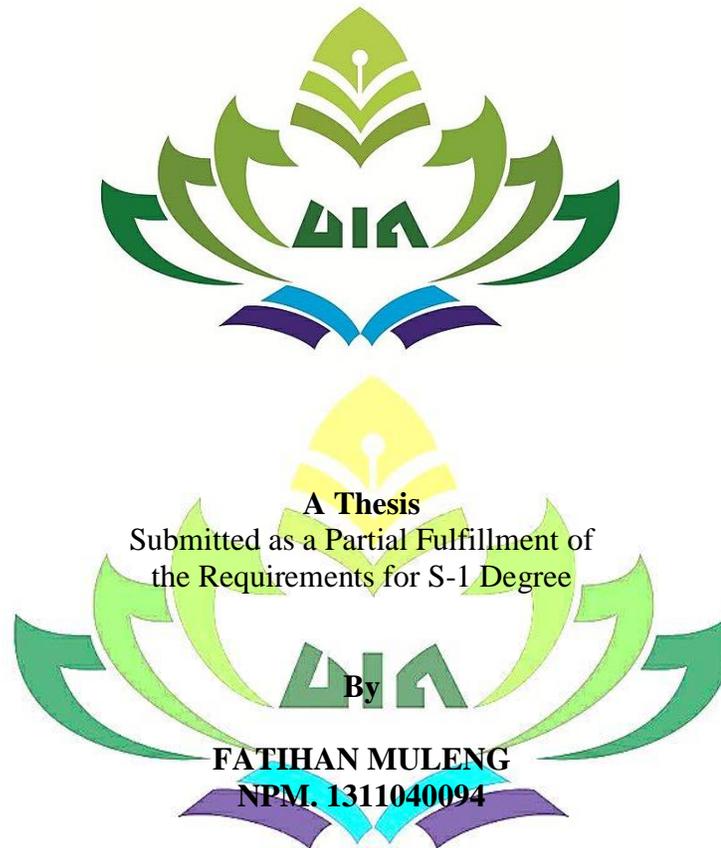


**THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARDS STUDENTS'  
VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE  
EIGHTH GRADE OF SMP N 24 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**



**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

## ABSTRACT

### THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 24 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:

**Fatihah Muleng**

Vocabulary is very important for people to use language, without vocabulary people cannot develop the language skill namely, listening, speaking, reading, and writing. The students' vocabulary mastery at SMP N 24 Bandar Lampung have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 56.8% of the students who got the score under 72 the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied jigsaw technique in teaching vocabulary. Thus, the objective of this research was to know whether there was an influence of using jigsaw technique towards students' vocabulary mastery at the second semester of the eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in three meetings, 2 x 40 minutes for each. The population of this research was eighth grade students of SMP N 24 Bandar Lampung. The total sample in this research was 60 students that were taken from two classes, VIII A and VIII B. In collecting the data, the research used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was  $0.000 < \alpha = 0.05$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was influence of using jigsaw technique towards students' vocabulary mastery at the second semester of the eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018.

**KeyWords :** *Jigsaw Technique, Vocabulary Mastery, Experimental Research Design*



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

---

**APPROVAL**

Title : **THE INFLUENCE OF USING JIGSAW TECHNIQUE  
TOWARDS STUDENTS' VOCABULARY MASTERY AT  
THE SECOND SEMESTER OF THE EIGHTH GRADE OF  
SMPN 24 BANDAR LAMPUNG IN THE ACADEMIC  
YEAR OF 2017/2018**

Students' Name : Fatihan Muleng  
Students' Number : 1311040094  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University  
Lampung

Advisor,

**Prof. Dr. Idham Kholid, M. Ag**  
NIP.196010201988031005

Co-Advisor,

**Rohmatillah, M. Pd**  
NIP. 198105082007102001

**The Chairperson of  
English Education Study Program**

**Meisuri, M. Pd**  
NIP: 198005152003122004



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289*

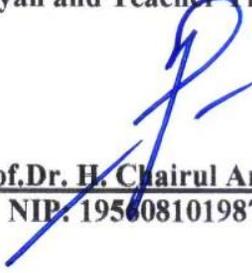
**ADMISSION**

A Thesis entitled: **“THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARDS STUDENTS’ VOCABULARY MASTERY TO THE EIGHTH GRADE OF SMP N 24 BANDAR LAMPUNG AT SECOND SEMESTER IN THE ACADEMIC YEAR OF 2017/2018”**, by: **FATIHAN MULENG, NPM: 1311040094, Study Program: English Education** was tested and defended in the examination session held on: Wednesday, April 11<sup>th</sup> 2018.

**Board of examiners:**

The Chairperson	: Meisuri, M.Pd	(  )
The Secretary	: Nur Syamsiyah, M.Pd	(  )
The Primary Examiner	: Nunul Puspita, M.Pd	(  )
The 1 <sup>st</sup> Co-Examiner	: Prof.Dr. Idham Kholid, M.Ag	(  )
The 2 <sup>nd</sup> Co-Examiner	: Rohmatillah, M.Pd	(  )

**The Dean of  
Tarbiyah and Teacher Training Faculty**

  
**Prof.Dr. H. Chairul Anwar, M.Pd**  
**NIP: 195608101987031001**

## MOTTO

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

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: “ And He taught Adam the names of all things; then He placed them before the angels, and said, “Tell Me the names of there if ye are right”<sup>1</sup>

(Q.S Al-Baqarah: 31)



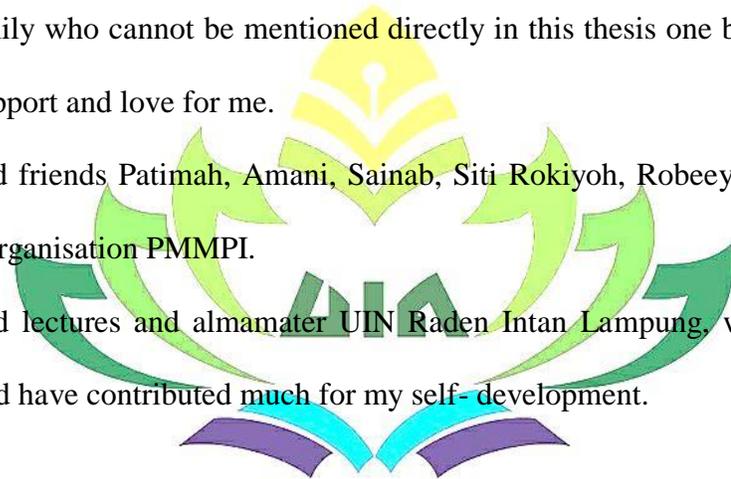
---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an, Text and Translation*, (New Delhi: Millat Book Center, 2006), p.8

## DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life, my beloved father and mother Mr. Sahoh and Mrs. Cheminah, for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
2. My beloved sisters and brothers Nori Muleng, Norino Muleng, Norihan Muleng, Suhaila Muleng, Hasbullah Muleng, Irfan Muleng, and Amiru Muleng, and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
3. My beloved friends Patimah, Amani, Sainab, Siti Rokiyoh, Robeeyah, and all of friends in organisation PMMPI.
4. My beloved lectures and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self- development.

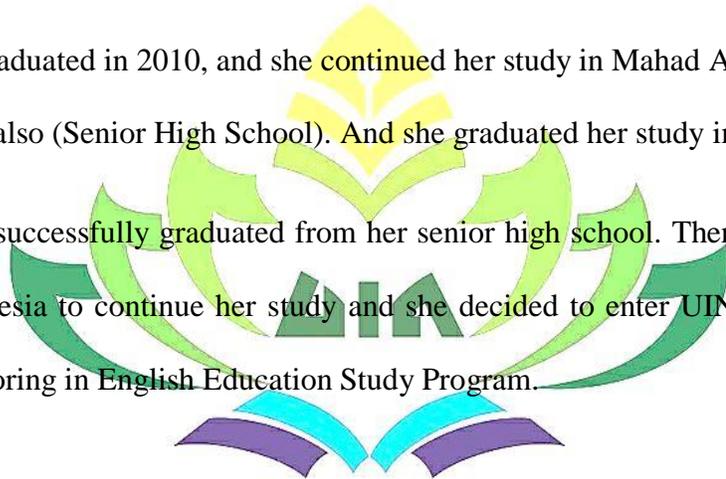


## **CURRICULUM VITAE**

The researcher is Fatihan Muleng. She was born in Yala Southern part of Thailand, on May 21<sup>th</sup>, 1994. She is the third child of 8 children of Mr. Sahoh and Mrs. Cheminah. She has four sisters and three brothers named Nori Muleng, Norino Muleng, Norihan Muleng, Suhaila Mulang, Hasbullah Muleng, Irfan Muleng, and Amiru Muleng.

The researcher graduated from SD Ban Sa'e (Elementary School) in 2007, and then she continued her school to Mahad Al-fatah Tukali Patani School (Junior High School) and graduated in 2010, and she continued her study in Mahad Al-fatah Tukali Patani School also (Senior High School). And she graduated her study in 2013.

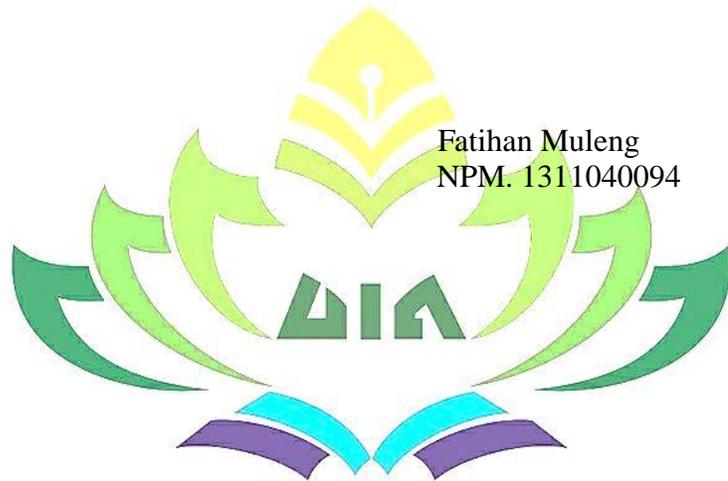
After she had successfully graduated from her senior high school. Then, in 2013 she came to Indonesia to continue her study and she decided to enter UIN Raden Intan Lampung Majoring in English Education Study Program.



## **DECLARATION**

I hereby state this thesis entitled “The influence of using jigsaw technique towards students vocabulary mastery at the second semester of the eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements, references, and idea from various sources and those are properly acknowledged in the text.

Bandar Lampung, February 2018  
Declared by,



## ACKNOWLEDGEMENT

First of all, praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Jigsaw Technique Towards Students’ Vocabulary Mastery at the Second Semester of the Eighth Grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

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

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Drs. Idham Kholid, M.Ag, the advisor who has patiently guided and directed the researcher until completion of this thesis.

4. Rohmatillah, M.Pd, the second advisor, who has given guidance and supervision, especially in correcting this thesis.
5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the beginning of her study.
6. Drs. Hi. Banjir Sihite, M.Pd, the Headmaster of SMPN 24 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
7. Yustikawati, S.Pd and all English teacher of SMPN 24 Bandar Lampung who given guidance and spirit in conducting this research.
8. The researcher's beloved friends, Suhailah, Amani, Rusda, Egi Novita, Anggun, Tita Sumarni, Suwaibah, Patimah, Nurma and also beloved friends of organisation PMMPI, and all friends in English Program of UIN Raden Intan Lampung, especially class C thank you for your help and motivation that given to researcher.

Finally, the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, 2018

The Researcher,

Fatihah Muleng

NPM.1311040094

# CHAPTER I INTRODUCTION

## A. Background of the Problem

Language is an important thing in our life, because everyone needs language as a part of communication or communication activity with other people. According to Harmer, language is used widely for communication between people who do not share the same first (or even second) language.<sup>2</sup> It means that language is a tool of communication to express what we thought. Language is also make us possible for giving and receiving some information. Everybody knows that in all activities people need to communicate each other. If they want to communicate with others to give information and ideas, they use an important tool that is a language. Language can not be separated from all of our activities because without language it will be difficult for us to express our need and to do something. By mastering language, we get knowledge of science to face our life in the future.

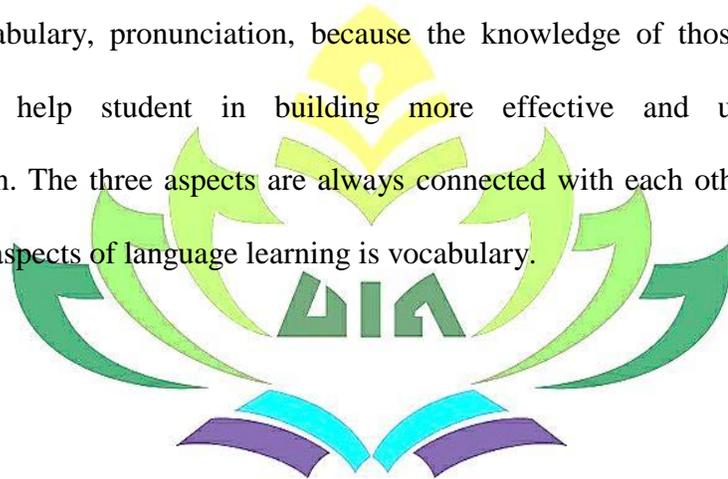
From definition above, language is very important for human being. It is difficult to do all activities without language. Someone can interact with others by the language, so communication will occur if the listeners and the readers understand what the speaker or researcher means.

