THE USE OF VISUAL AIDS AND WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY OF THE FIRST GRADE JUNIOR HIGH SCHOOL

(A Quasi Experimental Research of the First Grade In SMP Muhammadiyah Salatiga in the Academic Year of 2019/2020)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of a Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

By

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Salatiga, August 30th, 2019

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To the Dean of Teacher Training and Education Faculty:

Assalamu’alaikum Wr. Wk.

After reading and correcting, Diyah Risma Maulani’s graduating paper entitled “The Use of Flash cards and Word Wall in Teaching Vocabulary Mastery of First Grade Junior High School” I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wa alaikum wa alaikum Wr. Wk.

Counselor,

[Signature]

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A GRADUATING PAPER

THE USE OF VISUAL AIDS AND WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY OF THE FIRST GRADE JUNIOR HIGH SCHOOL

WRITTEN BY:
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, September 12th 2019
Dean of Teacher Training and Education Faculty

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DECLARATION

_Bismillahirrahmanirrahim_

In the name of Allah, the most gracious and most merciful.

Hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials which have been written or published by other people, except the information from references.

This declaration is written with the full concern of the researcher.

Salatiga, August 30th 2019

The Researcher

Diyah Risma Maulani
23030150128
MOTTO

“life is like riding a bicycle. to keep your balance, you must keep moving.”

(Albert Einstein)

“There are no mistake in life, only lesson. There is no such thing as a negative experience, only opportunities to grow, learn and advance along the road of self-mastery. From struggle comes strength. Even pain can be a wonderful teacher”

(Robin Sharma)
DEDICATION

This graduating paper is deducated to :

- My beloved parents (Zaenuri and Muslimah), who always love and support me. The greatest inspiration in my way of life and my everything.
- My beloved patner and second family at Racana and Brigsus Nagasandhi IAIN Salatiga: Kak Zaid, Kak eka, Kak Amalia. Please keep the unity and be sincere in developing! Salam Pramuka!
- My beloved friends in campus : Anisa, Rina, Nunig, Triawahyuni, Puput, who always be there supporting, listening, and amusing me.
- My beloved family in boarding house: Devi, Fitri, Imey, Rani, Ivah, Mbak Putri who always give motivation, advice and pray for me. I will always remember and miss you.
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- My truth friends at PPL SMP Islam Sudirman Tengaran and KKN Posko85 Wonosegoro.
- All of my friends in TBI Class D 2015, you are my beloved friends to make my life fun, fantastic, easy and colorful.
- All my friends of State Institute for Islamic Studies (IAIN) Salatiga especially English Education Departement 2015
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Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the researcher so the researcher can finish the graduating paper as one of the requirement for the Degree of Sarjana Pendidikan (S.Pd.) at Engling and Education Department of Teaching Training and Education

Secondly, Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, guidance, advices, help and encouragement from several individual and institution. Hence, the researcher would like to express special thanks to:

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8. The First Grade Students of SMP Muhammadiyah Salatiga in the academic year of 2019/2020.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher also pleased to accept more suggestion and contribution for the improvement for this graduating paper.

Wassalamu’alaikum Wr. Wb

Salatiga, August 30\textsuperscript{th} 2019

The Researcher

Diyah Risma Maulani
23030150128
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ABSTRACT


The objectives of the research is to find out whether there is significant difference between the effect of using visual aids and word wall in teaching vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga. The methodology of research was quantitative research especially a quasi-experimental research. The technique of collecting data were observation to get the information of real interaction in classroom, written test (pre-test and post-test) to measure the students’ achievement before and after the media was implemented, and documentation to strengthen the observation sheet. The result of this research shows that: (1) Teaching used visual aids have an effect on students’ vocabulary mastery of the first grade in SMP Muhammadiyah. Based on paired sample test on pair 1, the score \(-t_0 < t_t (-6.457 < -2.073)\) and the significance \((0.000 < 0.05)\). It means there was the difference between the mean score of pre-test and post-test in the experimental group that using visual aids. (2) Teaching used word wall has an effect on students’ vocabulary mastery of the first grade in SMP Muhammadiyah. Based on paired sample test on pair 2, score \(-t_0 < t_t (-7.507 < -2.073)\) and the significance \((0.000 < 0.05)\). It means there was a difference between the mean score before treatment and after the treatment using a word wall. (3) There was no significant difference between teaching use visual aids and word wall toward student vocabulary mastery of the first grade in SMP Muhammadiyah. Because score of \(-t_t \leq t_0 \leq t_t (-2.014 \leq 0.146 \leq 2.014)\) and \(P\)-value \(\geq \alpha (0.146 > 0.05)\). Ho is accepted, so there was no significant difference between teaching using visual aids and word wall toward students’ vocabulary mastery.

