritakan dikelas. • Siswa memperhatikan guru yang sedang menjelaskan materi yang akan di pelajari tentang descriptive thing yang berkaitan dengan pekerjaan. • Siswa menjelaskan materi yang sebelumnya sudah dipelajari. • Siswa mengamati gambar dan menyebutkan informasi yang didapat dari gambar yang ditunjukkan oleh guru. • Siswa menyebutkan kosa kata Bahasa Inggris dan arti dari gambar tersebut dengan menggunakan metode Show and Tell (S&T) dengan memperhatikan contoh dari guru. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diminta menyebutkan informasi yang berhubungan dengan materi yang sedang dipelajari yaitu materi terkait anggota keluarga. <p>Menalar</p> <ul style="list-style-type: none"> • Siswa mendiskusikan dan menulis nama sesuai dengan gambar dalam bahasa inggris. 	

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswadiberi kesempatan untuk memperlihatkan dan menceritakan di depan kelas tentang objek yang mereka bawa dengan menggunakan metode Show and Tell (S&T) • Siswa yang belum tampil diminta untuk memperhatikan penjelasan dari teman-temannya. • Guru memberikan komentar dan apresiasi kepada siswa. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan tugas untuk mengecek pemahamn siswa terkait materi yang telah dipelajari. • Siswa mengumpulkan tugasnya. • Siswa dan guru menyimpulkan kegiatan pembelajaran yang telah di lakukan 	
3.	Kegiatan Penutup	10 Menit
	<ul style="list-style-type: none"> • Guru menyimpulkan dan memberikan komentar tentang kegiatan pembelajaran pada hari ini. • Guru memberitahu tentang materi di pertemuan selanjutnya. • Siswa dan guru menutup pelajaran dengan berdoadan salam 	

H. Penilaian

a. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan

langsung dilakukan oleh guru.

b. Keterampilan

Teknik Penilaian : Vocabulary test

Bentuk Instrumentnya : Multiple choices

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

1. Father, mother, brother, and sister are my ...
 - a. parents
 - b. children
 - c. family
 - d. parents
2. I have a father and mother. They are my ...
 - a. family
 - b. parents
 - c. children
 - d. grandparents
3. I have cousin, they always doing everything together. They like
 - a ...
 - a. twin
 - b. same
 - c. different
 - d. good
4. Gina is my nephew,, she can sing ...
 - a. beautifully song
 - b. bad things
 - c. bad habbit
 - d. beautiful habbit
5. My father is the In the world.
 - a. low man
 - b. bad man
 - c. strong man
 - d. pretty man

Appendix 12

For Experimental Class 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Tengah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Delapan/satu)
 Materi Pokok : Describing Thing (Thing at School)
 Alokasi Waktu : 80 menit

A. Kompetensi Inti

KI-1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan stuktur teks dan unsur kebahasaan untuk melaksanakan	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang berkaitan

	fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.	dengan benda di sekitar sekolah. 1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.
2.	2.1 Mengetahui arti kata dan menyebutkan nama benda yang ada di sekitar sekolah serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	2.2.2 Mengetahui dan memahami nama-nama yang berkaitan dengan benda di sekitar sekolah dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka di harapkan:

1. Siswa mampu mengetahui dan mengenal nama-nama benda di sekitar sekolah dalam bahasa inggris.
2. Siswa mampu menyebutkan nama-nama benda di sekitar sekolah dalam bahasa inggris.
3. Siswa mampu bertanya tentang hal hal yang berkaitan dengan benda di sekitar sekolah dalam bahasa inggris.

D. Materi Pembelajaran

Tema	Chapter IV - This is My World
Mata Pembelajaran	Teks interaksi transaksional terkait nama benda di sekitar sekolah

Fungsi Sosial	Mengidentifikasi dan menyebutkan berbagai nama benda di sekitar sekolah
Unsur Kebahasaan	Pernyataan dan pertanyaan terkait benda di sekitar sekolah: What is this? This is an/a . . . What the function of this? The function is . . . What are the things in the School?
Strukture Text	Jenis-jenis kosa kata yang menjadi fokus pembelajaran: <ul style="list-style-type: none"> • canteen • library • teachers room • office • classroom • laboratory • school yard • toilet • pencil • pen • eraser • ruler • lesson book • book • drawing book • table • chair • blackboard • whiteboard • cupboard • computer • globe

E. Media Pembelajaran

1. Media
Gambar
2. Alat/Bahan
Papan Tulis, Spidol.
3. Sumber Belajar
Kementerian Pendidikan dan Kebudayaan. 2016. Bahasa Inggris "*When English Rings the Bell*" SMP/MTs Kelas VII. Jakarta :Kementerian Pendidikan dan Kebudayaan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : Show and Tell

G. Langkah-langkah Pembelajaran

No	Aktifitas	Waktu
1.	Kegiatan Pembukaan	10 Menit
	<ul style="list-style-type: none"> • Guru memulai kelas dengan mengucapkan salam. • Siswa ditanya bagaimana kabar di hari ini. • Siswa mengawali kegiatan belajar dengan berdoa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	
2.	Kegiatan Inti	
	Mengamati <ul style="list-style-type: none"> • Siswa membawa benda untuk 	