---

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 4<sup>th</sup> Edition, 2007), p. 13

English as the international language which is used by many people in the world. English is also used as a language of science, art and high technology. Many books are written in English so that people who want to get information or knowledge of science and high technology should master English.

English is one of the subjects that should be learned by students both in formal and informal schools in Indonesia. In learning English, there are four skills which should be learned by the English learners. They are listening, speaking, reading and writing. In order to develop these skills, students should master some language aspects, such as; structure, vocabulary, pronunciation, because the knowledge of those aspects are important to help students in building more effective and understandable communication. The three aspects are always connected with each other but one of the important aspects of language learning is vocabulary.



Vocabulary is one of the most important aspects in mastering English because the ability of the students to read or comprehend the subject is relatively determined by their vocabulary. In this case, we must emphasize that vocabulary plays a key role not only in reading but also in speaking, writing, and listening. To master all the language skills, vocabulary knowledge is important that to be known by the students and the teachers of English. Learning vocabulary is very important since vocabulary is an

important thing in communication. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in all of the aspects of English when they are communicating to people, write and translate the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English.

Based on that statement, it knows that vocabulary is a basic need in communication. “The mastery of vocabulary is very important because it will consider the students in the teaching learning. River’s argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive, we will be unable to use structures and functions. We may have learned for comprehensible communication.”<sup>3</sup>

It can be inferred that vocabulary refers to part of speech use to communicate effectively. Vocabulary is the content of language. When we to construct a sentence to express our idea, we need to know adequate vocabularies that are able to represent our idea. If we do not have any vocabularies in certain language, of course we will not be able to speak, write that language.

Based on a preliminary research conducted a SMP N 24 Bandar Lampung, the researcher found that the students’ vocabulary was still low. From interview done to the English teacher of the eighth grade of SMP N Bandar Lampung (Yustikawati,

---

<sup>3</sup>Nunan, David. *Language Teaching Methodology: A textbook for teachers*. Sydney: Prentice Hall, 1991, p.117.

S.Pd), She said that most of the students did not have any motivation and they had difficulties in mastering vocabulary.<sup>4</sup> The students said that the teacher did not use interesting and varieties technique in teaching vocabulary. Sometimes teacher used technique which made students were bored. The teacher usually used translation technique, the teacher gave some vocabularies for the students and asked them to translate or memorize vocabularies.<sup>5</sup> This teaching technique made students were bored and did not feel enjoyable when learning the material. Thus, they felt difficult to memorize and less motivation in learning vocabulary. The score can be seen in the table below.

Table 1

The vocabulary Score of students at the eighth grade of SMPN 24 Bandar Lampung

No	Student's Score	The Number of Students	Percentage
1	$\geq 72$	76	43.2 %
2	$< 72$	100	56.8 %
	Total	176	100%

Source: Documentation of the sixth class of SMPN 24 Bandar Lampung

From the table above, it could be seen that 43.2 % of students got score  $\geq 72$ , it means that the students who have reached KKM are 76 student and 56.8% got score  $< 72$ , it means that 100 students have not reached KKM. It means that the students' vocabulary score is low. From the table above, it means that vocabulary score should

<sup>4</sup> Yustikawati, S.Pd, *English Teacher of SMP N Bandar Lampung*.

<sup>5</sup> Interviewing of the Students at the Eighth Grade of SMPN 24 Bandar Lampung

be increased, because in SMPN 24 Bandar Lampung used criteria of minimum mastery (KKM) is 72. The writer assumes that most of the students are still difficult to master vocabulary. The writer concluded, the teacher as an involved factors in teaching learning process should choose certain model more specific a technique that provides communicative activities, gives sufficient chance for the students to practice English to increase vocabulary mastery. Furthermore, the teacher of English should apply various techniques for teaching vocabulary so that it will be effective and enable the teacher to teach the students well in understanding the subject. There are many kind of techniques in teaching vocabulary. Dealing with cooperative learning, such as, jigsaw, think-pair-share, three-step interview, round robin brain storming, three-minute review, numbered heads, team pair solo, circle the sage, partners, etc

Jigsaw is technique that will give the students good feel in learning and teaching process.<sup>6</sup> Moreover, jigsaw is very simple to apply. According Risa, the jigsaw is groups with five students are set up. Each group member is assigned some unique material to learn and then to teach his group members. To help in the learning, students across the class working on the same subsection get together to decides what is important how to teach it. After practice in these “ expert” groups the original group’ reform and students teach each other.<sup>7</sup>

---

<sup>6</sup> Syamsiarna Nappu, *Improving Students’ Vocabulary Through Jigsaw Technique*, Scientific Publications toward Global Competitive Higher Education, ( Universitas Muhammadiyah Makassar). p.164

<sup>7</sup> Risa Rachmawati. *Teaching english vocabulary using jigsaw method*, English Education Study Program Language and Arts Department Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung .p. 2

Jigsaw as one of techniques in teaching vocabulary, vocabulary by using jigsaw technique is good to enrich vocabulary mastery of the students. By using jigsaw technique the students are facilitated to memorize the words easier and better than the students work in groups, jigsaw technique has great potential to increase and stimulate the students in learning vocabulary.<sup>8</sup>

Previous research has been done by Mutiarani entitled “The influence of using jigsaw technique towards students’ speaking ability to the eighth grade of SMPN 9 Bandar Lampung” Based on the finding this technique is effective to be used in teaching speaking. Furthermore, the researcher will try to use jigsaw technique in teaching vocabulary.

Besides, this technique is also make the students can express their idea and ability and are not shy to read or speak English with our friends in the class. The technique can motivate the students to study and increase teaching learning process. Jigsaw minimizes the problem faced by the student in their vocabulary class including linguistic problem, and confidence.

Considering the fact above, the researcher focuses her research in English vocabulary class by using jigsaw. Therefore, the researcher will do the research entitled: “The Influence of using Jigsaw Technique towards students’ Vocabulary mastery at the eighth grade of SPM N 24 Bandar Lampung:

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

---

<sup>8</sup> Syamsiama Nappu. *Op. Cit.* p. 163

Considering the background of the problem above, the researcher identifies the problem as follows:

1. Students' vocabulary was still low.
2. Student' motivation was less.
3. Students were easy to be bored in learning vocabulary.

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

Based on the identification of the problem above, the researcher focuses on the Influence of Using of Jigsaw Technique towards Students' Vocabulary Mastery at the Second Semester of the Eighth Grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018. The aspects vocabulary mastery that taught are word meaning, word use, and word combination. The vocabulary learning was focused on verb and adjective of descriptive text with the topics were people, animal and place.

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

The formulation of the problem in this research is:

Is there a significant influence of using jigsaw technique toward students' vocabulary mastery at the eighth grade at SMP N 24 Bandar Lampung in the academic year of 2017 / 2018?

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

The objective of this research is to know whether there is a significant influence of using jigsaw technique towards students' vocabulary mastery at the second semester of the eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018.

#### **F. Use of the Research**

After doing this research, the researcher hopes it can be used:

1. To give motivation to the students in learning English especially in vocabulary learning.
2. To gave information to English teacher at SMP N 24 Bandar Lampung that jigsaw technique can increase students' mastery vocabulary.

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

Scope of the research is as follows:

##### **1. Subject of the Research**

The subject of the research is the students at the eighth grade at SMP N 24 Bandar Lampung in academic year of 2017 / 2018

##### **2. Object of the Research**

The objects of the research were the use of jigsaw technique and students' vocabulary mastery.



### **3. Place of the Research**

The research conducted at SMP N 24 Bandar Lampung in the academic year of 2017 / 2018.

### **4. Time of the Research**

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



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Teaching English as a Foreign Language

English is as an international language. It means that if we can speak English, we will be welcome. English is very important language to learn. In Indonesia, English is one of language that is learnt by the elementary students until the University students.

Language is more than a system or communication. It involves whole person, culture, educational, developmental communicative process.<sup>9</sup> English as a foreign language is generally taken to apply students who are studying general English at school and institute in their own country or as transitory visitor in a target-language country.<sup>10</sup> Teaching English as a Foreign Language refers to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose to learn for leisure.

Setiyadi states that the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language, whether English is learned in Indonesia or in Malaysia, English is called the target language.<sup>11</sup> A

---

<sup>9</sup> H.D.Brown, *Teaching By Principle An interactive Approach to language pedagogy*, (New Jersey: Longman, 1194), p.70

<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (London: Longman, 2004), p.39

<sup>11</sup> Bambang Setiyadi, *Teaching English as Foreign Language*, First Ed, Yogyakarta, (Graham ilmu, 2006), p.20

language is always different from others even though the language maybe similar to some languages.

Considering those definitions above, it means that students who learn English as a foreign language have little exposure or opportunities to practice or use their English in real – life situation. They use English only in the classroom. Teaching and learning will success, if the teacher knows how to teach it well.

## **B. Vocabulary**

### **1. Concept of Vocabulary**

Vocabulary is one of the very important part in learning language. If the students' vocabulary is limited, they will find some difficulties in using English for communication in English. Vocabulary is important for us to use language, without vocabulary we cannot to develop the language skill namely, listening, speaking, reading, and writing. Cameron says also, vocabulary is fundamental to using the foreign language as discourse, sine vocabulary is both learnt from participating in discouse and is essential to participating in it.<sup>12</sup>

According to Linse, “Vocabulary is a collection of words in a particular language that an individual knows and that has a meaning”.<sup>13</sup> It shows that vocabulary is an

---

<sup>12</sup> Lynne Cameron, *Teaching to Young Learners*, (London: Cambridge University, 2001), p. 95

<sup>13</sup> Linse, *Practical English Language Teaching: Young Learners*. (New York: Mc Graw-Hill Companies, 2005). p. 121

important part to master English well. It means that vocabulary is the important thing in learning English.

Considering the statement above, the researcher assumes that vocabulary is important to communicate each other. If people try to learn vocabulary by using vocabulary we can make a language. Furthermore, language can be used to convey our intention and to express the message clearly. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantages in developing extensive vocabulary.

According to Ur, “Vocabulary is one of the most important aspects in language teaching, beside grammar and pronunciation. As a stock of word use by the person, it can be defined, roughly as the words we teach in the foreign language”<sup>14</sup> Means that vocabulary cannot separated from the teaching of English. On the other word, someone always needs vocabulary to communicate effectively or express his ideas in both oral and written form. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills.

---

<sup>14</sup>Penny Ur, *A course in language teaching: practice and theory*, (New York : Cambridge university press,1996), p.60.

Generically, vocabulary is the knowledge of meanings of words.<sup>15</sup> The teachers should have a technique that makes the students interesting in learning vocabulary. It means that without vocabulary it is impossible or nothing to develop. Language vocabulary can help the students in speaking, so that by having adequate vocabulary, there are no difficulties in comprehending the text or appreciate the meaning of the text. Here, the researcher assumes that vocabulary is very important for the students to learn in order that they can express their minds, make sentences, interact and also catch the meaning from the text.

From the statement above, the researcher concludes that vocabulary is a stock of word that one most important aspect to teach beside grammar and pronunciation.

## **2. Concept of Vocabulary Mastery**

Language is formed by word. If there are no words there will be no language. According to Thornbury, he states that all language have words. He also says “by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.”<sup>16</sup> It means that vocabulary is vital part of language. A language is formed by words, so we can make our communication well, we will easy to share our point to our partner of speaking.

---

<sup>15</sup>Elfrieda h. and Michael l. kamil, *Teaching and Learning Vocabulary* (bringing research to Practice), (New Jersey: Mahwah Publisher, 2005). p.3.

<sup>16</sup> Scott Thornbery, *How to teach vocabulary*, (English: Longman, 2002), p.1

Then Brown states that vocabulary is seen in its central role, contextualized meaningful language.<sup>17</sup> Based on the statement, it is important for the teacher to create some way in teaching vocabulary. In teaching learning must be lively and enjoyable, so that the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary. It will be easier to learn a foreign language and use it for communication.

In activity learning language, a learner can try to use the language by using vocabulary onto certain sentences in order to be able to communicate and transfer their ideas. Thornbury states that without grammar very little things can be conveyed, without vocabulary nothing can be conveyed.<sup>18</sup> We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language, which makes the language meaningful.

According to Kamil and Hiebert, "Vocabulary is knowledge of meaning of words"<sup>19</sup> So, all of knowledge of word is vocabulary. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily.

---

<sup>17</sup> H Douglas Brown, *Teaching by Principles an Intractive Approach to Language Pedagogy*, (New Jersey, 1994), p. 377

<sup>18</sup> Scott Thornbury, *Op. Cit*, p.13

<sup>19</sup> Elfrieda h. And Michael l. Kamil, *Op.Cit*, p.3

According to Guskey and Anderman, “Mastery is a term that all educators use and believe they understand well.”<sup>20</sup>

According to Rahman, “Vocabulary mastery is essential part of English as a foreign language.”<sup>21</sup> Mastering a large number of vocabularies is very important for foreign language learners.

Based on statement above, the researcher concludes that vocabulary mastery is the students’ ability to use or understand the words. The vocabulary mastery also know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use, and word combination. In this research, the researcher focused on descriptive text.