Key Words: Visual aids, Word wall, Vocabulary Mastery.
CHAPTER 1

INTRODUCTION

This chapter presents an introduction of this study. It consists of background of study, problems of the study, objectives of the study, significances of the study, definition of key terms, and the outlines of graduating paper organization.

A. Background of the Research

Language becomes an important thing in human life as a means of interaction through communication. Frederick (1998: 199) states that language is used to communicate and that communication involves conveying the information. The information obtained through communication comes from thoughts expressed through language. Each region or country has its language and is certainly different from other regions, for example, those who live in China will speak Chinese, and people who live in France will speak French. Even though each country or region has a different language, but there is one language that becomes a universal language or an international language, and the international language is English. Patel and Praveen (2008: 6), state that English is a global means of communication in a lot of dialects in some countries, English becomes the first, second language, and also as a foreign language. For example in Indonesia, English becomes a foreign language taught in the educational aspect as a major subject. English has been thought since elementary school and as a major subject in junior high school and senior high school. In English, there are four language skills, such as
speaking, listening, writing and reading. To master English well, the students have to master the four English language skills. The four skills are supported by language learning elements, namely structure, vocabulary, pronunciation, and spelling. Vocabulary is one aspect for successful language use because, without an extensive vocabulary, one will not be able to communicate comprehensive. “Vocabulary is central to language and critical importance to a typical language learner” (Fauziati, 2005:155). It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary.

Teaching vocabulary in junior high school at the first-grade students is not easy. The students in junior high school still have not a good concentration in study. The teenagers also have certain characteristics and need a particular treatment. In Indonesia, some English teachers still used traditional strategies to teach vocabulary. The students usually get bored of learning this subject. A teacher must build the interest of students in learning English by using varieties of methods supported by creative and interesting learning media.

Based on the interview with English teacher of SMP Muhammadiyah Salatiga, the researcher found some problems faced by the students in vocabulary mastery, especially for seventh grade. Based on the interview, the average seventh-grade student were still having difficulties in enriching vocabulary mastery. They got difficulties in memorizing the words, so they have limited vocabulary. Then, other problems were the lack of students’
motivation in learning vocabulary. At the first time, the students focused on the material, but at several minutes they lost it. The students were sleepy and feel bored when the teacher asked them to make a list of vocabulary. The students did not pay some attention and sometimes they choose to concern themselves with other things. They still have difficult to understand and memorize the meaning. Sometimes they know the word but don't know the meaning, and sometimes they can mention the word but wrong in writing. So, their vocabulary mastery were still low.

In finding a solution to help the teacher in teaching vocabulary and to help students in learning vocabulary effectively, the researcher will use interesting and creative media. Interesting and creative media will attract students to focus on learning. The media that will be used by the researcher are visual aids and word wall. Visual aids are those instructional aids that are used in the classroom to encourage the teaching-learning process. According to Ghulam et al., (2015:226) “visual aids are tools that help to make an issue or lesson clearer to understand and know (pictures, models, charts, maps, videos, slides, real objects, etc.)”. With visual aids, the interest of learners can arouse and the teacher can explain the concept easily. It means that visual aids become a powerful tool to deliver material to be clearer and easier for students to understand. In this research, the researcher focuses on two tools that will be combined into one picture and video.