	<p>diceritakan dikelas.</p> <ul style="list-style-type: none"> • Siswa memperhatikan guru yang sedang menjelaskan materi yang akan di pelajari tentang descriptive thing yang berkaitan dengan pekerjaan. • Siswa menjelaskan materi yang sebelumnya sudah dipelajari. • Siswa mengamati gambar dan menyebutkan informasi yang didapat dari gambar yang ditunjukkan oleh guru. • Siswa menyebutkan kosa kata Bahasa Inggris dan arti dari gambar tersebut dengan menggunakan metode Show and Tell (S&T)dengan memperhatikan contoh dari guru. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diminta menyebutkan informasi yang berhubungan dengan materi yang sedang dipelajari yaitu materi terkait benda disekitar sekolah. <p>Menalar</p> <ul style="list-style-type: none"> • Siswa mendiskusikan dan menulis nama sesuai dengan gambar dalam bahasa inggris. <p>Mengasosiasi</p>	
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	<ul style="list-style-type: none"> • Siswa diberi kesempatan untuk memperlihatkan dan menceritakan di depan kelas tentang objek yang mereka bawa dengan menggunakan metode Show and Tell (S&T) • Siswa yang belum tampil diminta untuk memperhatikan penjelasan dari teman-temannya. • Guru memberikan komentar dan apresiasi kepada siswa. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan tugas untuk mengecek pemahaman siswa terkait materi yang telah dipelajari. • Siswa mengumpulkan tugasnya. • Siswa dan guru menyimpulkan kegiatan pembelajaran yang telah dilakukan. 	
3.	Kegiatan Penutup	10 Menit
	<ul style="list-style-type: none"> • Guru menyimpulkan dan memberikan komentar tentang kegiatan pembelajaran pada hari ini. • Guru memberitahu tentang materi di pertemuan selanjutnya. • Siswa dan guru menutup 	

	pelajaran dengan berdoadan salam	
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H. Penilaian

a. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

b. Keterampilan

Teknik Penilaian : Vocabulary test

Bentuk Instrumentnya : Multiple choices

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

1. Mr. Budiman leads my school because he is a
 - a. Teacher
 - b. Headmaster
 - c. School yard
 - d. Gardener
2. We can practice a letter in the ...
 - a. People room
 - b. Computer room
 - c. School yard
 - d. Kitchen
3. Students park their bike in the ...
 - a. Office
 - b. Praying room
 - c. Parking lot
 - d. Toilet
4. Mrs. Dinda is a teacher. She teaches students in the ...
 - a. Classroom
 - b. School yard

- c. Longue
 - d. Teacher room
5. Jabbar ... using his pen and pencils.
- a. Write
 - b. Sleep
 - c. Look
 - d. Erase

Appendix 13

RPP For Control Class 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Tengah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Delapan/satu)
 Materi Pokok : Describing Things (Occupations)
 Alokasi Waktu : 80 menit

A. Kompetensi Inti

KI-1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian,	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang berkaitan dengan pekerjaan.

	mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.	1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.
2.	2.1 Mengetahui arti kata dan menyebutkan nama pekerjaan serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	2.2.2 Mengetahui dan memahami nama-nama yang berkaitan dengan pekerjaan dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka di harapkan:

1. Siswa mampu mengetahui dan mengenal nama-nama pekerjaan dalam bahasa inggris.
2. Siswa mampu menyebutkan nama-nama pekerjaan dalam bahasa inggris.
3. Siswa mampu bertanya tentang hal hal yang berkaitan dengan pekerjaan dalam bahasa inggris.

E. Materi Pembelajaran

Tema	This is My World
Mata Pembelajaran	Teks interaksi transaksional terkait nama pekerjaan.
Fungsi Sosial	Mengidentifikasi dan menyebutkan berbagai nama dari pekerjaan.
Unsur Kebahasaan	Untuk menanyakan pekerjaan seseorang dapat menggunakan pertanyaan:

	<p>What is your job? What is her job? What does do? What do you do?</p> <p>Untuk menyatakan pekerjaan seseorang dapat mengatakan: I am a He is a ... She is a ...</p>
<p>Strukture Text</p>	<p>Jenis-jenis kosa kata yang menjadi fokus pembelajaran:</p> <ul style="list-style-type: none"> • Teacher • Student • President • Minister • Army • Actrees • Police • Doctor • Nurse • Dentist • Pilot • Driver • Farmer • Journalist • Singer • Mechanic • Chef • House wife • lawyer • Sailor

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E. Media Pembelajaran

1. Media
Gambar
2. Alat/Bahan
Papan Tulis, Spidol.
3. Sumber Belajar
Kementerian Pendidikan dan Kebudayaan. 2016. Bahasa Inggris "*When English Rings the Bell*" SMP/MTs Kelas VIII. Jakarta :Kementerian Pendidikan dan Kebudayaan.

F. Metode Pembelajaran

- Pendekatan : Scientific Approach
Metode : Conventional method/Ceramah

G. Langkah-langkah Pembelajaran

No	Aktifitas	Waktu
1.	Kegiatan Pembukaan	10 Menit
	<ul style="list-style-type: none"> • Guru memulai kelas dengan mengucapkan salam. • Siswa ditanya bagaimana kabar di hari ini. • Siswa mengawali kegiatan belajar dengan berdoa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	
2.	Kegiatan Inti	60 Menit
	Mengamati <ul style="list-style-type: none"> • Siswa membawa benda untuk diceritakan dikelas. • Siswa memperhatikan guru yang sedang menjelaskan materi yang akan di pelajari tentang 	

	<p>descriptive thing yang berkaitan dengan pekerjaan.</p> <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diminta menyebutkan informasi yang berhubungan dengan materi yang sedang dipelajari yaitu materi terkait pekerjaan. <p>Menalar</p> <ul style="list-style-type: none"> • Siswa berdiskusi bersama teman sebangku terkait materi pekerjaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mencatat kosa kata penting yang berkaitan dengan kosa kata pekerjaan di papan tulis. • Siswa diminta untuk menghafalkan kosakata yang sudah di catat. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan tugas untuk mengecek pemahaman siswa terkait materi yang telah dipelajari. • Siswa mengumpulkan tugasnya. • Siswa dan guru menyimpulkan kegiatan pembelajaran yang telah di lakukan 	
3.	Kegiatan Penutup	10 Menit