### 3. Concept of Teaching Vocabulary

Teaching vocabulary play important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students’ needs based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught. It means that, The teacher should pay more attention to the student when

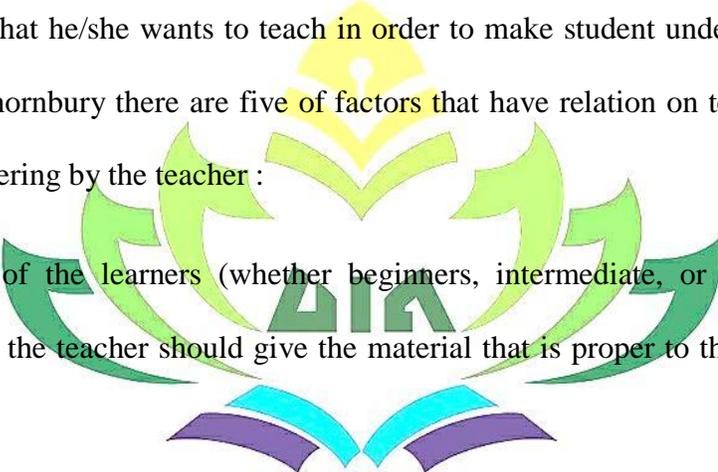
---

<sup>20</sup> Thomas r. Guskey and Eric m. Anderman, “*In search of a useful definition of mastery*”. Journal education leadership, volume. 71 number. 4 ( December 2013/January 2014 ), p.1.

<sup>21</sup> Septia mursanti candrarahman, “*improving students’ vocabulary mastery through riddle game*”, accessed on march 5 th, 2016 at 20.56, p.2.

teaching and learning English vocabulary process. Because vocabulary is the important things in basic start to understand and be confidence in learning English by foreign students.

Teaching vocabulary is clearly more than just presenting new word. Teacher has to be careful in selecting the vocabulary that he/she will teach.<sup>22</sup> Both students and teacher need to know how it talk about language at various points during learning and teaching.<sup>23</sup> This is not only teach so that teacher can explain and student come to understand, but the teacher know what going to correct it. This means the teacher should know what he/she wants to teach in order to make student understand easily. According to Thornbury there are five of factors that have relation on teaching set of word be considering by the teacher :

- 
- a. The level of the learners (whether beginners, intermediate, or advanced). It means that the teacher should give the material that is proper to the level of the students.
  - b. The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).
  - c. The difficulty of item – whether, for example, they express abstract rather than concrete meaning, or whether they are difficult to pronounce.

---

<sup>22</sup> Michale Wallace, *Teaching Vocabulary*, (London: British Library, 1982), p 83

<sup>23</sup> Jeremy Harmer, *How to teach English*, (New London: Longman, 1998), p 34

- d. Their 'teach ability' – whether, for example, they can be easily explained or demonstrated.
- e. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).<sup>24</sup>

In teaching vocabulary, the students will know that some words seem easier to learn than others. There are six factors that make some difficult than others, they are: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity.<sup>25</sup> Those can be described as follows:

1. **Pronunciation:** Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
2. **Spelling:** Sound-spelling mismatches are likely to be the cause of error, either in pronunciation or in spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.

---

<sup>24</sup> Scott Thornbury, *How to teach Vocabulary*, (London : Longman, 2002), p. 75-76

<sup>25</sup> Scott Thornbury. op cit. p.27-28.

3. **Length and complexity:** Long word seem to be not more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
4. **Grammar:** Also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
5. **Meaning:** When two words overlap in meaning, learners are likely to confuse them. Words with multiple meaning can also be trouble some for learners.
6. **Range, connotation, and idiomaticity:** Words can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.<sup>26</sup>

Referring on the definition above, it is clear that in teaching vocabulay, teaching should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of word. Teaching learning vocabulary need the righth technique to be used in order to make it successful. Implementing the right technique learning process run well.

---

<sup>26</sup> Scott thornbury. *Op. Cit.* p.27-28.

#### 4. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows.

##### a. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

##### 1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

##### 2) Antonym

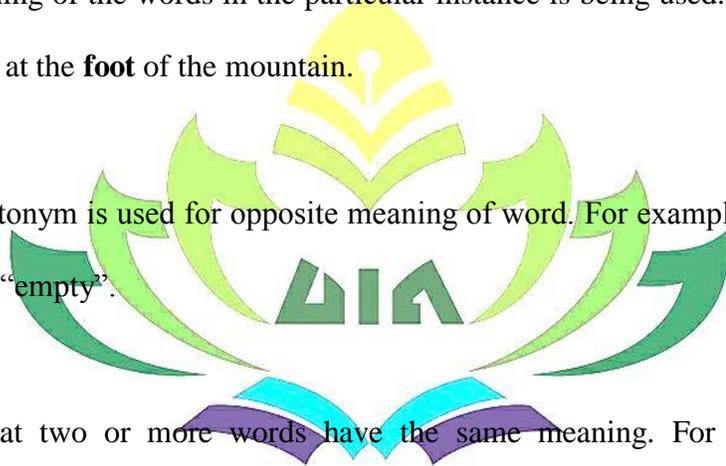
The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

##### 3) Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

##### 4) Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.



## 5) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”<sup>27</sup>.

### b. Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrases such as “*raining cats and dogs, my house is castle, etc*”.

### c. Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical contexts. Word formation is also connected with suffixes and prefixes (im-, or in) such as *imperfect and perfect*,

---

<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998), p.18

*inappropriate and appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelt and how they sound. For example, there is a clear relationship between the words *death* and *dead*, *dying* and *die*, etc.

#### **d. Word Grammar**

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between *countable* and *countable noun*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.<sup>28</sup>

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research the researcher will focus on the word meaning, word use, and word combination were suitable with the syllabus of the English

#### **5. Types of Vocabulary**

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by experts. One of the explanations is explained by Thornbury. He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverbs, preposition, conjunction, and determine.<sup>29</sup> In this case the researcher will do the

---

<sup>28</sup> *Ibid*, pp. 18-21

<sup>21</sup> Scott Thornbury, *how to teach vocabulary*, (London: Longman, 2002), p. 4.

research to know the students' vocabulary mastery especially verb and adjective.

Those can be described follows:

**a. Verb**

Verb is a word or groups of words that express an action, an event or a state.<sup>30</sup> For example: *eat* (an action), *happen* (an event), and *exist* (a state). The verb is used after subject, or before object or complement.<sup>31</sup> According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.<sup>32</sup>

1) Predicating or Linking Verb

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. A linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verb are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: the news *sounds* interesting.

2) Transitive or Intransitive Verb

A transitive verb takes a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

---

<sup>30</sup> Linda Thomas, *Op. Cit.*, p.14

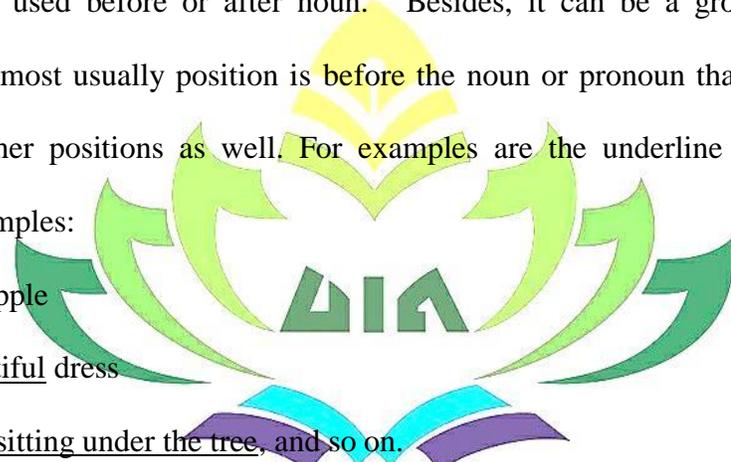
<sup>31</sup> Marcella Frank, *Op. cit.*, p.52

<sup>32</sup> *Ibid*, p.48

Finally, it can be said that verb is a word (or group of words) which is used in describing an action, experience or state that its own grammatical rule of the use in a sentence.

## **b. Adjective**

Franks states that adjective is modifier that has the grammatical property of comparison.<sup>33</sup> It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its usual position as well. In addition, Harmer states that adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun.<sup>34</sup> Besides, it can be a group of words. Therefore, its most usually position is before the noun or pronoun that it modifies, but it fills other positions as well. For examples are the underline words in the following examples:

- 
- a. A red apple
  - b. A beautiful dress
  - c. A girls sitting under the tree, and so on.

The first examples are placed before the noun that are modified, so the nouns get new explanation that can be imagined by the reader. Meanwhile, in the last example, the adjective is a group of words that is places after the noun 'girl'.

---

<sup>33</sup>Marcella Frank, *Op.cit.*, p.109

<sup>34</sup> Jeremy Harmer, *Op.Cit.*, p. 37

From the statement above, it can be concluded that adjective is a word or group of words that modify noun or pronoun and can be place before or after the noun or pronoun.

## **C. Jigsaw Technique**

### **1. Concept of Jigsaw Technique**

Jigsaw is a kind of cooperative learning task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information.<sup>35</sup> The meaning of the jigsaw learning is a widely used technique which has similarities with the exchange of technique group to another, with an important difference that each learner teach something to other students. Jigsaw is designed to increase learners' sense of responsibility towards their own learning and the learning of others. Learners not only learn the material provided, but they also have provide and teach the material to other members of their group.

Jigsaw technique in learning, is to allows students to be introduced material and maintain a high level of personal responsibility. The purpose of jigsaw is to develop

---

<sup>35</sup> Mahnaz Kazemi, *The Effect of Jigsaw Technique on the Learners' Reading Achievement: The Case of English as L2*, MJAL 4:3 Autumn 2012, University of Guilan, Iran ,2012. p. 173

teamwork and cooperative learning skills within all students.<sup>36</sup> In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally , because students are required to present their findings to the home group, jigsaw technique in learning will often disclose a student's own understanding of a concept as well as reveal any misunderstanding of each student in group.

Based on the definition above, it can be concluded that jigsaw is a cooperative learning technique that enables each student could learn at home by group specialize in one aspect of a learning unit. Students meet with members from other group who are assigned the same material, and after mastering the material, return to the home group and teach the material to their group members.

There are two types of group in the jigsaw technique that is the home groups and expert groups. The home group is the parent group of learners consisting of learners with ability, origin, and diverse family backgrounds. The expert group is a group consisting of students from different origin groups assigned to study and explore a particular topic and complete the tasks associated with the topic for later explained to home group.<sup>37</sup>

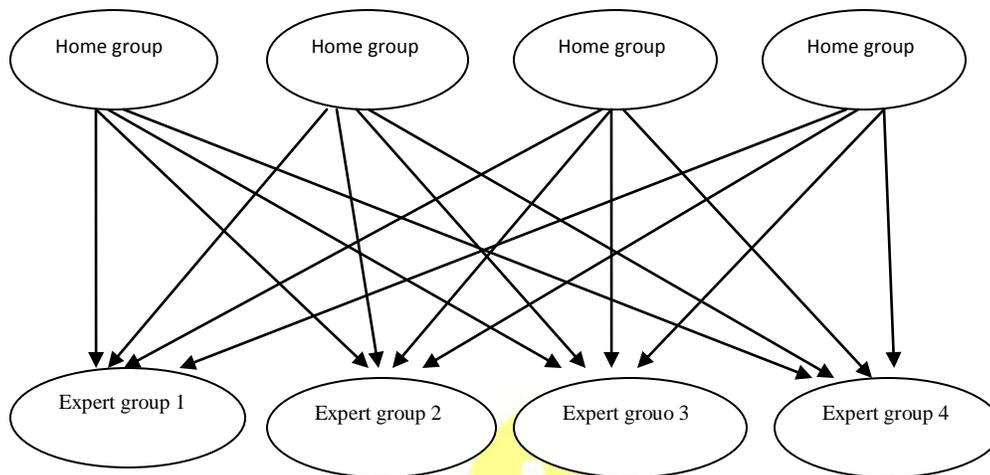
---

<sup>36</sup> Syamsiarna Nappu, Evi Angraeni, *Improving Students' Vocabulary Through Jigsaw Technique, Scientific Publications toward Global Competitive Higher Education*, (Universitas Muhammadiyah Makassar). p. 164

<sup>37</sup> Mutiara, *The influence of using jigsaw technique toward student speaking ability in the second semester at the eighth grade of smpn 9 Bandar Lampung in academic year of 2014/2015*. p. 21

The relationship between the home and the expert group can be described follows:

Picture 1



According to Richard in activities jigsaw the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.<sup>38</sup>

In conclusion, jigsaw is a kind of technique for teaching vocabulary by asking the students to the work in small group to investigate a common topic and the group consist of home groups and expert groups.