According to Jasmine and Pamela (2009: 301), Word walls are bulletin boards that contain a collection of high-frequency or theme-related
words and their activities include games that focus on using the \textit{word wall} to learn sight words. Teaching vocabulary using \textit{word wall} will help the student absorb the vocabulary items more interestingly. \textit{Word wall} activity is recognized as the best way of teaching-learning English at school, especially in building vocabulary. The \textit{word wall} is designed to be an interactive tool for students or others to use and contains an array of words that can be used to the effective students’ vocabulary.

From the previous explanation mentioned above, the researcher will conduct experimental research in SMP Muhammadiyah Salatiga. In conducting the research, the researcher proposes research entitled \textbf{“The Use of Visual aids and Word wall Media in Teaching Vocabulary Mastery of the First Grade Junior High School”}

\textbf{B. Problem of the Research}

Based on the background of the research, the researcher formulates the research questions as follows:

1. Whether teaching use \textit{visual aids} have an effect on student’s vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga?

2. Whether teaching use \textit{word wall} has an effect on student’s vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga?

3. Is there any significant difference between the effects of using \textit{visual aids} and \textit{word wall} on students’ vocabulary mastery of first grade in SMP Muhammadiyah Salatiga?
C. Objectives of the Research

Based on the research questions above the objectives of the study are:

1. To find out whether teaching use visual aids have an effect on student vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga.
2. To find out whether teaching use word wall has an effect on student vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga.
3. To find out whether the significant difference between the effects of using visual aids and word wall on student’s vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga.

D. Significances of the Research

The significance of this research is hopefully used for:

1. Practically Benefits

   a. For teacher

   The result of this research is expected to be able to enrich the teachers’ knowledge in terms of teaching English vocabulary and to solve the problem of students’ difficulties in learning vocabulary. The result of this research can support the English teacher to apply this technique in teaching vocabulary, and the teacher can change their traditional methods in teaching the English language especially in teaching vocabulary.
b. For students

The result of this research can make the students easy in learning vocabulary. Teaching vocabulary using visual aids and word wall can make students relax and enjoy in the teaching-learning process because with this technique students can learning vocabulary effectively, without any difficulties and they feel fun.

2. Theoretical Benefits

a. The finding of this study can be used to evaluate and reflect the way of teaching vocabulary in the institution.

b. The finding of the research can be used by other researchers who want to research students’ vocabulary mastery by visual aids and word wall.

c. It should motivate the teacher to change the technique used for teaching vocabulary.

F. Definition of Key Terms

Avoiding some incorrect interpretations in the little of research, the researcher would like to clarify and explain the terms are used.

1. Visual aids

Visual means relating to seeing or sight. Visual aids like a picture, video, and so on used in teaching to help people understand (Oxford Dictionary, 2004: 495). Besides, Gulham et al. (2015: 227) visual aids are

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those instructional aids that are used in the classroom to encourage the teaching-learning process. Visual aids help teachers to bring the real world into the classroom, which makes learning more meaningful, interesting and easy to understand. This advantage shows that visual aids can help make the situation more authentic. The term visual aids are defined as films, slides, picture, video, charts, and other devices involving the sense of sight (other than books), used in teaching. When students see actions performed by a classmate or two responses to the teacher’s instructions, which is kind of visual aids. When we point to a part of the classroom readily accessible object, boxes, bottles, can openers, scissors, light bulbs, candles, tools, or small toys, we are using visual aids (Virginia, 1983: 33)

2. Word wall

Sartika (2017: 180) word wall is a collection of words that arranged in high-frequency appropriate sight, word wall can be classified into groups or categories, and is located on the wall of a classroom for students to easily see and learn. “Word wall is a group of words that are put on the wall, bulletin boards, check the boards or whiteboards in the classroom” (Yasi and Abdul, 2017: 15). The words are printed large, so that it is easily seen by student. These words can come from the teacher and can also come from students during the teaching and learning process. So, the word wall will become visible when students read and write.
3. Vocabulary

When we discuss vocabulary, we will think about "words". Words are clearly vocabulary, (David, 2003: 130). In addition, Bas (2014: 436) states that vocabulary is the entire set of words in a language. A set of words are arranged alphabetically with definitions or translations, for example, dictionary or other course books about vocabulary. The vocabulary is very important because the vocabulary covers all aspects of language and other branches of science. Vocabulary is now considered integral to just about every aspect of language knowledge (Michel and Jack, 2007: 1). Then Frank (1999: 913) added Vocabulary is the words used in a language or a particular book or branch of science, etc., or by a particular author.