	<ul style="list-style-type: none"> • Guru menyimpulkan dan memberikan komentar tentang kegiatan pembelajaran pada hari ini. • Guru memberitahu tentang materi di pertemuan selanjutnya. • Siswa dan guru menutup pelajaran dengan berdoa dan salam 	
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H. Penilaian

a. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

b. Keterampilan

Teknik Penilaian : Vocabulary test

Bentuk Instrumentnya : Multiple choices

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

1. Mr Budi teach his students in Monday-Friday.
The underlined word has the same meaning with ...
 - a. Buy
 - b. Sell
 - c. Instruct
 - d. Sleep
2. My sister always used her pen to write beautifully stuff because she is a designer.
The antonym of underlined word is ...
 - a. Pretty

- b. Cute
 - c. Smart
 - d. Bad
3. Siska's job is planting rice in the field.
The antonym of underlined word is ...
- a. Leave
 - b. Harvest
 - c. Go
 - d. Went
4. Renata always cook for everyone. She also earn money from cooking.
The synonym of underlined word is ...
- a. Sell
 - b. Tell
 - c. Ripen
 - d. Made
5. Diki like to drawing a house or furniture. He is a
- a. Architect
 - b. Teacher
 - c. Farmer
 - d. Gardener

Appendix 14

For Control Class 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Tengah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Delapan/satu)
 Materi Pokok : Describing Things (Family member)
 Alokasi Waktu : 80 Menit

A. Kompetensi Inti

KI-1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan stuktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman,	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang berkaitan dengan anggota keluarga.

	menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.	1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.
2.	2.1 Mengetahui arti kata dan menyebutkan nama anggota keluarga serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	2.2.2 Mengetahui dan memahami nama-nama yang berkaitan dengan anggota keluarga dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka di harapkan:

1. Siswa mampu mengetahui dan mengenal nama-nama anggota keluarga dalam bahasa inggris.
2. Siswa mampu menyebutkan nama-nama anggota keluarga dalam bahasa inggris.
3. Siswa mampu bertanya tentang hal hal yang berkaitan dengan anggota keluarga dalam bahasa inggris.

D. Materi Pembelajaran

Tema	Chapter II – This is me
Mata Pembelajaran	Teks interaksi transaksional terkait anggota keluarga.
Fungsi Sosial	Mengidentifikasi dan menyebutkan berbagai bagian dari anggota keluarga.
Unsur Kebahasaan	Untuk menanyakan anggota keluarga dapat menggunakan pertanyaan: What is you father's name? What is your mother's name? How many brothers do you have?

	<p>What is your father's job? What is your mother's job?</p> <p>Untuk menyatakan anggota keluarga dapat menggunakan: My father My mother I have My mother is a Teacher</p>
Strukture Text	<p>Jenis-jenis kosa kata yang menjadi fokus pembelajaran:</p> <ul style="list-style-type: none"> • mother • father • parent • children • son • daughter • sister • brother • grandmother • grandfather • grandparent • grandson • granddaughter • grandchild • aunt • uncle • niece • nephew • cousin • husband • wife • sister-in-law

	<ul style="list-style-type: none"> • brother-in-law • mother-in-law • father-in-law
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E. Media Pembelajaran

1. Media

Gambar

2. Alat/Bahan

Papan Tulis, Spidol.

3. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan. 2016. Bahasa Inggris "*When English Rings the Bell*" SMP/MTs Kelas VIII. Jakarta :Kementerian Pendidikan dan Kebudayaan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Convetional method/ ceramah

G. Langkah-langkah Pembelajaran

No	Aktifitas	Waktu
1.	Kegiatan Pembukaan	10 Menit
	<ul style="list-style-type: none"> • Guru memulai kelas dengan mengucapkan salam. • Siswa ditanya bagaimana kabar di hari ini. • Siswa mengawali kegiatan belajar dengan berdoa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	
2.	Kegiatan Inti	60 Menit
	Mengamati <ul style="list-style-type: none"> • Siswa mencermati materi yang ada di buku. 	

	<ul style="list-style-type: none"> • Siswamemahami materi sesuai dengan sub bab yang di pelajari tentang anggota keluarga. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diminta menyebutkan informasi yang berhubungan dengan materi yang sedang dipelajari yaitu materi terkait benda disekitar sekolah. <p>Menalar</p> <ul style="list-style-type: none"> • Siswa mendiskusikan dan menulis nama sesuai dengan gambar dalam bahasa inggris. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswamencatat kosa kata penting yang berkaitan dengan kosa kata anggotakeluarga di papan tulis. • Siswa diminta untuk menghafalkan kosakata yang sudah di catat. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan tugas untuk mengecek pemahamn siswa terkait materi yang telah dipelajari. • Siswa mengumpulkan tugasnya. • Siswa dan guru menyimpulkan kegiatan pembelajaran yang telah di lakukan. 	
3.	Kegiatan Penutup	10 Menit
	<ul style="list-style-type: none"> • Guru menyimpulkan dan 	