## 2. Procedure of Teaching Vocabulary through Jigsaw Technique

---

<sup>38</sup> Jack C. Richard. *Communicative language teaching today*. Cambridge University Press, p 19

- a. Explain the jigsaw procedure to students. Say, “ We will do a jigsaw activity to learn new vocabulary word. You will work in two different group.
- b. Have students form their home groups. Each home group should have six member if there are six vocabulary words, seven members if there are seven words, and so on.
- c. Tell students, “Each member of the home group will get a number. This is the number of your expert group. After we being the activity, all the people who have number 1 will get together, all the people with number 2 will get together, and so on.”
- d. If this is the first time your students will complete a jigsaw, you can practice the procedure. Have students practice moving from home group to expert group, then back again. Make sure students know where to go to meet their home-goup members and where to go to meet their expert-group members.
- e. While students are still in their home group, explain about descriptive text to each expert group will get one new vocabulary word.
- f. Tell students to move to their expert group.
- g. Explain the task expert group will complete. As you discuss the activity, list the requirements on the board:
  - 1) Choose a vocabulary word.
  - 2) Find the word’s part of speech. ( verb and adjective).<sup>39</sup>

---

<sup>39</sup> Amy Hanna, *English Teaching Forum*, [Americanenglish.state.gov/English-Teaching-Forum](http://Americanenglish.state.gov/English-Teaching-Forum), (United states, 2016), p. 44-45

### **3. Advantage and Disadvantage of the Jigsaw Technique**

Jigsaw learning is a part of cooperative learning, which has some advantages and disadvantages. According to Johnson & Holobe collaborate the advantages and disadvantages of jigsaw technique.<sup>40</sup>

#### **a. Advantages of the Jigsaw Technique**

- 1) It is efficient way to learn the material
- 2) Build a depth of knowledge
- 3) Disclose a student's own understanding and resolves misunderstanding.
- 4) Build on conceptual understanding
- 5) Develop teamwork and cooperative working skill

#### **b. Disadvantages of the Jigsaw Technique**

- 1) Uneven time in expert groups
- 2) Students must be trained in this method of learning.
- 3) Require an equal number of groups.
- 4) Classroom management can be become a problem

---

<sup>40</sup> Mutiarani, *The Influence of using Jigsaw Technique toward Students' Speaking Ability in the Second Semester at the Eighth Grade of SMPN 24 Bandar Lampung in Academic Year of 2014/2015*, p. 25-26

Possible ways to overcome them are:

1. Teacher should make the preparation, because in jigsaw technique, learning and teaching activity need more time.
2. The teacher needs more skills because each group needs different handling.

## **D. Translation Technique**

### **1. Concept of Translation Technique**

Based on the technique used by the teacher in SMP N 24 Bandar Lampung, the teacher used translation technique for teaching vocabulary. In this research, the writer focused on translation technique as a teaching technique that was used in control class. Translation technique may be classified as one of technique that can be used in teaching vocabulary.

Nation in Cameron listed basic techniques by which teachers can explain the meaning of new words, all of which can be used in the learner classroom are demonstration or pictures, analitical definition, putting the new word in a defining context, and translating into another language.<sup>41</sup> It means that translation can be defined as a technique of teaching English especially for vocabulary. This statement is also supported by Garcia, he says that the translation can also be an appropriate technique

---

<sup>41</sup> Lyne Cameron, *Teaching to Young Learners*, United Kingdom, Cambridge University, 2001, p.85

to introduce new words or even to explore the obscure nuances between terms.<sup>42</sup> Summary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning new words or what we called as vocabulary is one of English aspect skill that can be taught by using translation technique.

According to Molina and Albir, translation technique is defined as procedure to analyze and classify how translation equivalence works.<sup>43</sup> It means that we need the procedures when translate some words either in oral or written form that called as the translation technique.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says the the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language.<sup>44</sup> It means that the translation

---

<sup>42</sup> Roberto A. Valdeon Garcia, *A new Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, (Universidad de Oviedo, 1995), p. 241

<sup>43</sup> Lucia Molina and Amparo Hurtado Albir, *Translation technique Revisited: A Dynamic and Functionallist Approach*, *Universitat Autonoma de Barcelona, Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autonoma de Barcelona, 2002), p. 509

<sup>44</sup> M. L. Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence*, (New York: University Press of America, Inc, 1984), p. 3

technique should be emphasized on replacement one material type into another type by paying the equivalent changed.

Concerning the explanations above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule. In this case, the researcher used this technique as a vocabulary teaching technique.

## **2. Procedure of Teaching Vocabulary through Translation Technique**

Teaching vocabulary using translation technique can be done implementing the following procedure:

- a. Class is taught in mother tongue, with little native use of the target (English).
- b. Vocabulary is taught in the form of list of isolated word.
- c. Students translate of isolated word from the target language to their mother tongue.
- d. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
- e. Students memorize vocabulary.

From the procedure above, unsatisfying in vocabulary teaching may be gotten when use translation technique. The learning process also will be more bored without any enjoyable and fun class during learning process. The material will be look unattractive when the material is given. It may be not interest for the student to use

translation technique in vocabulary mastery. For students, it cannot be motivated in learning mastery and cannot improve their vocabulary mastery. The other way is needed when teaching the material such as give a new technique in teaching process is going on.

### **3. Advantages and Disadvantages of Translation Technique**

#### **a. The Advantages of using Translation Technique**

According to Howattin Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reasons for considering translation very advantageous:<sup>45</sup>

- 1) Invites speculation and discussion
- 2) Develops qualities that are essential to all language: accuracy, clarity and flexibility.
- 3) The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- 4) Lets students practice a variety of styles and registers.

---

<sup>45</sup> Dr Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Volume 14, No. 1 January 2010, available at: <http://translationjournal.net/journal/51mongolian>, retrieved on March 11, 2017 at 10.05 PM.

### **b. The Disadvantages of using Translation Technique**

Mehta reveals following limitation of using translation technique:<sup>46</sup>

- 1) Encourages thinking in one language and transference into another with interference.
- 2) Deprives from learning within only one language.
- 3) Gives false credence of word-to-word equivalence.
- 4) Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
- 5) Time-consuming activity.
- 6) Not desirable, since it uses the mother tongue.

### **E. Frame of Thinking**

Based on the pre-research, it was revealed that students still face difficulties in learning English skill. It is caused by their low vocabulary mastery. Vocabulary is a component of a language that contains information about the meaning and using a word in language. It is also to say that vocabulary is a part of language which will make language useful.

To get success in teaching learning vocabulary, teacher should prepare the material as well as possible and the teacher should have an interesting technique in teaching, so it will help the students in achieving their objective in teaching learning process. In this

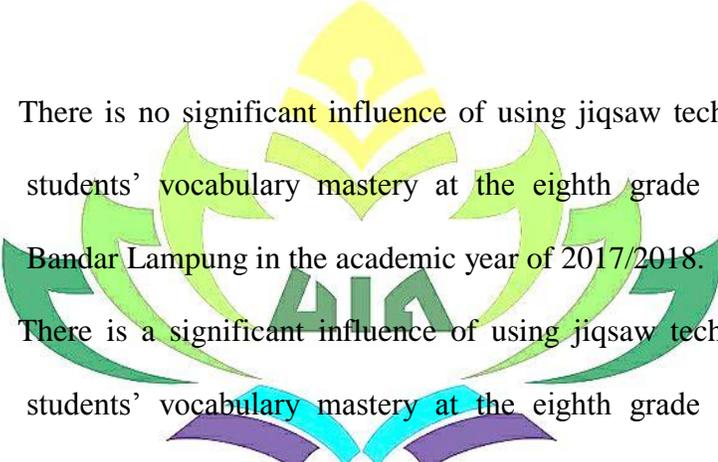
---

<sup>46</sup>Dr Naveen K. Mehta. Ibid

case, the researcher chooses Jigsaw Technique as the technique in teaching vocabulary. Through jigsaw technique, the students can give high attention to learn a new vocabulary because they are actively involved in making a jigsaw of the words so that it can enrich their vocabulary. There, jigsaw technique may be an effective and interesting technique in teaching vocabulary. So that it can help the students in learning vocabulary and the student's vocabulary skill are expect to be increas.

#### **F. The Hypothesis**

Based on the frame of thinking above, the writer formulates the hypotheses as follows:

- 
- H<sub>0</sub> : There is no significant influence of using jigsaw technique toward students' vocabulary mastery at the eighth grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.
- H<sub>a</sub> : There is a significant influence of using jigsaw technique toward students' vocabulary mastery at the eighth grade of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research design

In this research, the researcher used experimental research. According to Creswell experimental design is the traditional approach to conducting quantitative research.<sup>47</sup>

According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.<sup>48</sup> He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental.”<sup>49</sup>

Particularly, in conducting this research the researcher used Quasi experimental are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.<sup>50</sup> It means that the researcher chooses quasi experimental design because the researcher randoms the class.

---

<sup>47</sup> John W, Creswell, *Educational Research : Planning, conducting and evaluating quantitative and qualitative research 4<sup>th</sup> ed.*, (Boston: Pearson Education, 2012), p. 294.

<sup>48</sup> Sugiyono, *metode Penelitian Pendidikan (pendekatan kuantitatif, dan R & D)*, (Bandung: Alfabeta, 2013), p.107.

<sup>49</sup> Sugiyono, *Ibid.* p.73.

<sup>50</sup> Donald Ary, et,al, *introduction to research in Education, 8<sup>th</sup> Ed.* (Canada: Cengage Learning, 2010), p.316

In this case the researcher selected two classes, first class as an experimental class and second class as a control class. The researcher used pre-test and post-test group design.<sup>51</sup> The research design can be presented as follows:

**Table 3**  
**The Research Design**

Experimtal class	Pre-test	Treatment by using jigsaw technique	Post-test
Control class	Pre-test	Treatment by using translatio technique	Post-test

Based on explanation the researcher used two classes, one as experimental class and another as a control class. The students was given pre-test to know their score vocabulary mastery before treatment. In the experimental class that was given treatment by using jigsaw technique and control class that was taught by using the translation technique. The post-test was given to know their score vocabulary mastery after the treatment was done. The pre-test and post-test were conducted for experimental class and control class.

### **B. The Variable of Research**

A variable was characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organisation study.<sup>52</sup> There are two variables in this research namely: independent variable and dependent variable. Independent variable is variable selected by the writer to

---

<sup>51</sup> *Ibid*

<sup>52</sup>John W. Crewell, *Op.Cit.*, p. 112

determine their effect on the relationship with the dependent variable. The dependent variable is a variable which is observe and measure to determine the effect of the independent variable.<sup>53</sup> There were two variables in this research, they were:

a. Independent Variable

The independent variable in this research is jigsaw technique as variable (X).

b. Dependent Variable

The dependent variable in this research is student's vocabulary mastery as variable (Y).

**C. Operational Definition of Variable**

The operational definition of variable is use to describe the characteristics of the variable investigated of the researcher as follows:

1. The independent variable (X)

Jigsaw is a kind of technique for teaching vocabulary by asking the students to work in small group to investigate a common topic and group consist of home groups and expert groups.

2. The dependent variable (Y)

The students' vocabulary mastery is the students' ability to use or understand types of vocabulary including verb and adjective with aspect such of vocabulary

---

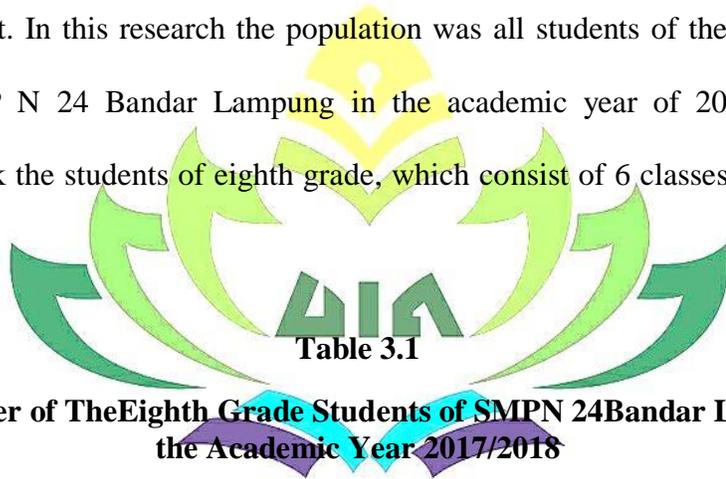
<sup>53</sup> Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, 2008), p. 42

mastery as word meaning, word use, and word combination. Focused on descriptive text with the topics of people, animal and place.

#### **D. The Population, Sample and Sampling technique of the Research**

##### **1. Population of the Research**

According to Creswell, population is group of individuals who have the same characteristic.<sup>54</sup> In other words, the population is a number of groups interest to the students, a number of groups which she or he would like to find out results of the study be report. In this research the population was all students of the of the eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017/2018. The researcher took the students of eighth grade, which consist of 6 classes and there are 176 students.



**Table 3.1**

**Total number of TheEighth Grade Students of SMPN 24Bandar Lampung in the Academic Year 2017/2018**

No	Class	Genders		Number
		Male	Female	
1.	VIIIA	19	11	30
2.	VIIIB	20	10	30
3.	VIIIC	16	14	30
4.	VIII D	12	18	30

<sup>54</sup> Jhon W. Creswell, *Op, Cit.*, p. 142

5.	VIII E	16	14	30
6.	VIII F	12	14	26
<b>Total</b>		95	81	176

*Source: Documentation at the eighth grade students of SMPN 24 Bandar Lampung in the Academic Year of 2016/2017*

## 2. Sample of the Research

A sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population.<sup>55</sup> It can be elaborated that sample is a group of individuals as a part of population which is choose as representative data of the whole population. Based on the definition above, sample is the several of population that represents the population that was research. In this research, the researcher takes two classes, one as experimental class and the other as control class.