G. The Outline of Graduating Paper

In this section, the researcher would like to discuss some terms in chapter one into chapter five. Chapter one is introduction, it consists of the background of the research, background of the research, objectives of the research, significance of the research, definitions of key terms and outline of graduating paper. Chapter two is a theoretical framework, it discusses about the definition of visual aids, the importance of visual aids, types of visual aids, visual aids in teaching vocabulary, definitions of vocabulary, the importance of vocabulary, teaching vocabulary, definitions of a word wall, word wall approach, and teaching vocabulary using the word wall. Chapter
three is research methodology, it consists of research design, place and time of the research, polation and sample, research variable, technique of collecting data, research instrument, technique of analysis data and statistical hypothesis. Chapter four is analysis and discussion, it consists of data presentation, distribution of rank, data analysis and discussion. Chapter five is closure, it consists of the conclusion and suggestions. The last part is references and appendices.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the theoretical books and other relevant information will be discussed. Hence, the writer wants to deliberate review of Visual aids, vocabulary mastery and word wall. In the Visual aids section, the researcher will discuss about definitions of visual aids, the importance of visual aids, types, and teaching vocabulary using visual aids. In the vocabulary mastery section, the researcher will present the definitions of vocabulary, the importance of vocabulary, teaching vocabulary. Then, in the word wall section, the researcher will discuss about of definitions, word wall approach, teaching vocabulary using the word wall.

A. Visual aids

1. Definition of Visual aids

Visual concerned with, or used in seeing (Frank, 1999: 912). Also, something can be seen as a visual image display; a picture. Canning (2001) in Surany and Sugey, (2017: 12-13) defines Visual aids as the representation of any kind of visual element that helps learners to build precise meanings based on what they see. “Visual aids are that device which is used in classrooms to encourage students learning the process and make it easier and interesting” (Gulham et. al., 2015: 226). Visual materials can make a lesson more attractive and the experts agree that it helps both the teachers and students in the teaching-learning process. Visual aids
make a difference in the process of teaching and learning, as it makes learning more active, motivating, encouraging, and interesting.

2. The Importance of Visual aids

Visual aids are important in the education system. Visual aids not only beneficial for students but also makes it easier for teachers to deliver material during the lesson. Based on Journal by Mariora, Alina, dan Camelia, (2018: 357) the use of visuals help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations, and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. From the explanation above the researchers tried to infer the benefits of visual media for students:

a. Visual aids arouse the interest of learners

b. Visual aids provide direct experience to the students. According to research in District Dera Ghazi Khan, the collected data the 92% of the teachers and students agree that through Visual aids the direct experience increased to observe the things, while 18% disagree with this statement (Ghulam etal, 2015: 231)

c. Visual aids increase the motivation and contributions of students during the learning process. Based on, the data analysis of research in District Dera Ghazi Khan shows that 70% of the students and teachers agree that the Visual aids help in motivation but 30% of students and teachers disagree (Ghulam etal, 2015: 229)
d. Help students in processing information easily in learning process.

Then, other usefulness of Visual aids for the teachers according to Kreidler (1965) in Syaeful, Dwi, and Djoko (2013: 127), states that visual aids can be useful to the language teacher by helping him/her.

a. Create a situation which are outside the classroom walls
b. Introduce the students to unfamiliar cultural aspects
c. Give reality to what might be misunderstood verbally by students
d. Change the situation quickly and easily in a drill, provide decoration for the classroom.