	<p>memberikan komentar tentang kegiatan pembelajaran pada hari ini.</p> <ul style="list-style-type: none"> • Guru memberitahu tentang materi di pertemuan selanjutnya. • Siswa dan guru menutup pelajaran dengan berdoakan salam 	
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H. Penilaian

a. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

b. Keterampilan

Teknik Penilaian : Vocabulary test

Bentuk Instrumentnya : Multiple choices

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

1. Father, mother, brother, and sister are my ...
 - a. Parents
 - b. Children
 - c. Family
 - d. Parents
2. I have a father and mother. They are my ...
 - a. Family
 - b. Parents
 - c. Children
 - d. Grandparents
3. I have cousin, they always doing everything together. They like a ...
 - a. Twin
 - b. Same
 - c. Different

- d. Good
- 4. Gina is my nephew,, she can sing ...
 - a. Beautifully song
 - b. Bad things
 - c. Bad habbit
 - d. Beautiful habbit
- 5. My father is the In the world.
 - a. Low man
 - b. Bad man
 - c. Strong man
 - d. Pretty man

Appendix 15

For Control Class 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Tengah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/I (Delapan/satu)
 Materi Pokok : Describing Things (Thing at School)
 Alokasi Waktu : 80 menit

A. Kompetensi Inti

KI-1 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-2 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Menerapkan stuktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian,	1.1.1 Mempraktekkan penggunaan kata benda sederhana yang berkaitan dengan benda di sekitar

	mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responnya sesuai dengan konteks.	sekolah. 1.1.2 Mendemonstrasikan penggunaan kata benda sederhana secara lisan dan tulisan.
2.	2.1 Mengetahui arti kata dan menyebutkan nama benda yang ada di sekitar sekolah serta mengecek pemahaman dan kinerja yang baik dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.	2.2.2 Mengetahui dan memahami nama- nama yang berkaitan dengan benda di sekitar sekolah dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, maka di harapkan:

1. Siswa mampu mengetahui dan mengenal nama-nama benda di sekitar sekolah dalam bahasa inggris.
2. Siswa mampu menyebutkan nama-nama benda di sekitar sekolah dalam bahasa inggris.
3. Siswa mampu bertanya tentang hal hal yang berkaitan dengan benda di sekitar sekolah dalam bahasa inggris.

D. Materi Pembelajaran

Tema	Chapter II – This is My World
Mata Pembelajaran	Teks interaksi transaksional terkait nama benda di sekitar sekolah.
Fungsi Sosial	Mengidentifikasi dan menyebutkan berbagai nama benda di sekitar sekolah.
Unsur Kebahasaan	Pernyataan dan pertanyaan terkait benda di sekitar sekolah: What is this?

	<p>This is an/a ...</p> <p>What the function of this?</p> <p>The function is ...</p> <p>What are the things in the school?</p>
Strukture Text	<p>Jenis-jenis kosa kata yang menjadi fokus pembelajaran:</p> <ul style="list-style-type: none"> • canteen • library • teachers room • office • classroom • laboratory • school yard • toilet • pencil • pen • eraser • ruler • lesson book • book • drawing book • table • chair • blackboard • whiteboard • cupboard • computer • globe

E. Media Pembelajaran

1. Media
Gambar
2. Alat/Bahan

Papan Tulis, Spidol.

3. Sumber Belajar

Kementerian Pendidikan dan Kebudayaan. 2016. Bahasa Inggris "*When English Rings the Bell*" SMP/MTs Kelas VIII. Jakarta :Kementerian Pendidikan dan Kebudayaan.

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Conventional method/ ceramah

G. Langkah-langkah Pembelajaran

No	Aktifitas	Waktu
1.	Kegiatan Pembukaan	10 Me nit
	<ul style="list-style-type: none"> • Guru memulai kelas dengan mengucapkan salam. • Siswa ditanya bagaimana kabar di hari ini. • Siswa mengawali kegiatan belajar dengan berdoa. • Guru mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	
2.	Kegiatan Inti	60 Me nit
	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mencermati materi yang ada di buku. • Guru menjelaskan materi sesuai dengan sub bab yang di pelajari tentang kata benda di sekitar sekolah. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diminta menyebutkan informasi yang berhubungan dengan materi yang sedang dipelajari yaitu materi terkait benda disekitar 	

	<p>sekolah.</p> <p>Menalar</p> <ul style="list-style-type: none"> • Siswa berdiskusi bersama teman sebangkunya terkait materi benda-benda di sekitar sekolah <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mencatat kosakata penting yang berkaitan dengan kosakata pekerjaan di papan tulis. • Siswa diminta untuk menghafalkan kosakata yang sudah dicatat. <p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Siswa diberikan tugas untuk mengecek pemahaman siswa terkait materi yang telah dipelajari. • Siswa mengumpulkan tugasnya. • Siswa dan guru menyimpulkan kegiatan pembelajaran yang telah dilakukan. 	
3.	Kegiatan Penutup	10 Me nit
	<ul style="list-style-type: none"> • Guru menyimpulkan dan memberikan komentar tentang kegiatan pembelajaran pada hari ini. • Guru memberitahu tentang materi di pertemuan selanjutnya. • Siswa dan guru menutup pelajaran dengan berdoa dan salam 	

H. Penilaian

a. Penilaian Sikap

Penilaian sikap berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam

proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

b. Keterampilan

Teknik Penilaian : Vocabulary test

Bentuk Instrumentnya : Multiple choices

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

1. Mr. Robby leads my school because he is a
 - a. Teacher
 - b. Headmaster
 - c. School yard
 - d. Gardener
2. We can practice a letter in the ...
 - a. People room
 - b. Computer room
 - c. School yard
 - d. Kitchen
3. Students park their bike in the ...
 - a. Office
 - b. Praying room
 - c. Parking lot
 - d. Toilet
4. Mrs. Dinda is a teacher. She teaches students in the ...
 - a. Classroom
 - b. School yard
 - c. Longue
 - d. Teacher room
5. Melody did not like with her picture, so she ... the picture.
 - a. Write
 - b. Erase
 - c. Look
 - d. Spend

Appendix 16**SILABUS PEMBELAJARAN**

Satuan Pendidikan : MTs N 1 Lampung Tengah.