## 3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).<sup>56</sup> The researcher used this sampling because all the classes are homogeneous and the researcher taken two classes. One class is as an

---

<sup>55</sup> *Ibid*

<sup>56</sup> Donald Ary, et.al., *Op.Cit.*, p.637

experimental class and one class is as a control class. There were three procedures to take the classes as sample:

1. First, the name of each class is written in small piece of paper.
2. Then, these pieces of paper are rolled and put into a box
3. After that, the box shakes until two of the rolled-paper out of box to experimental class and to control class.

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

In collecting the data, the researcher used tests as a technique to collecting the data. According to Donald a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>57</sup> Based on the definition, the researcher used test to collect the data. The test were pre-test and post-test. To know about the students' vocabulary mastery through jigsaw technique, the researcher used vocabulary test where the students answer the multiple choices questions given. The researcher conducted several tests to collect the data. They were:

##### **a. Pre-test**

Pre-test is conducted to know the students' vocabulary mastery before the treatment. It was done in control class and experimental class to find out the data students' quality before treatment.

---

<sup>57</sup> *Ibid*, p. 201

## **b. Post-test**

Post-test is conducted to know the students' vocabulary mastery after the treatment. The topics tested in the post-test is the same as those in the pre-test, because both of them is used to measure the students' vocabulary mastery and to know whether there is positive influence of using Jigsaw Technique towards students' vocabulary or not.

## **F. Instrument of the Research**

According to Margono, 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.<sup>58</sup> Research Instrument is anything used to collect data.<sup>59</sup> In this research, the instrument is vocabulary test. The researcher gave test in form of multiple choice tests that consists of try-out, 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 number of the try-out test for pre-test were 40 items and try-out for post-test were 40 items with four alternative options (a, b, c, and d) with three aspects of vocabulary such as word meaning, word use and word combination consist of verb and adjective. The try out administered about 60 minutes. The specification of try out test as follows:

---

<sup>58</sup> S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155

<sup>59</sup> James B. Schreiber, Kimberley Asner-Self, *Educational Research*, (New-Bakerville: John Wiley and Sons, Inc, 2011), p. 126

**Table 3.2**  
**The Specification of Try Out for Pretest for Vocabulary Test**  
**Before Validity Test**

No	Aspect	Subject	Item Number	
			Even	Odd
1	Word Meaning	Adjective	24, 28, 30	21, 27, 29
		Verb	22, 26	23, 25
2	Word Use	Adjective	2, 4, 6, 10, 12, 18	1, 3, 5, 7, 9, 11, 13, 15, 19
		Verb	8, 14, 16, 20	17
3	Word Combination	Adjective	34, 36, 38, 40	31, 35, 37, 39
		Verb	32	33
Total			20	20
			40	

Based on the table 3.2 above, the pretest items before validity with three aspects: word meaning, word use and word combination. In aspect word meaning are 10 items consisting of 5 even numbers and 5 odd numbers. Beside, in the aspect word use there are 20 items consisting of 10 even numbers and 10 odd numbers. In aspect word combination are 10 items consisting of 5 even numbers and 5 odd numbers. The total of the pretest before validity are 40 items with 25 even numbers and 20 odd numbers.

**Table 3.3**  
**The Specification of Try Out for Post-test for Vocabulary Test**  
**Before Validity Test**

No	Aspect	Subject	Item Number	
			Even	Odd
1	Word Meaning	Adjective	22, 28, 30	25, 27, 29
		Verb	24, 26	21, 23
2	Word Use	Adjective	2, 6, 8, 10, 12, 14	3, 7, 13, 15, 19
		Verb	4, 16, 18, 20	1, 5, 9, 11, 17

3	Word Combination	Adjective	32, 36, 38, 40	31, 33, 37, 39
		Verb	34	35
		Total	20	20
			40	

Based on the table 3.3 above, the posttest items before validity with three aspects: word meaning, word use and word combination. In aspect word meaning are 10 items consisting of 5 even numbers and 5 odd numbers. Beside that, in the aspect word use there are 20 items consisting of 10 even numbers and 10 odd numbers. In aspect word combination are 10 items consisting of 5 even numbers and 5 odd numbers. The total of the posttest item before validity are 40 items with 25 even numbers and 20 odd numbers.

**Table 3.4**  
**The Specification of Pretest for Vocabulary Mastery After Validity Test**

Aspect of Vocabulary	Subjects	Item Number		
		Pre-test		
		Even	Odd	
Word Meaning	Verb	22	25	
	Adjective	30,32	27,29	
Word Use	Verb	8,14	11,17	
	Adjective	2,4,18	1,5,7,13	
Word Combination	Verb	32	33	
	Adjective	34,38	35	
<b>Total</b>		<b>11</b>	<b>11</b>	<b>22</b>

Based on the table 3.4, the pretest items after items after validity with word meaning are 6 items of 3 even number and 3 odd numbers. The word use consisting are 11 items of 5 even numbers and 6 odd numbers. After that, the word combination consisting are 5 items of 3 even numbers and 2 odd numbers. The total of the pretest items after validity are 22 items with 11 odd numbers and 11 even numbers

**Table 3.5**  
**The Specification of Posttest for Vocabulary Mastery After Validity Test**

Aspect of Vocabulary	Subjects	Item Number		
		Pre-test		
		Even	Odd	
Word Meaning	Verb	22	23,29	
	Adjective	26	27	
Word Use	Verb	4,16,18	5,9,11,13,17	
	Adjective	2,10,14	3,7	
Word Combination	Verb	-	35	
	Adjective	32,36,38,40	31,37	
<b>Total</b>		<b>12</b>	<b>13</b>	<b>25</b>

Based on the table 3.5, the posttest items after items after validity with word meaning are 5 items of 2 even number and 3 odd numbers. The word use consisting are 13 items of 6 even numbers and 7 odd numbers. After that, the word combination consisting are 7 items of 4 even numbers and 3 odd numbers. The total of the posttest items after validity are 25 items with 13 odd numbers and 12 even numbers.

### **G. Research Procedure**

There were three procedures that was done by the researcher, they were:

#### **1. Planning**

Before the researcher applying the research procedure, the researcher made some plannings to run the application well. There were some steps that should be planed by the researcher. The procedure of making planning of this research can be seen as follows:

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

The researcher determined the subject, in this phase the researcher chose the eighth grade students of SMPN 24 Bandar Lampung as the subject of the research, one class was as the experimental class and the other one was as the control class. Experimental class was taught by jigsaw technique and control class was taught by translation technique.

##### **b. Preparing the Try out**

The try out administered to know the quality of the test. The researcher prepared a kind of test (called try-out test) for pre-test and post-test was given to student. The total number of the test is 40 items. Then, the researcher evaluated the test items to get good items that used in pre-test and post-test.

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

The researcher prepared a kind of test (called pre- test) that was given to the students. The pre-test is given to know the students' vocabulary mastery before being given the treatment. The researcher used the test instrument which has already been tried out and validated.

d. Determining the Material to be Taught

After giving pre-test to the students, the researcher determined the material to be taught to the students. The researcher chose the appropriate materials based on the syllabus. There were three meetings by using different materials related to vocabulary comprehension.

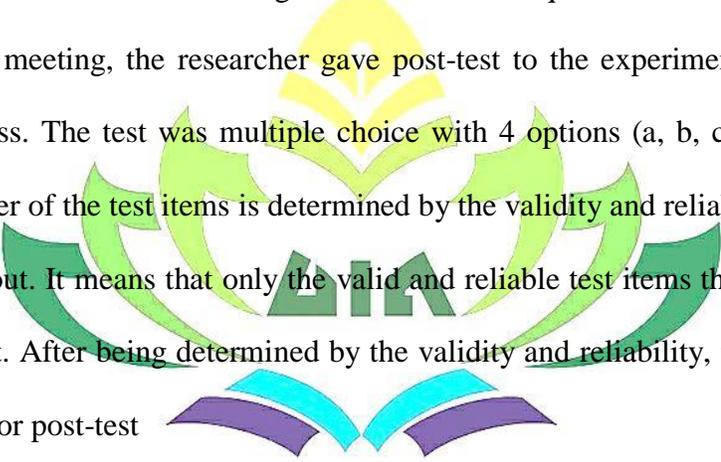
e. Preparing Post-test

The researcher prepared a kind of test (called post-test) that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment.

**2. Application**

After making the planning, the researcher tried to apply the research procedure that had been already planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave try-out to the class that was not chosen. The test was multiple choices that consist of 40 items for try-out pre-test and 40 items for try-out post-test with four alternative options answers is a, b, c, and d. Try-out test was given in try-out class to evaluate the test items before used to pre-test and post-test items.

- b. In the second meeting, the researcher gave the pre-test to the experimental class and control class. This test was multiple choice with 4 options (a, b, c, and d). The total number of the test items was determined by the validity and reliability analysis of the try-out. After being determined by the validity and reliability, there were 22 questions for pre-test.
  - c. In the third meeting, the researcher conducted the treatment in experimental class and control class; three times in experimental class and three times in control class; in experimental class the researcher conducted treatment by using Jigsaw Technique and control class using Translation Technique.
  - d. In the last meeting, the researcher gave post-test to the experimental class and control class. The test was multiple choice with 4 options (a, b, c, and d). The total number of the test items is determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items that are used in the pre-test. After being determined by the validity and reliability, there were 25 questions for post-test
- 

### **3. Reporting**

The last point was done the research procedure in reporting. They were three steps were done in reporting. The steps were as follows:

- a. Analyzing the data that were already received from try-out test.

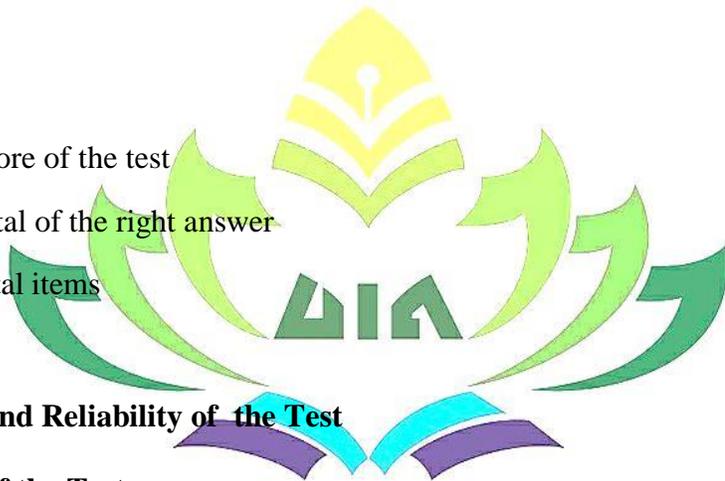
- b. Analyzing the data that were already received from pre-test and post-test.
- c. Making a report on the findings.

## H. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula.<sup>60</sup> The ideal highest score is 100. The score of pre-test and post-test calculated by using the following formula:  $S = \frac{r}{n} 100$

Notes:

- S : the score of the test
- r : the total of the right answer
- n : the total items



## I. Validity and Reliability of the Test

### 1. Validity of the Test

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>61</sup> It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument

---

<sup>60</sup> Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

<sup>61</sup> Donald Ary, at.al., *Op.Cit.*, p. 224

has a good validity. To measure that the test has good validity, the reseracher used the content validity and construct validity.

a. Content validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>62</sup> It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' vocabulary mastery ability at the eighth grade of jonior high school.

b. Construct validity

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.<sup>63</sup> In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine. Therefore construct validity is focus on kind of the test that used to measure the ability. In this section, the researcher consulted the test to the English teacher of SMP N 24 Bandar Lampung to check whether the

---

<sup>62</sup>John W. Best and James V. Khan, *Research in Education Seventhth Edition*, (New Delhi: PrenticeHall, 1995), p. 219

<sup>63</sup>*Ibid*

specification vocabulary mastery and items number and had been fixed. After the researcher consulted the test with the teacher, she said that the vocabulary test material was suitable for the students level.(See Appendix 7)

### c. Item Validity

The researcher gave some questions to know valid or not the questions that gave the students. The item validity used to measure the validity of the test items. In this case, the researcher used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

## 2. Reliability of the test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.<sup>64</sup> A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to anoher and from one set of items to another.<sup>65</sup> Reliability refers to the consistency of the test. The researcher used *Anates* to reliability of test. *Anates* can

---

<sup>64</sup>Donal Ary, *Op.Cit.*, p.236

<sup>65</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill, 2009), p. 154

help analysis of item quickly, easy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:<sup>66</sup>

**Table 3.6**  
**The Level of Reliability**

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

## **J. Data analysis**

To analyze the data, the researcher used parametric statistic. In the parametric statistic, there were assumptions which must be fulfilled; they were normality and homogeneity test.

### **1. Fulfillment of the Assumptions**

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

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this reserach, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

The hypotheses for the normality test are formulated as follows:

$H_0$  : The data are normally distributed.