3. Types of Visual aids

Visual aids are those instructional aids that are used in the classroom to encourage the teaching-learning process, (Gulham et al., 2015: 227). The types of Visual aids most commonly used include: Physical objects, models, picture, video, white boards, charts, posters, overhead transparencies, computer presentations (powerpoint). In this research just focus on using picture and video as tools of visual aids.

a) Picture

There is a known English idiom that says “a picture is worth a thousand words”. The picture has a major role to play in the language classroom. They an effective resource for the teaching/learning process and contribute to the progression of language skills. What is the special kind of pictures is that they demonstrate the whole
information? According to Stafford (2011:24), the picture provides new information which are cannot possibly gain from the written text. Showing pictures to what's being taught is a good way to build students' engagement. It is also enriched learners' memories in which they can store vocabulary. The use of pictures during the lesson delivery can likely sustain the attention, interest of the students, make it enjoyable and easy to understand. Virginia (1983:24) says that "For helping students to understand the meaning of the word, we often find that a picture is useful". Simply, the picture can be used to explain the meaning of vocabulary items. It means the picture is very beneficial in showing and reviewing the meaning of certain words.

b) Video

Video has become an important part of education. Videos are effective springboards for other content-based classroom activities. Teachers who use video that their students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning. With video as one component in a thoughtful lesson plan, students often make new connections between curriculum topics and discover links between these topics and the world outside the classroom. Besides that, Harmer (2001: 282), added there are many reasons why video can add a special extra dimension to a learning experience.
• Seeing language-in-use: one of the main advantages of video is that students do not just hear the language, they see it too. This greatly aids comprehension. For example, general meaning and moods are often conveyed through expression, gesture, and other visual clues.

• Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms. Video is also a great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

• The power creations: when students use video cameras themselves they are given the potential to create something memorable and enjoyable. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves' doing new things in English'.

• Motivation: for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

4. **Visual aids in Teaching Vocabulary**

Teaching vocabulary is one of the most competent ways to develop students' knowledge because vocabulary is an important part of language learning. One method to develop students' vocabulary is to use *Visual aids,*
some researchers believe that using Visual aids can help in teaching vocabulary. Based on journal by Hashemi and Pourgharib (2013: 632), the use of visual materials is useful and important way for vocabulary learning. In this case, Visual aids can be a medium that attracts students’ attention to encourage the motivating of students to learn vocabulary. With Visual aids, students also easily understand and memorize vocabulary. The use of images in vocabulary lessons is one example of using Visual aids in teaching vocabulary. "pictures gained better attention than words", and that “pictures became the main clue in interpreting the meaning of the words” (Mariora, Alina, and Camelia, 2018:357).

B. Word wall

1. Definitions of Word Wall

   Word wall is a collection of words that arranged in high-frequency appropriate sight, word wall can be classified into groups or categories, and is located on the wall of a classroom for students to easily see and learn (Sartika, 2017: 180). Word wall is a collection of high-frequency sight words that are age appropriate, classified or categories, and is located on the wall of a classroom for students to easily see and learn. A word wall is a list of words that are related to each other in some ways. The words are printed in large font so that they easy visible from all student seating area. A word wall helps create a print-rich environment for students and can be designed to improve learning and group activities that can involve
students in the making process and usages activity. By using Word wall media in teaching, the students will get new experience in learning. Word wall media supports in teaching vocabulary, the students to have more interest in learning English. When they are interested in a certain material, it will be easier for them to understand it well.

2. The Activities Using Word Wall

The word wall technique is developed by Green (1993), (Fauziati, 2005: 165). The word wall are originally designed to challenge in increase students’ achievement as well as reluctant first language students (in the elementary and secondary classroom) to develop vocabulary learningskills and to internalize new vocabulary. In this research, the researcher used crossword puzzle as an activity in teaching. According to Fauziati, some building activities can be adapted to the word wall technique, (Fauziati, 2005: 165).

a. Word Clustering, is a type of activity in which students can make a connection between new and known items.

b. Multiple Meaning Awareness Activity is a type of activity that develops students’ awareness of words that may have more than one meaning.

c. Vocabulary Expansion is a certain activity to help students expand the vocabulary use

d. Word Part Exercise is a particular activity that helps students derive meaning from word analysis.
e. Crossword Puzzle, using the vocabulary form the *Word wall*, the teacher can create a crossword puzzle. Definitions can be used as clues, or sentences with a blank can be used if context clues lead students to the solution.