Semester : I (Satu)

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Kompetensi Inti :

KI 1: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan, humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 2: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu dalam menggunakan metode sesuai kaidah keilmuan.

Kompetensi dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <ul style="list-style-type: none"> • Fungsi sosial <p>Membanggakan, menjual, mengenalkan, mengidentifikasi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, 	<p>kriteriapenilaian</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan 	16 jp	<ul style="list-style-type: none"> • Buku teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com

<p>fungsi sosial teks deskriptif dengan menyakan dan menanyakan tentang deskripsi orang, binatang,</p>	<p>mengkritik, dsb.</p> <ul style="list-style-type: none"> • Struktur text (gagasan utama dan informasi rinci) <ol style="list-style-type: none"> a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan jenis-jenis pekerjaan c. Menyebutkan 	<p>dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Membaca dan mendengarkan teks-teks tersebut 	<p>menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsure kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tandabaca, kerapihan tulisan tangan. • Sikap tanggungjawab, kerjasama, cinta damai, dan percaya diri yang menyertai 	<ul style="list-style-type: none"> - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
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<p>dan benda, pendeskripsian dan sederhana, sesuai dengan konteks penggunaan nya .</p> <p>4.11 menyangkap makna dalam</p>	<p>sifat orang, binatang, benda dan bagiannya, dan</p> <p>d. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6</p>	<p>untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. Gagasan utama dan informasi rinci), dan unsur kebahasaan 	<p>tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>Cara penilaian: sikap observasi observasi terhadap kesungguhan, tanggungjawab, dan kerjasama siswa dalam proses pembelajaran di</p>		
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<p>teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 menyusun teks deskriptif lisan dan tulis,</p>	<p>(tiga) kalimat.</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ol style="list-style-type: none"> (1) Penyebutan kata benda singular dengan a dan the, dan plural (-s). (2) Kata ganti it, they, she, we, dst.; our, my, your, their, dst. (3) Kata sifat tentang orang, 	<p>dari setiap teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan informasi</p>	<p>setiap tahapan.</p> <p>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luarkelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang</p>		
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<p>pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktural</p>	<p>binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan quite, very.</p> <p>(4) Frasa nominal seperti dark brown, cute little cat, beautiful</p>	<ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, 	<p>orang, binatang, benda, termasuk dan kesulitannya.</p> <p>pengetahuan</p> <p>tes tertulis</p> <p>membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>portofolio</p> <p>menilai penggunaan</p>		
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<p>r teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>red flower</p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.</p> <p>(6) Penggunaan nominal singular dan plural</p>	<p>film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan 	<p>fungsi sosial, unsure kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <p>keterampilan.</p> <p>Unjuk kerja simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan</p>		
--	---	--	---	--	--

	<p>secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p>	<p>dari teks deskriptif tentang orang, binatang, dan benda.</p> <ul style="list-style-type: none"> • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara 	<p>menyebutkan dan menanyakan deskripsi orang, binatang, benda</p> <p>portofolio</p> <p>penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikansampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p>		
--	--	---	--	--	--

	<p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - Fungsi sosial setiap teks - Nama orang, binatang, benda yang dideskripsikan - Sifat orang, binatang 	<p>observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		
--	--	--	--	--	--

		<p>g, benda yang dideskripsikan</p> <ul style="list-style-type: none">- Tindakan orang, binatang g, benda yang dideskripsikan- Kosakata, tata bahasa, ucapan, tekanan kata,			
--	--	--	--	--	--

		<p>ejaan, tanda baca yang digunak an</p> <ul style="list-style-type: none">• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana			
--	--	---	--	--	--

		<p>tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Menalar/mengasosiasi</p>			
--	--	---	--	--	--

		<ul style="list-style-type: none">• Membandingkan fungsi sosial, struktur teks (termasuk a.l. Gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang			
--	--	--	--	--	--

		<p>telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none">• Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur			
--	--	---	--	--	--

		<p>kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none">• Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang,			
--	--	--	--	--	--

		binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial			
--	--	--	--	--	--

		<p>nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none">• Berupaya berbicara secara lancar dengan ucapan,			
--	--	--	--	--	--

		<p>tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none">• Membicarakan permasalahan yang dialami dalam			
--	--	--	--	--	--

		membuat teks deskriptif tentang orang, binatang, benda dan menuliskann ya dalam jurnal belajar sederhana dalam bahasa indonesia.			
--	--	--	--	--	--

Appendix 17

Documentation



The researcher gave try out to the students



(in this section, the researcher gave brainstorming in experimental class by display some picture then the students needs to mention about the picture to know the material that will be learn in that day.)