---

<sup>66</sup>Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

$H_a$  : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  accepted if  $\text{Sig.} < \alpha = 0.05$

### **b. Homogeneity Test**

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS for homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  : The variances of the data are homogeneous

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

While the criteria of acceptance or rejection of homogeneity test are as follows:

$H_0$  accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  accepted if  $\text{Sig.} < \alpha = 0.05$

## **2. Hypothetical Test**

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypotheses are:

$H_o$  = There is no any significant influence of using jigsaw technique towards students' vocabulary mastery at eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018

$H_a$  = There is significant influence of using jigsaw technique towards students' vocabulary mastery at eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018

While the criteria of the hypothetical test are:

$H_o$  is accepted, if the score of  $t_{observed} > t_{critical} = 0.05$

$H_a$  is accepted, if the score of  $t_{observed} < t_{critical} = 0.05$

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

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

The researcher conducted pre-test in order to know students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and 2.

##### a. Result of Pre-Test in Experimental Class

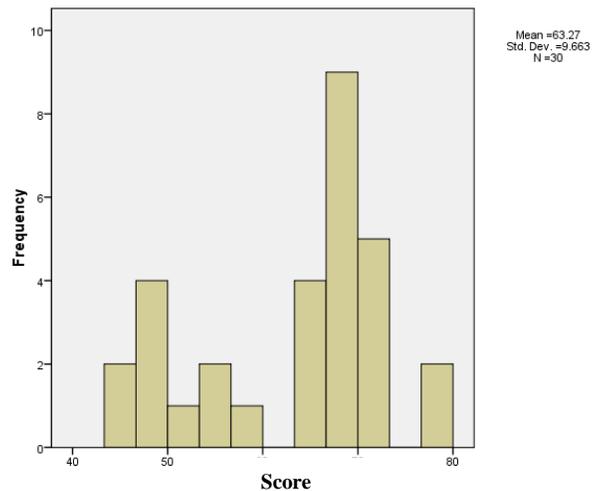


Figure 1  
The Result of Pre-Test of Experimental Class

Based on the figure 1, it can be seen 2 students who got score 45 (7%), 4 students who get score 50 (13%), 1 student who get score 55 (3%), 2 students who got score 59 (7%), 1 student who got score 64 (3%), 4 students who got score 68 (13%), 9 students who got score 73 (30%), 5 students who got score 77 (17%), and 2 students who got score 82 (7%). It can be seen that the highest score of pre-test of experimental class was 82 and the lowest score 45. The writer also showed mean of pre-test in experimental class was 63.27, standard deviation was 9.66 and the total of students (N) was 30.

**b. Result of Pre-Test in Control Class**

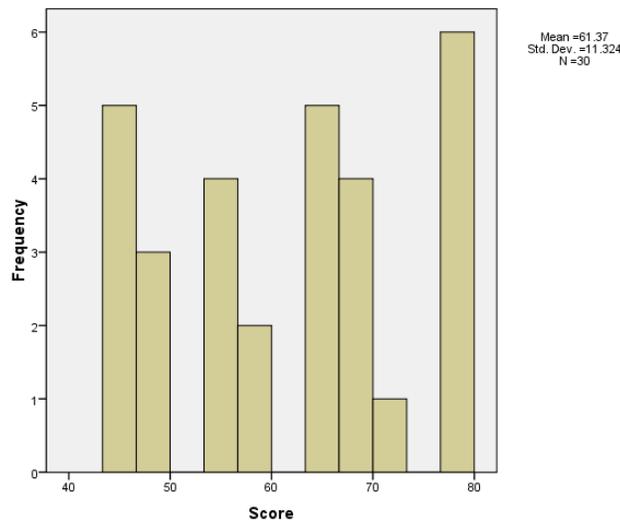


Figure 2  
The Result of Pre-Test of Control Class

Based on the figure 2, it can be seen 5 students who got score 45 (17%), 3 students who get score 50 (10%), 4 students who get score 55 (13%), 2 students who got score 59 (7%), 5 student who got score 64 (17%), 4 students who got score 68 (13%), 1 student who got score 73 (3%), and 6 students who got score 77 (20%). It can be seen that the highest score of pre-test of experimental class was 77 and the lowest score

45. The writer also showed mean of pre-test in experimental class was 61.37, standard deviation was 11.32 and the total of students (N) was 30.

## 2. Result of the Post-test

The researcher gave post-test to know students' vocabulary mastery after the treatment. The post-test was conducted on Monday, February 5<sup>th</sup>, 2018 at 09.00 am- 10.00 am for the VIII A as the experimental class and at 13.00pm- 14.00pm for class VIII B as the control class. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 3 and 4.

### a. Result of Post-Test in Experimental Class

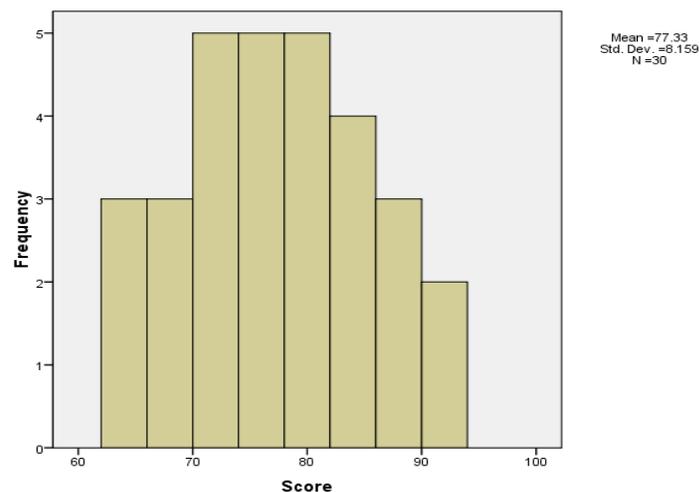


Figure 3  
The Result of Post-Test of Experimental Class

Based on the figure 3, it can be seen 3 students who got score 64 (10%), 3 students who get score 68 (10%), 5 students who get score 72 (17%), 5 students who got score 76 (17%), 5 students who got score 80 (17%), 4 students who got score 84 (13%), 3

students who got score 88 (10%), and 2 students who got score 92 (7%). It can be seen that the highest score of pre-test of experimental class was 92 and the lowest score 64. The writer also showed mean of post-test in experimental class was 77.33, standard deviation was 8.159 and the total of students (N) was 30.

### b. Result of Post-Test in Control Class

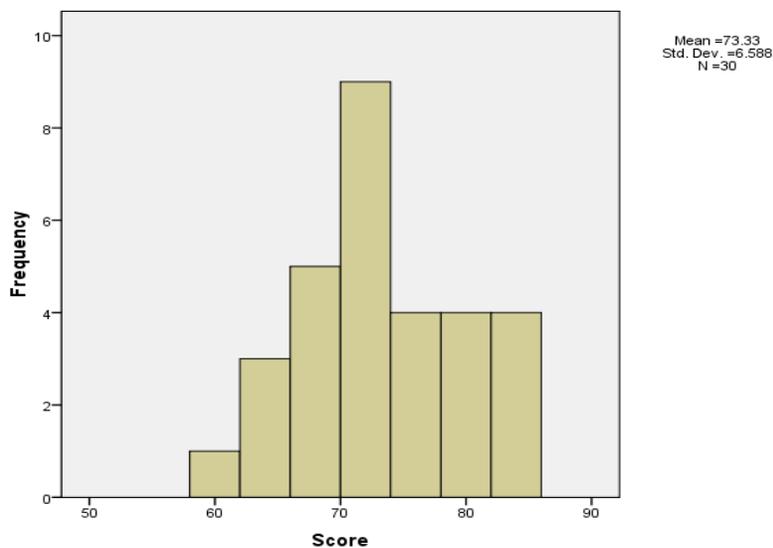


Figure 4  
The Result of Post-Test of Control Class

Based on the figure 4, it can be seen 1 student who got score 60 (3%), 3 students who get score 64 (10%), 5 students who get score 68 (17%), 9 students who got score 72 (30%), 4 students who got score 76 (13%), 4 students who got score 80 (13%), and 4 students who got score 84 (13%). It can be seen that the highest score of pre-test of experimental class was 84 and the lowest score 60. The writer also showed mean of

post-test in experimental class was 73.33, standard deviation was 6.588 and the total of students (N) was 30.

### **3. Gain Score**

The researcher got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner possitive gain score indicates that posstest score was higher than pretest score, a negative gain score indicates that the posstest score was less than pretest score. This is detail score pre-test, post-test and gain in experimental class and control class.

## **B. Result of Data Analysis**

After collecting the data, the writer analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

### **1. Result of Normality Test**

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

**Table 4**  
**The Normality Test of Experimental and Control Class**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.132	30	.195	.961	30	.331
	Control	.144	30	.117	.957	30	.260

a. Lilliefors Significance Correction

Based on the Table 4, it can be seen that Sig. ( $p_{\text{value}}$ ) for experimental class was 0.331 and Sig. ( $p_{\text{value}}$ ) for control class was 0.260 and  $\alpha = 0.05$ . It means that  $\text{Sig.} (p_{\text{value}}) > \alpha$  and  $H_0$  is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

## 2. Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

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

	Levene Statistic	df1	df2	Sig.
Gain Based on Mean	.065	1	58	.800

Based on the Table 4.1, it can be seen the result of homogeneity test is 0.800. It was told that  $H_0$  is accepted because  $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$ . Thus, it can be concluded that variance of data was homogenous. It is calculated based on the gain of the experimental and control class.

### 3. The Result of Hypothetical Test

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

The hypotheses were :

$H_a$  : There is significant influence of using jigsaw technique towards students' vocabulary mastery at eight grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

$H_0$  : There is no significant influence of using jigsaw technique towards students' vocabulary mastery at eight grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

While the criteria for acceptance or rejection of the hypothesis are:

$H_0$  is accepted if  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

**Table 4.2**  
**The Result of Hypothetical Test**

T	Df	Sig. (2-tailed)
1.016	58	.000

Based on the results obtained in the table 4.2, it is clear that the value of significant generated Sig. (P<sub>value</sub>) or Sig. (2-tailed) of the equal variance assumed = 0.00, and  $\alpha = 0.05$ . It means that  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was significant influence of using jigsaw technique towards students' vocabulary mastery at eight grade students of SMPN 24 Bandar Lampung in the academic year of 2017/2018.

### **C. Discussion**

The students' vocabulary mastery at SMP N 24 Bandar Lampung have difficulties in learning vocabular, it is proven by the score of the students in preliminary research. There were 56.8% of the students who got the score under 72 the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied jigsaw technique in teaching vocabulary. Thus, the objective of this research is to know whether there is influence of using jigsaw

technique towards students' vocabulary mastery at the second semester of the eighth grade of SMP N 24 Bandar Lampung in academic year of 2017/2018. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post test.

The research had been conducted sine January, 18<sup>th</sup> 2018 at 07:15 to 08:35, it begun by giving try out test to the students in VIII C as tryout class. The researcher prepared 80 test items as the instrument of the test items for pre-test and post-test. From 80 test items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the researcher used 47 question for pre-test and post-test.

Before conducting treatments, the researcher conducted the pre-test for experimental class on January, 18<sup>th</sup> 2017 at 10:25 to 11:45 am and control class on January, 18<sup>th</sup> 2018 at 07:15 to 08:35 am. In pre-test, the test items consist of 47 items of multiple choice test with 4 options (a, b, c and d). The result of pretest was shown that the mean in control class was 61.37 and in experimental class was 63.27. (see appendix 11 and 12).

After conducted the pretest, the researcher conducted three times treatment. The first treatment was administrated on 22<sup>th</sup> January 2018 at 07:15 to 08:35 am. The lesson begun by greeting the students, introducing the researcher and checking their attendance and noticed that 4 students were absent. The next step is teaching learning

process. Before applying the technique, the researcher gave material about adjectives. The topic in the first treatment is learning adjective in descriptive text (describing people). Thus, the teaching and learning process was attended by 26 students. After opening the class, the teacher explained to the students about adjectives, told the examples and explained how to use it. After that, the researcher wrote down “Muhammad Tulus Rusydi” on the blackboard and asked the students to elaborate this personage. Then, the researcher thought the narrative text.

As the material fully delivered, the researcher implemented jigsaw technique. The researcher explained the role of the technique to the students. The researcher gave two kinds example of descriptive texts to the students. Then, asked each students to read and think individually about the text. After 5-7 minutes the researcher asked the students to make jigsaw and discuss the text by using English. After that, the researcher asked each home group to come in front of class to explain the result of the discussion. In last activity, the researcher together with the students made conclusions of what they have learned. After that, the researcher evaluated the students by asking some question to some students randomly. Finally, the researcher closed the first meeting.

The second treatment was administrated on January, 25<sup>th</sup> 2018 at 10:25 to 11:45 am. The researcher did almost the same activity to begin the class as what the researcher did in the first treatment. But the learning material in the second meeting was about verbs and descriptive text (describing place). In the second treatment, it was better

than the first treatment, because the students knew the technique and material before the lesson began. The procedure of jigsaw technique was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administrated on 30<sup>th</sup> 2018 at 07:15 to 08:35 am. The researcher held the activity as usual from beginning until closing. The activities in third meeting still same with the first and second meeting. The learning material in the third meeting was about adjective and descriptive test (describing animal).

After finishing all treatments, the researcher conducted post test for experimental and control class. Both control and experimental classes were tested with the same test items, the post test was conducted on February, 8<sup>th</sup> 2018 at 07:15 to 08:35 am. In post test, the test items consist of 47 items of multiple choice test with 4 options (a, b, c and d). The result of the post test was shown that the mean in control class was 73.33 and mean in experimental class was 77.33 (see appendix 13 and 14).