3. **Word wall in Teaching Vocabulary**

   According to Patricia (2012: 105), the *word wall* has many objectives, one of which is develop a growing core of words that become part of a reading and writing vocabulary. The teacher can use *word wall* as a tool in teaching vocabulary with different text sizes and page layouts and many character letters to build the students’ vocabulary achievement. *Word wall* can make students interested in learning vocabulary because they can see the different color words displayed in large letters on a wall in the class. So, it can provide them with easy access to words they need to know during activities. To implementation *word wall* in learning:

   a. Establish a purpose for using the *word wall*. *Word walls* may be used to help students learn a word frequency, or they may be used to develop a vocabulary around a theme. For example, the themes for *word walls* may include the tropical rainforest, biography, or anything that wants to teach.

   b. Select the words that were targeted for instruction. Select a few words for teaching and post them on the wall.
c. Before reading, teach the words. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word.

d. After reading, the class may also review or practice the words.

e. Initiate activity around the word wall. For the word wall to be effective, members of the learning community must use them. For example, they used word walls as a reference in playing games. It will encourage students to make the word walls reviews their own.

C. Vocabulary Mastery

1. Definitions of Vocabulary

Vocabulary is all the words that a person knows or uses (Victoria, 2008: 495). Generically, vocabulary is the knowledge of meanings of words (Elfrieda and Michael, 2005: 3) According to Scrivener (1994: 73) argues that vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of an individual word. Good knowledge of grammar is not such a powerful. Vocabulary considered as a very important communication tool that improves a person knowledge and helps in better communication. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined where all the words know and used by a person are related to a particular subject.
2. **Kinds of Vocabulary**

The fact that words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Printed vocabulary consists of those words for which the meaning is known when we write or read silently, (Elfrieda and Michael, 2005: 3). There are two kinds of vocabulary; they are productive and receptive vocabulary. Productive vocabulary is used to speech and writing while receptive vocabulary is utilized in listening and reading. The kind of vocabulary is needed in the advanced level, for example, written, passage newspaper, textbook, literature, etc. (Scrivener, 1994: 74).

According to Harmer (1991:156) that the first to realize about vocabulary items is that frequently have more than one meaning. Besides, there are two kinds of vocabulary:

a. High frequency vocabulary is one of vocabulary which is often used by the speakers

b. Low frequency vocabulary is one of vocabulary which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listeners.

3. **Teaching Vocabulary**

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Vocabulary is the basic material to master the four language skills such as speaking, reading, writing and listening. Vocabulary is a center of language and critical importance to the typical
language learner. Without a sufficient vocabulary, someone cannot communicative effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. So, language teacher needs to find systematic ways of helping learners with vocabulary. According to Scrivener, (1994: 74), a systematic approach might devote lesson time to helping learners at each of the following stages of learning vocabulary - when the learners:

a. Meet new words and understand their meaning(s) and the ways they are used;

b. practice using the words;

c. find ways that help them memorize the words;

d. recall and use the words appropriately

In additions, based on Sokmen (1997) in Norbert Schmitt (2000: 147) surveys explicit vocabulary teaching and highlights some key principles:

a. build a large. sight vocabulary

b. integrate new words with old II Teaching and learning vocabulary 147

c. provide several encounters with a word

d. promote a deep level of processing

e. facilitate imaging

f. make new words "real" by connecting them to the student's world in some way
g. use a variety of techniques

h. encourage independent learning strategies

D. Previous of the Study

There is some previous research which is used in this research. The research takes three previous comparisons.