(in this section, the students busy to discussing about the material in group working)



(this section the students presents their work in front of the class with all of their group member related the material that had been discuss)



(this section, the researcher gave brainstorming by giving some vocabulary then asked the students to mention about the material that will be learned)



(this section, the researcher mention the vocabulary related the material then asked the students to repeat in mentions the vocabulary)



(This section the researcher explain the material that will be learn then gave the students task related the material)



(In this section, the researcher gave pre-test and post-test both in experimental class and control class)



(The researcher giving rewards to creative students in experimental class)



(Photos with the English Teacherin MTSN Lampung Tengah)

Appendix 18

Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TENGAH
 MADRASAH TSANAWIYAH NEGERI 1 LAMPUNG TENGAH
 Jl. Negara No. 712 Kelurahan Yukum Jaya Kecamatan Terbanggi Besar Kabupaten Lampung Tengah
 email : mtsnlamteng1@gmail.com, Website : <https://mtsnesalamteng.sch.id>

Nomor : B.606/Mts.08.02.01/PP.00.5/10/2023 Yukum Jaya, 17 Oktober 2023
 Lampiran : -
 Perihal : Pemberi Tahuhan Telah Melaksanakan Penelitian
 Di MTs Negeri 1 Lampung Tengah

Kepada Yth,
 Universitas Islam Negeri Raden Intan Lampung
 Fakultas Tarbiyah Dan Keguruan
 Di -
 Bandar Lampung

DASAR : Laporan Hasil Penelitian pada tanggal 17 Oktober 2023 maka Kepala Madrasah
 Tsanawiyah Negeri 1 Lampung Tengah :

MENERANGKAN BAHWA MAHASISWI :

Nama : ANNISA FITRI ZIAN MELIANTIKA
 NPM : 1911040268
 Semester : 9 (sembilan)
 Program Studi : Pendidikan Bahasa Inggris
 Lokasi Penelitian : MTs NEGERI 1 LAMPUNG TENGAH
 Judul Penelitian : "THE INFLUENCE OF SHOW AND TELL (S&t)
 TOWARDS STUDENTS' VOCABULARY MASTERY AT
 EIGHTH GRADE STUDENTS OF MTs N 1 LAMPUNG
 TENGAH IN THE ACADEMIC YEAR 2023/2024"

Telah Melaksanakan Penelitian di Madrasah Tsanawiyah Negeri 1 lampung Tengah,
 Kabupaten Lampung Tengah, dari tanggal 03 s/d 17 Oktober 2023 dengan hasil Baik.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Kepala
 Madrasah Tsanawiyah Negeri 1 Lampung Tengah
 Kabupaten Lampung Tengah



[Signature]
 Lekar Rahman, M.Pd
 Pembina TK.I/IV.b
 NIP. 196808151994031006

Appendix 19**RESULT PRE-TEST AND POST TEST EXPERIMENTAL AND CONTROL CLASS**

NO	STUDENTS CODE	PRE-TEST	POST-TEST
1	ART	67	73
2	AA	60	77
3	ASI	57	70
4	AA	63	70
5	AW	53	67
6	AZN	60	70
7	ACA	57	67
8	CS	53	63
9	CVC	63	77
10	DJ	50	63
11	DAL	50	63
12	GFP	47	60
13	HDH	60	73
14	KDR	70	83
15	LNA	63	77
16	MW	77	87
17	MSB	53	63

18	MZM	40	57
19	MFHS	53	67
20	MNZ	40	60
21	MYK	53	77
22	NMS	57	70
23	NA	43	73
24	NJ	53	70
25	NS	63	73
26	OKP	60	73
27	PNA	63	80
28	RNF	60	70
29	RFA	37	70
30	RAJ	57	73
31	VV	60	70
32	ZPR	43	60

RESULT OF PRE-TEST AND POST-TEST CONTROL CLASS

NO	STUDENTS CODE	PRE-TEST	POST-TEST
1	IA	63	70
2	GAR	53	63
3	AAF	60	70
4	ZL	57	73
5	VW	47	60
6	RY	50	57
7	MAG	50	60
8	RDO	43	57
9	TH	37	47
10	IA	53	67
11	ZMJ	63	70
12	RI	37	47
13	RPM	53	70
14	RAP	50	63
15	AS	57	63
16	AGAM	53	67
17	DM	43	70
18	RS	60	63
19	MRS	50	70

20	GA	73	80
21	FRM	53	67
22	IYS	67	73
23	HPP	50	67
24	NN	70	70
25	YFA	37	63
26	AS	67	73
27	RNHS	60	67
28	LFWR	63	77
29	NSS	60	70
30	MRSF	47	57
31	AHM	63	63
32	AF	60	63

Appendix 20

Result of Gain Score

GAIN SCORE RESULT EXPERIMENTAL CLASS

N O	NAME	PRETEST	POST TEST	GAIN SCORE
1	ART	67	73	6
2	AA	60	77	17
3	ASI	57	70	13
4	AA	63	70	7
5	AW	53	67	14
6	AZN	60	70	10
7	ACA	57	67	10
8	CS	53	63	10
9	CVC	63	77	14
10	DJ	50	63	13
11	DAL	50	63	13
12	GFP	47	60	13
13	HDH	60	73	13
14	KDR	70	83	13
15	LNA	63	77	14
16	MW	77	87	10
17	MSB	53	63	10
18	MZM	40	57	17
19	MFHS	53	67	14
20	MNZ	40	60	20
21	MYK	53	77	24
22	NMS	57	70	13
23	NA	43	73	30
24	NJ	53	70	17
25	NS	63	73	10

26	OKP	60	73	13
27	PNA	63	80	17
28	RNF	60	70	10
29	RFA	37	70	33
30	RAJ	57	73	16
31	VV	60	70	10
32	ZPR	43	60	17
SUM				461
MEAN				14.40625
MINIMUM				6
MAXIMUM				30

GAIN SCORE CONTROL CLASS

NO	NAM E	PRE-TEST	POST TEST	GAIN SCORE
1	IA	63	70	7
2	GAR	53	63	10
3	AAF	60	70	10
4	ZL	57	73	16
5	VW	47	60	13
6	RY	50	57	7
7	MAG	50	60	10
8	RDO	43	57	14
9	TH	37	47	10
10	IA	53	67	14
11	ZMJ	63	70	7
12	RI	37	47	10
13	RPM	53	70	17
14	RAP	50	63	13
15	AS	57	63	6
16	AGA	53	67	14