Based on the result of pre-test and post test score above, it showed that the mean in pre-test score of experimental class was 63.27 and in the post test was 77.33 while the mean in pre-test score of control class was 61.37 and in the post test was 73.33. According to the result of the students pretest and posttest score, it showed that the students' posttest score was higher than pretest. After the researcher got the pretest and post-test score, the researcher used the data to find out gain score. Gain score was

used to analyze the normality of data and it showed that the data were normal. After the data was normal, the researcher analyzed the homogeneity of the data based on the gain score and it showed that the data were homogeneous.

Based on the analysis of the data and the testing of the hypothesis, the result of the calculation by using SPSS version 16 found that sig. (2-tailed) of the equal variance assumed the independent sample test table was 0.000. It was lower than 0.005 as the criteria. It means that the hypothesis null ( $H_0$ ) was rejected and hypothesis alternative ( $H_a$ ) was accepted. From the analysis above, it can be concludes that the use of jigsaw technique in teaching vocabulary could improve the students' vocabulary mastery.

The result of the data analysis showed that the use of jigsaw technique in teaching vocabulary seemed to be applicable for the eighth grade of SMP N 24 Bandar Lampung. The technique made the students easier to memorizing and increase the vocabulary. It means that this research enriches the previous research that was conducted by Mutiarani entitled *The Influence of Using Jigsaw Technique Towards Students' Speaking Ability for The Eighth Grade Students of SMPN 9 Bandar Lampung in the Academic Year of 2014/2015*. In the end of the thesis she said that the students made a better improvement in their speaking ability after being taught by using jigsaw technique.

From the explanation above, it can be concluded that there is influence of using jigsaw technique towards students' vocabulary mastery at the second semester of the eighth grade of SMP N 24 Bandar Lampung in academic year of 2017/2018.



## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the research that was conducted in SMP N 24 Bandar Lampung in the academic year of 2017/2018, the researcher might draw conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is a influence of using jigsaw technique to teach vocabulary to the students at the eighth grade of SMP N 24 Bandar Lampung in the academic year of 2017-2018. The influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted

### B. Suggestion

Based on the conclusion above, the researcher put forward the following suggestions:

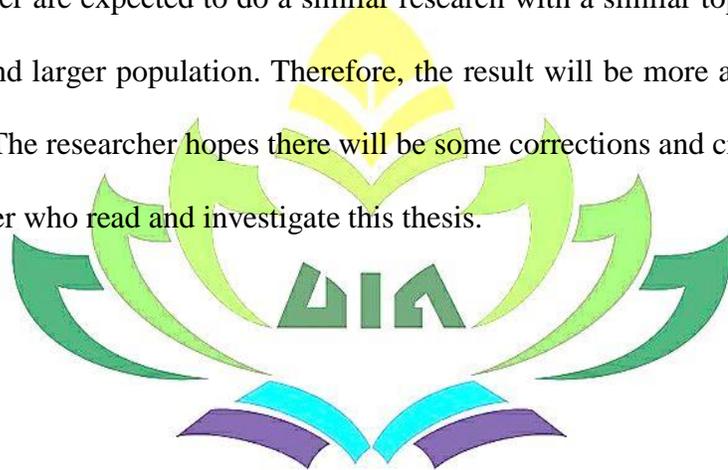
1. For the teacher
  - a. It is better to use jigsaw as one of technique to help the students in teaching learning vocabulary, since the students not only can enrich their vocabulary by developing the words but also make their active and enjoyable in the process teaching learning English.
  - b. The teacher should be able to choose the appropriate technique according to the skills and materials that are going to teach to the students.

2. For the students

- a. It is suggested that vocabulary is an important thing in learning language because without vocabulary nothing can be conveyed. So they should master vocabulary in order to make English learning easier.
- b. The students must be active and have motivation to learn and practice their English at school or out of school.

3. For the other Researcher

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



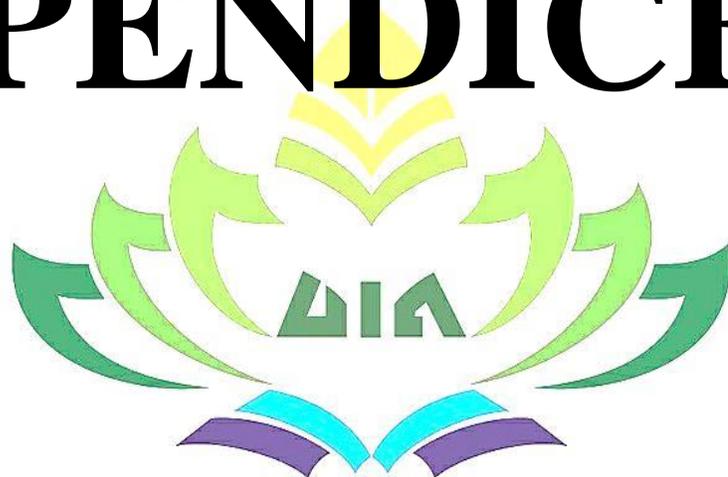
## REFERENCES

- A. Valdeon Garcia, Roberto.1995. *A new Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, Universidad de Oviedo.
- Arikunto, Suharsimi. 2006. *Prosedure Penelitian Suatu Pendekatan Praktik*. Renika Cipta: Jakarta.
- As, Hornby. 1995. *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University Press.
- Burgmeier and Arline.1936. *lexis: Academic vocabulary study*. New Jersey: Prentice hall.
- Cameron, Lynee . 2001. *Teaching language to young learner*. Cambridge: Cambridge University press.
- Crewell, John W. 2012. *Education Research: Planning. Conducing and evaluating quantitative and qualitative research* 4th ed. Boston: Pearson Education.
- D.W. Johnson and E. Holubec. 1991. *Cooperative learning in the class*. Alexandria Association for supervision and Curriculum development.
- David, Nunan. 1991. *Language Teaching Methodology: A textbook for teachers*. Sydney: Prentice Hall.
- Donald Ary, et,al,2010. *Introduction to research in Education*, 8<sup>th</sup> Ed. Canada: Cengage Learning.
- Dykes, Barbara. 2007. *Grammar for everyone*. Acer press.
- Easwood, John. 2005. *Oxford guide to English grammar: grammar finder*, Oxford University: press.
- Elfrieda H. and Michael I. Kamil. 2005. *Teaching and Learning Vocabulary (bringing research to Practice)*, (New Jersey: Mahwah Publisher).
- Fraenkel, Jack R. and Wallen, Norman E. 2009. *How to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill).

- Francis Hull Adams. 2013. *Using jigsaw technique as an effective way of promoting cooperative learning among primary six pupils in fijai*, *Internaltional Journal of Education and Practice*, 2013, 1 (6), Holy Child College of Education, Takoradi Ghana.
- Frank, Marcella. 1972. *Modern English a practical reference guide*. New York university: prentice hall.
- H.D.Brown.1194. *Teaching By Principle An interactive Approach to language pedagogy*, New Jersy. Longman.
- Hadi, Sutrisno. 2004. *Metodelogi Riset*. (Yogyakarta: Andi Press).
- Harmer, Jeremy. 1998. *How to teach English*. New London: Longman.
- \_\_\_\_\_.2004. *How to Teach Writing*, London. Longman.
- \_\_\_\_\_. 2007. *The Practice of English Language Teaching*. Edinburgh Gate: Longman. 4<sup>th</sup> Edition.
- Interviewing of the Students at the Eighth Grade of SMPN 24 Bandar Lampung
- Kazemi, Mahnaz . 2012. *The Effect of Jigsaw Technique on the Learners' Reading Achievement: The Case of English as L2*. MJAL 4:3 Autumn 2012. University of Guilan. Iran.
- Linse, C. T. 2005. *Practical English Language Teaching: Young Learner*. New York: Mc Graw-Hill Companies.
- M. L. Larson. 1984. *Meaning-based Translation: A Guide to Cross-language Equivalence*. New York: University Press of America, Inc.
- Machida, Sayuki. 2008. *A Step Forward to Using Translation to Teach a Foreign/Second language*, *Electronic Journal of Foreign Language Teaching*. Vol. 5. Suppl. L. (National University of Singapore).
- Molina, Lucia and Amparo Hurtado Albir. 2002. *Translation technique Revisited: A Dynamic and Functionallist Approach*. *Universitat Autònoma de Barcelona. Meta*, XLVII. 4, 2002. (Barcelona, Spain: Universitat Autònoma de Barcelona).

- Mutiara, 2015. *The influence of using jigsaw technique toward student speaking ability in the second semester at the eighth grade of smpn 9 Bandar Lampung in academic year of 2014/2015.*
- Punaji Setyosari, M.Ed. 2006. *Metode Penelitian Pendekatan dan Perkembangan, Kencana Predana, Jakarta.*
- R. Guskey, Thomas and M. Anderman, Eric. December 2013/January 2014, "In search of a useful definition of mastery". *Journal education leadership*, volume. 71 number. 4.
- Richard, Jack C. *Communicative Language Teaching today.* Cambridge University press.
- Septia mursanti candrarahman. 2016 at 20 "improving students' vocabulary mastery through riddle game". accessed on march 5 th.
- Setiyadi, Bambang. 2006. *Teaching English as Foreign Language.* First Ed. Yogyakarta. Graham ilmu.
- Sugiyono.2013. *Metode Penelitian Pendidikan (Pendekatan kuantitatif,danR&D),* Bandung: Alfabetha.
- Syamsiarna Nappu, Evi Angraeni, *Improving Students' Vocabulary Through Jigsaw Technique, Scientific Publications toward Global Competitive Higher Education, Universitas Muhammadiyah Makassar.*
- Thomas, Linda. 1993. *Beginning Syntex.* Combridge: Blackwell Publisher.
- Thornbury, Scott .2002. *How to teach vocabulary.* London: Longman.
- Ur, Penny. 1996. *A course in language teaching: practice and theory.* New York : Cambridge University press.
- Yamin, Martinis. 2013. *Strategi dan Metode Dalam Model Pembelajaran,* Jakarta. Referensi.
- Yustikawati, S.Pd, *English Teacher of SMP N Bandar Lampung.*
- Yusuf Ali, Abdullah. 2006. *The Holy Qur'an, Text and Translation.* New Delhi: Millat Book Center.

# APPENDICES



## APPENDIX 1

### THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

#### Interview for the Teacher

NO.	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English ?	I have been teaching English here since 2007	Based on the preliminary research, the teacher has taught English for 10 years.
2.	What are the problem that you face in teaching vocabulary mastery?	The big problem is the students motivation to learn English is low, because they say that English is difficult and they are lack of vocabulary mastery.	The students have some problems in reading, writing, speaking, and listening such as the desire to learn English, lack of vocabulary mastery.
3.	What you taught vocabulary mastery by using technique? What are they?	Yes, but I just taught vocabulary mastery by using translation technique and based on	The teacher has not special strategy or technique in

		the textbook.	teaching vocabulary mastery.
4.	How is the criteria of minimum standart (KKM) in English Lesson?	The criteria of minimum standart (KKM) of the school is 72	-



## APPENDIX 2

### THE RESULT OF INTERVIEW WITH THE ENGLISH STUDENTS IN PRELIMINARY RESEARCH

#### Interview for the students

#### Student 1 :

NO	Question	Answer	Conclution
1.	What are your problems in learning vocabulary mastery?	I cannot remember adequete vocabulary well	The Student does not like study English
2.	How about vocabulary mastery. Have you learned about it?	Yes I have	The student has learned vocabulary
3.	What do you think about teacher's technique in learning vocabulary?	Not to bad, because this technique make me boring	The student needs the interesting technique to enjoy the learning process
4.	What are your problem in learning vocabulary mastery?	I'm very difficult to memorize vocabulary	The student must learn vocabulary mastery well

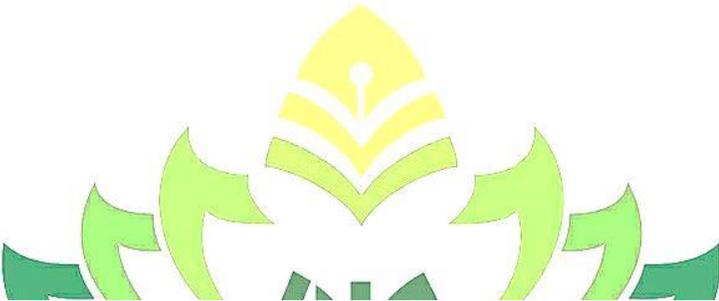
**Student 2 :**

<b>NO</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
1.	What are your problems in learning vocabulary mastery?	I do not like English, because English is Difficult. I cannot remember vocabulary well	The student does not master in vocabulary mastery and needs the way to learn it
2.	How about vocabulary mastery. Have you learned about it ?	Yes, I have	The Student has learned vocabulary
3.	What do you think about teacher's technique in learning vocabulary?	The teacher did not teach by using interesting technique, so I feel bored in learning English and I don not like English	The student needs the interesting technique to enjoy the learning process
4.	What are your problem in learning vocabulary mastery?	I am still difficult to remember adequate vocabulary	The student must learn vocabulary mastery well

**Student 3 :**

<b>NO</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
1.	What are your problems in learning vocabulary mastery?	I do not like English, because English is Difficult. I cannot remember vocabulary well	The student does not master in vocabulary mastery and needs the way to learn it
2.	How about vocabulary mastery. Have you learned about it ?	Yes, I have	The Student has learned vocabulary
3.	What do you think about teacher's technique in learning vocabulary?	The teacher just teach by using translation technique, so I fell bored in learning English	The student needs the interesting technique to enjoy the learning process
4.	What are your problem in learning vocabulary mastery?	I am still difficult to remember adequate vocabulary	The student must learn vocabulary mastery well

**APPENDIX 3**



**APPENDIX 5**

## APPENDIX 7

### Form of Construct Validity

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/II  
Penelaah : Yustikawati, S.Pd

Petunjuk pengisian format penelaah butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

- Berikanlah tanda centang (  ) pada kolom “ya” jika soal yang di telaah sudah sesuai dengan kriteria
- Berikanlah tanda centang (  ) pada kolom “tidak” jika soal yang ditelaah tidak/belum sesuai dengan kriteria, kemudian tuliskan alasan pada kolom “catatan”

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII di semester 2?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
4	Apakah instruksi sudah sesuai dengan kisi-kisi?			