The first research, Asik (2016) conducted an experimental method with the non-equivalent controlled group design. The objective of their research is to improve the student speaking ability. The population of their research was the second-grade students at SMAN 1 Pinrang, which consist of 150 students. A pre-test was used to collect data to know students’ skills before treatment and post-test were used to collect data after the treatment. The findings showed that the visual aids integrated communicative language teaching method was effective in improving students’ speaking ability as it can help them with the new ideas, vocabularies, and pronunciations, because t-test, 4.94, is higher than t-table, 2.000 (4.94 > 2.000). The difference between their research and this research lies in the research variable and the aim. The independent variable in this research is the use of visual aids and word wall, while the dependent variable is vocabulary mastery. Then this research aims to focus on the comparison between teaching using visual aids and word wall in teaching vocabulary mastery to find differences between both of them.
The second research conducted Assa’diyah (2014). Her research aims to measure whether or not Visual aids were effective in improving the students ‘English vocabulary mastery. The methodology of her research is quantitative. The population was 37 of the first-grade students of SMPN 1 Kedung Jepara in the academic year of 2015/2016, and the sample was the entire population. The data of her research were collected by giving pretest and posttest to the students ‘sample. The results of data analysis showed that the alternative hypothesis of this research was accepted because the t observed was higher than the t-table (5.41>3.26). It was concluded that the visual aids method was effective to increase the students' English vocabulary mastery. Based on these findings, it can be concluded that there are some differences from her research with this research. The findings in her research are different from this research because the objectives of the two researchers have different. This research more focus on the differences in the teaching process using visual aids and the word wall. Then, the independent variable between her researches with this research is also different. The independent variable of her research is the use of visual aids, whereas this research is the use of visual aids and word wall.

The third research was accomplished by Hajis (2014). In her research entitled Improving Students’ Vocabulary by Using Visual Media at SMP Negeri 10 Makassar. The purpose of her research was to find out the improvement of the students’ vocabulary by visual media of VIIB at SMPN 10 Makassar. Her research was a classroom action research and consisted of
two cycles. The procedure of her research in every cycle consisted of four stages. They were planning, acting, observing, and reflecting. The subject of her research consisted of 43 students of VIIB at SMPN 10 Makassar. The result was the students’ mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 in the second cycle. It means that the students’ vocabulary from the first cycle to the second cycle was classified successful. Visual media could improve the students’ vocabulary.

Based on the explanation of her research, it can be seen that there are some differences with this research in terms of research methods, research objectives, and independent variables. This research uses experimental research methods and aims to find differences between the learning process using visual aids and the word wall. This research uses visual aids and word wall as independent variables.

The Fourth research by Nurcahyani (2016), her research aimed to find out the significant difference between students’ vocabulary mastery after taught using a word wall and before taught using the word wall media. The subject was class groups in eight grades of MTs Negeri Bandung Tulungagung. The researcher applied experiment research. The result showed that the students score in vocabulary mastery before being taught using word wall Media was 16,5. The students score in vocabulary mastery after being taught using word wall media was 21,13 and to know what different was significant or not, the researcher used t-distribution. If t-count > t-table (12,657>1,679). So, the null hypothesis (Ho) was rejected or the alternative
hypothesis (Ha) was accepted. It means that word wall media for teaching vocabulary was effective and the students get a good achievement. So the differences in her research with this research are the subject of research, independent variables, and research objectives. The subject of this research focused on the seventh grade of SMP Muhammadiyah Salatiga, with independent variables are the use of visual aids and word wall, which aimed to find differences from the use of both media.

The fifth research is from Urbayati (2017), the purpose of her research was to find out the effect of teaching vocabulary mastery before and after being taught using the word wall and to find out any effect of teaching vocabulary mastery using the word wall. Her research used quantitative pre-experimental research at the seventh grade of SMPN 5 Kediri. The result was analyzed by using the SPSS program for Windows version 18.0, the mean of post-test (85.16) was higher than the mean of pre-test (77.03). It means that students’ vocabulary mastery after being taught using word wall was increased. Besides, the result reports that t-score (7.588) was higher than t-table (2.039). In conclusion, there was a significant effect of teaching vocabulary using the word wall. The difference between her research and this research lies in the independent variables and research objectives. In this research, the independent variable is the use of visual aids and word wall and the purpose is to find a significant difference from the use of two media in the learning process.
E. Hypothesis

The hypothesis is a temporary guess that possibly true or wrong which will later to determine validity. Goode and Han in Kumar Singh (2006: 55) state that “a hypothesis state what we are looking for”. A hypothesis looks forward. It is a proposition that can be put to a test to determine its validity. It may be correct or incorrect. It is used to be proved through investigation that could be accepted or not.