	M			
17	DM	43	70	27
18	RS	60	63	3
19	MRS	50	70	20
20	GA	73	80	7
21	FRM	53	67	14
22	IYS	67	73	6
23	HPP	50	67	17
24	NN	70	70	0
25	YFA	37	63	26
26	AS	67	73	6
27	RNHS	60	67	7
28	LFWR	63	77	14
29	NSS	60	70	10
30	MRSF	47	57	10
31	AHM	63	63	0
32	AF	60	63	3
SUM				348
AVERAGE				10.875
MINIMUM				0
MAXIMUM				27

Appendix 21

Item Validity Instrument

No. Questions	R table	R Hitung					
		Pre-test	Kriteria	Hasil	Post-test	Kriteria	Hasil
1		0.930	Lebih dari table	Valid	0.987	Lebih dari table	Valid
2		-0.269	Kurang dari table	Tidak valid	0.987	Lebih dari table	Valid
3		0.930	Lebih dari table	Valid	0.987	Lebih dari table	Valid
4		-0.125	Kurang dari table	Tidak valid	-0.005	Kurang dari table	Tidak valid
5		0.847	Lebih dari table	Valid	-0.146	Kurang dari table	Tidak valid
6		0.930	Lebih dari table	Valid	0.987	Lebih dari table	Valid

7	N=3 2 R tabl e = 0.34 9	0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
8		0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
9		-0.073	Kurang dari r table	Tida k vali d	0.987	Lebihd ari r table	Vali d
10		0.486	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
11		0.847	Lebihda ri r table	Vali d	-0.310	Kurang dari r table	Tida k vali d
12		0.847	Lebihda ri r table	Vali d	0.345	Kurang dari r table	Tida k vali d
13		0.347	Kurang dari r table	Tida k vali d	0.987	Lebihd ari r table	Vali d
14		0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
15		0.930	Lebihda ri r	Vali	0.987	Lebihd ari r	Vali

		table	d		table	d
16	0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
17	0.486	Kurang dari r table	Vali d	0.987	Lebihd ari r table	Vali d
18	0.262	Kurang dari r table	Tida k vali d	0.987	Lebihd ari r table	Vali d
19	0.486	Lebihda ri r table	Vali d	0.550	Lebihd ari r table	vali d
20	-0.071	Kurang dari r table	Tida k vali d	0.149	Kurang dari r table	Tida k vali d
21	0.847	Kurang dari r table	Vali d	0.550	Lebihd ari r table	Vali d
22	0.847	Lebihda ri r table	Vali d	0.140	Kurang dari r table	Tida k vali d
23	0.043	Kurang dari r table	Tida k vali d	0.987	Lebihd ari r table	vali d

24		0.483	Lebihda ri r table	Vali d	0.550	Lebihd ari r table	Vali d
25		0.847	Lebihda ri r table	Vali d	0.550	lebihda ri r table	vali d
26		0.578	Lebihda ri r table	Vali d	0.229	Kurang dari r table	Tida k vali d
27		0.293	Kurang dari r table	Tida k vali d	0.550	Lebihd ari r table	Vali d
28		0.847	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
29		-0.091	Kurang dari r table	Tida k vali d	0.987	Lebihd ari r table	Tida k vali d
30		0.847	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
31		0.847	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
32		-0.118	Kurang dari r table	Tida k vali	0.987	Lebihd ari r table	Vali d

		table	d		table	
33	0.847	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
34	0.847	Lebihda ri r table	Vali d	-0.172	Kurang dari r table	Tida k vali d
35	0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
36	0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
37	0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
38	0.930	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
39	0.847	Lebihda ri r table	Vali d	0.987	Lebihd ari r table	Vali d
40	0.486	Lebihda ri r table	Vali d	0.123	Kurang dari r table	Tida k vali d

Appendix 22

Expert validation result

Appendix 6

**VALIDATION FORM FOR VOCABULARY PRETEST AND POSTTEST
FORM OF CONSTRUCT VALIDITY**

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ I
Guru : Uliana Hanum, S.Pd


Petunjuk Pengisian Form Penelaah Butir Soal :

Analisis instrument soal berdasarkan semua criteria yang tertera di dalam format!

- Berikanlah tanda centang (✓) pada kolom "ya" jika soal yang ditelaah sudah sesuai dengan criteria
- Berikanlah tanda centang (✓) pada kolom "tidak" jika soal yang ditelaah tidak/belum sesuai dengan criteria. Kemudian alasan pada kolom "catatan".

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII di semester 1?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkatan kelas?	✓		
3	Apakah alokasi waktu sudah cukup?	✓		
4	Apakah instruksi mudah di pahami oleh siswa?	✓		
5	Apakah instruksi sesuai dengan aspek yang akan diukur?	✓		

Yukum Jaya, 2023
Guru Mata Pelajaran


Uliana Hanum, S.Pd

Appendix 23

Reliability Pre-test items

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.953	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	31.5000	82.000	.923	.950
VAR00002	31.5625	92.125	-.310	.958
VAR00003	31.5000	82.000	.923	.950
VAR00004	31.4375	90.641	-.166	.956
VAR00005	31.4375	83.351	.834	.950
VAR00006	31.5000	82.000	.923	.950
VAR00007	31.5000	82.000	.923	.950
VAR00008	31.5000	82.000	.923	.950
VAR00009	31.4375	90.254	-.115	.956
VAR00010	31.4375	86.060	.453	.953
VAR00011	31.4375	83.351	.834	.950
VAR00012	31.4375	83.351	.834	.950