Bandar Lampung, December 2017  
Guru Mata Pelajaran

Yustikawati, S.Pd  
197207191995122001

## Appendix 9

### Test Items for Pre-Test

Subject : English  
Class : VIII  
Time : 60 minutes

---

**Choose either a, b, c, or d for the correct answer !**

1. Lina lost the match in Olympic Games. She is so ...
    - a. Sad
    - b. Happy
    - c. Excited
    - d. Great
  2. Diana's barbie is broken. Diana is very ... now.
    - a. Confuse
    - b. Sad
    - c. Happy
    - d. Charm
  3. The clown is so ... He makes all kids laugh and happy.
    - a. Funny
    - b. Quiet
    - c. Noisy
    - d. Disgusting
  4. I am feel ....So,I eat fried rice.
    - a. Hungry
    - b. Thirsty
    - c. Tired
    - d. Sleepy
  5. Kathy is a ... ,She teaches Math in our class. Every students love her.
    - a. kind teacher
    - b. ugly teacher
    - c. arrogant teacher
    - d. emotional teacher
- 

6. Tono, Iwan, Santo and I are not studying now. We are .....badminton.
- a. See
  - b. Playing
  - c. Watch
  - d. Look

7. **I feel ..... . I will go to bedroom for take a nap.**

- a. **Thirsty**
- b. **Hungry**
- c. **Tired**
- d. **Sleepy**

8. **Ani always gets up early morning. She is a .....person**

- a. **Lazy**
- b. **Beautiful**
- c. **Dilligent**
- d. **Bad**

9. **A: Where is your father?**

**B: My father.....in the bedroom**

- a. **Eat**
- b. **Run**
- c. **Sweep**
- d. **Sleeps**

10. Look at the picture!  
What your Mother do?



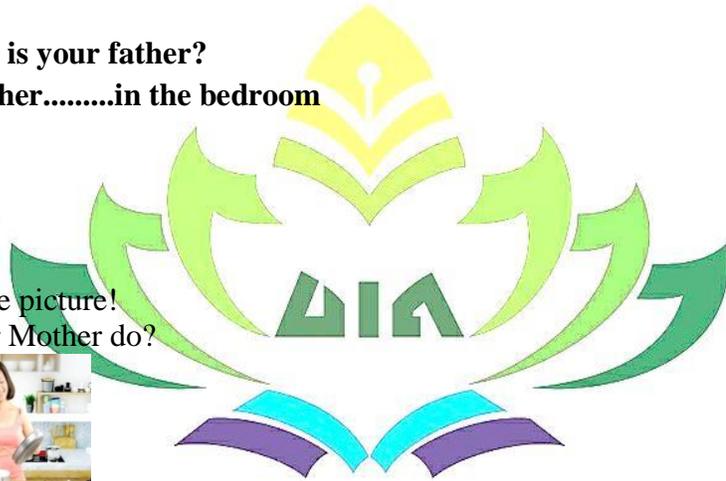
- a. Sing
- b. Eat
- c. Cook
- d. Sit

11. **A: How is she dancing?**

**B: She is so .....**

- a. **Ugly**
- b. **Beautiful**
- c. **Slow**
- d. **Hard**

12. **Ugly = .....**



- a. **Jelek**
  - b. **Bodoh**
  - c. **Hancur**
  - d. **Baik**
13. **Pay attention= .....**
- a. **Mendengarkan**
  - b. **Melihat**
  - c. **Perhatikan**
  - d. **Merasa**
14. **Benefit= .....**
- a. **Membanggakan**
  - b. **Menawarkan**
  - c. **Memesan**
  - d. **Menikmati**
15. **Better= .....**
- a. **Lebih baik**
  - b. **Yang baik**
  - c. **Terbaik**
  - d. **Sangat baik**
16. **Brave= .....**
- a. **Tenang**
  - b. **Mampu**
  - c. **Berani**
  - d. **Kurang ajar**
17. **Chilly= .....**
- a. **Dingin**
  - b. **Panas**
  - c. **Hangat**
  - d. **Lengkap**
18. **Bob : What are you doing Ann?**  
**Ann : I am waiting for Jacky. He say that he will pick me up right now.**  
**The Phrase pick me up has best meaning with.....**
- a. **Memberiku**
  - b. **Menjemputku**
  - c. **Menemuiku**
  - d. **Melihat ku**



19. **He is the only one of man in his family. His father was passed away when he was child.**

**The Phrase passed away has best meaning with.....**

- a. Mendekat
- b. Menjauh
- c. Meninggal
- d. Menjalani

20. **Anti is taller than her daughter, Puti**

**The Phrase taller has best meaning with....**

- a. Tertinggi
- b. Sangat tinggi
- c. Lebih tinggi
- d. Kurang tinggi

21. **I like that bag, but this one is cheaper.**

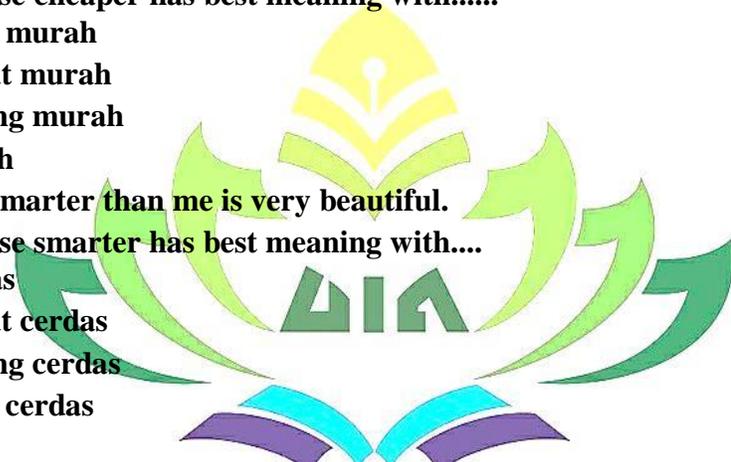
**The Phrase cheaper has best meaning with.....**

- a. Lebih murah
- b. Sangat murah
- c. Kurang murah
- d. Murah

22. **The girl smarter than me is very beautiful.**

**The Phrase smarter has best meaning with....**

- a. Cerdas
- b. Sangat cerdas
- c. Kurang cerdas
- d. Lebih cerdas



♥♥♥ GOOD LUCK ♥♥♥

**Answer Key The Items For Pretest**

1. A
2. B
3. A
4. A
5. A
6. B
7. C
8. C
9. D
10. C
11. B
12. A
13. C
14. D
15. A
16. C
17. A
18. B
19. C
20. C
21. A
22. D



## Appendix 10

### Test Items for Pre-Test

Subject : English  
Class : VIII  
Time : 60 minutes

---

Direction : Choose the correct answer from the option a,b,e, or d !

1. The weather is very .....I am thirsty.
  - a. Cold
  - b. Hot
  - c. Cool
  - d. Warm
2. Mr. Agung is a .....doctor, so many patient.
  - a. familiar
  - b. Kind
  - c. famous
  - d. exhausted
3. Look at the picture!  
What your Son do?



- a. Sing
  - b. Eat
  - c. Cook
  - d. Sit
4. **A: Where is your father?**  
**B: My father.....in the bedroom**
- a. **Eat**
  - b. **Run**
  - c. **Sweep**
  - d. **Sleeps**
5. The clown is so ... .He makes all kids laugh and happy.
- a. Funny
  - c. Quiet
  - d. Noisy
  - e. Disgusting
6. Amalia .....at Holland Bakery.  
Amalia is a/an baker
- a. Works
  - b. Work
  - c. Working
  - d. Go
7. Kathy is a ... ,She teaches Math in our class. Every students love her.
- a. kind teacher
  - b. ugly teacher
  - c. arrogant teacher
  - d. emotional teacher
8. Look at the picture!  
What does your father do?

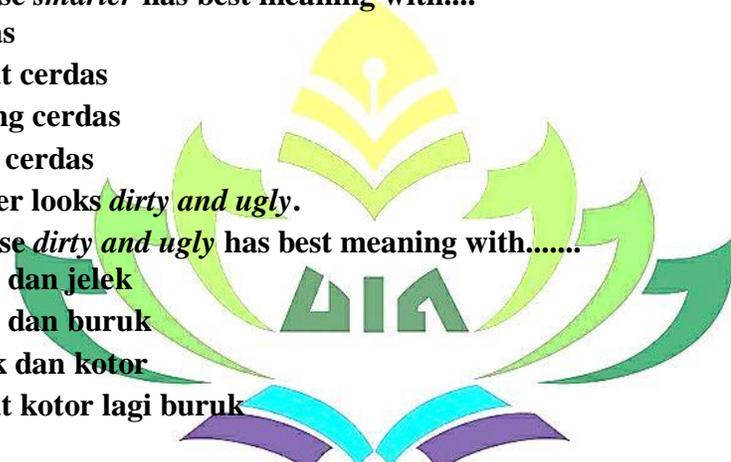


- a. Plant
- b. Sit
- c. Read

- d. Sing
9. I feel ..... . I will go to bedroom for take a nap.
- Thirsty
  - Hungry
  - Tired
  - Sleepy
10. Ani always gets up early morning. She is a .....person
- Lazy
  - Beautiful
  - Dilligent
  - Bad
11. The monkey likes.....the tree.
- Playing
  - Crying
  - Climbing
  - Watching
12. Look at the picture!  
What your Mother do?
- 
- 
- Sing
  - Cook
  - Eat
  - Sit
13. Rudi is a pilot. He .....a plane.
- Take
  - Fly
  - Flies
  - Took
14. Boil= .....
- Mendidih
  - Meniup
  - Mengikat
  - Membangun
15. Pickup= .....

- a. Mengantar  
b. Menjemput  
c. Membuka  
d. Meneladani
16. Taller = .....
- a. Tertinggi  
b. Sangat tinggi  
c. Lebih tinggi  
d. Kurang tinggi
17. Better= .....
- a. Lebih baik  
b. Yang baik  
c. Terbaik  
d. Sangat baik
18. Brave= .....
- a. Tenang  
b. Mampu  
c. Berani  
d. Kurang ajar
19. This answer is *terribly difficult*.  
The Phrase *terribly difficult* has best meaning with.....
- a. Sangat sulit  
b. Lebih sulit  
c. Terlalu sulit  
d. Tidak terlalu sulit
20. This flower is *more beautiful than that*.  
The Phrase *more beautiful* has best meaning with.....
- a. Cantik  
b. Lebih cantik  
c. Sangat cantik  
d. Tercantik
21. He is the only one of man in his family. His father war *passed away* when he was child.  
The Phrase *passed away* has best meaning with.....
- a. Mendekat  
b. Menjauh  
c. Meninggal

- d. **Menjalani**
22. **Anti is taller than her daughter, Puti**  
**The Phrase taller has best meaning with....**
- a. **Tertinggi**
  - b. **Sangat tinggi**
  - c. **Lebih tinggi**
  - d. **Kurang tinggi**
23. **I like that bag, but this one is cheaper.**  
**The Phrase cheaper has best meaning with.....**
- a. **Lebih murah**
  - b. **Sangat murah**
  - c. **Kurang murah**
  - d. **Murah**
23. **The girl smarter than me is very beautiful.**  
**The Phrase smarter has best meaning with....**
- a. **Cerdas**
  - b. **Sangat cerdas**
  - c. **Kurang cerdas**
  - d. **Lebih cerdas**
25. **The begger looks dirty and ugly.**  
**The Phrase dirty and ugly has best meaning with.....**
- a. **Kotor dan jelek**
  - b. **Kotor dan buruk**
  - c. **Buruk dan kotor**
  - d. **Sangat kotor lagi buruk**



♥♥♥ GOOD LUCK♥♥♥

### Answer Key Try-out For Post-Test

- |       |       |
|-------|-------|
| 1. B  | 14. A |
| 2. C  | 15. B |
| 3. B  | 16. B |
| 4. D  | 17. A |
| 5. A  | 18. C |
| 6. A  | 19. A |
| 7. A  | 20. B |
| 8. A  | 21. C |
| 9. D  | 22. C |
| 10. C | 23. A |
| 11. C | 24. D |
| 12. B | 25. A |
| 13. C |       |