VAR00013	31.4688	86.967	.307	.954
VAR00014	31.5000	82.000	.923	.950
VAR00015	31.5000	82.000	.923	.950
VAR00016	31.5000	82.000	.923	.950
VAR00017	31.4375	91.802	-.317	.957
VAR00018	31.3438	88.168	.232	.954
VAR00019	31.4375	86.060	.453	.953
VAR00020	31.3750	90.113	-.106	.956
VAR00021	31.3438	89.394	.012	.955
VAR00022	31.4375	83.351	.834	.950
VAR00023	31.3438	89.394	.012	.955
VAR00024	31.4063	86.314	.452	.953
VAR00025	31.4375	83.351	.834	.950
VAR00026	31.3750	85.984	.554	.952
VAR00027	31.3125	88.222	.274	.953
VAR00028	31.4375	83.351	.834	.950
VAR00029	31.3750	90.242	-.126	.956
VAR00030	31.4375	83.351	.834	.950
VAR00031	31.4375	83.351	.834	.950
VAR00032	31.4063	90.507	-.156	.956
VAR00033	31.4375	83.351	.834	.950
VAR00034	31.4375	83.351	.834	.950
VAR00035	31.5000	82.000	.923	.950
VAR00036	31.5000	82.000	.923	.950
VAR00037	31.5000	82.000	.923	.950
VAR00038	31.5000	82.000	.923	.950
VAR00039	31.4375	83.351	.834	.950
VAR00040	31.4375	86.060	.453	.953

Appendix 24

Reliability Post-test items

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.972	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	29.6563	131.588	.986	.970
VAR00002	29.6563	131.588	.986	.970
VAR00003	29.6563	131.588	.986	.970
VAR00004	29.7188	142.015	-.045	.974
VAR00005	29.6563	143.459	-.182	.974
VAR00006	29.6563	131.588	.986	.970
VAR00007	29.6563	131.588	.986	.970
VAR00008	29.6563	131.588	.986	.970
VAR00009	29.6563	131.588	.986	.970
VAR00010	29.6563	131.588	.986	.970

VAR00011	29.6875	145.319	-.345	.975
VAR00012	29.5625	138.835	.318	.972
VAR00013	29.6563	131.588	.986	.970
VAR00014	29.6563	131.588	.986	.970
VAR00015	29.6563	131.588	.986	.970
VAR00016	29.6563	131.588	.986	.970
VAR00017	29.6563	131.588	.986	.970
VAR00018	29.6563	131.588	.986	.970
VAR00019	29.5938	140.378	.127	.973
VAR00020	29.6563	140.362	.113	.973
VAR00021	29.5938	136.701	.526	.971
VAR00022	29.5625	140.641	.109	.973
VAR00023	29.5625	141.802	-.023	.973
VAR00024	29.5938	136.701	.526	.971
VAR00025	29.5938	136.701	.526	.971
VAR00026	29.6563	139.523	.194	.973
VAR00027	29.5938	136.701	.526	.971
VAR00028	29.6563	131.588	.986	.970
VAR00029	29.6563	131.588	.986	.970
VAR00030	29.6563	131.588	.986	.970
VAR00031	29.6563	131.588	.986	.970
VAR00032	29.6563	131.588	.986	.970
VAR00033	29.6563	131.588	.986	.970
VAR00034	29.7188	143.886	-.210	.975
VAR00035	29.6563	131.588	.986	.970
VAR00036	29.6563	131.588	.986	.970
VAR00037	29.6563	131.588	.986	.970
VAR00038	29.6563	131.588	.986	.970
VAR00039	29.6563	131.588	.986	.970
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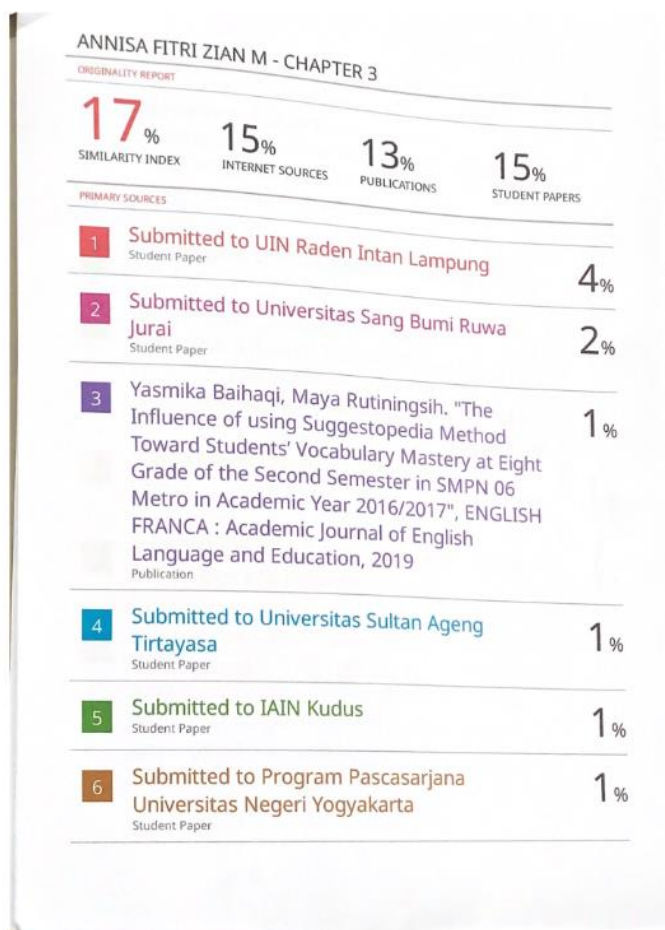
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