In this research, the researcher proposes a hypothesis that will be tested named alternative hypothesis (Ha), whereas its opposite is a null hypothesis (Ho). The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups, (Marczyk, DeMatteo, and Festinger, 2005:9).

1. Ha: there is any significant difference between the effects of using visual aids and word wall on student’s vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga.

2. Ho: There is no significant difference between the effects of using visual aids and word wall on student’s vocabulary mastery of the first grade in SMP Muhammadiyah Salatiga.
CHAPTER III

RESEARCH METHODOLOGY

This chapter, the researcher tried to describe the method that used in this research. The researcher explained about type of research, place and time of research, population and sample, research variable, research instrument, technique of validating data, technique of collecting data, and technique of analyzing data.

A. Research Design

This research was an experimental researcher, Base on John W. Best in Kumar Singh (2006: 134) “the experimental research is the description and analysis of what will be or what will occur, under carefully controlled conditions”. The experimental design is one in which study participants are randomly assigned to experimental and control groups (Marczyk, DeMatteo, and Festinger 2005: 124). This research attempted to know the differences between teaching vocabulary by using visual aids and word wall of the first grade in SMP Muhammadiyah.

The research opted for a type of quasi-experimental research. This type is often used in educational research because of the availability of the participants or because the setting prohibits forming artificial group. In Quasi-experiments, the researcher is interested in comparing groups of individuals (as is done in a experiment), but the group occur naturally. In order words, participant are not assigned randomly to the groups, (Jackson, 2008: 318). Customarily, the experiment group will be decided by which
settings have volunteered or been selected then the control group also chosen that could be call comparison group as it is not a pure control group (Muijs, 2004: 27). According to Marczyk, DeMatteo, and Festinger (2005: 139), the design was explained in the figure below:

Experiment Group ($NR_1$)

<table>
<thead>
<tr>
<th>No</th>
<th>Experiment Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving pre-test</td>
<td>Giving pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Calculation of the pre-test</td>
<td>Calculation of the pre-test</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of the pre-test</td>
<td>Analysis of the pre-test</td>
</tr>
<tr>
<td>4.</td>
<td>Treatment by <em>visual aids</em> as a media</td>
<td>Treatment by <em>word wall</em> as a media</td>
</tr>
<tr>
<td>5.</td>
<td>Giving post-test</td>
<td>Giving post-test</td>
</tr>
<tr>
<td>6.</td>
<td>Calculation of the post-test</td>
<td>Calculation of the post-test</td>
</tr>
<tr>
<td>7.</td>
<td>Analysis of the post-test</td>
<td>Analysis of the post-test</td>
</tr>
<tr>
<td>8.</td>
<td>Concluding the result of the finding</td>
<td>Concluding the result of the finding</td>
</tr>
</tbody>
</table>

Comparison Group ($NR_2$)

![Diagram]

The dependent variable is measured both before and after the treatment or intervention using pre-test and post-test. Both groups were different. The experiment group was taught by the method of *visual aids*. Moreover, the comparison group was taught the *word wall*. The different procedures in treating both groups were elaborated in the table below:

Table 3.1

**The Different Procedures in Treating the Two Experimental Groups**

<table>
<thead>
<tr>
<th>No</th>
<th>Experiment Group</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving pre-test</td>
<td>Giving pre-test</td>
</tr>
<tr>
<td>2.</td>
<td>Calculation of the pre-test</td>
<td>Calculation of the pre-test</td>
</tr>
<tr>
<td>3.</td>
<td>Analysis of the pre-test</td>
<td>Analysis of the pre-test</td>
</tr>
<tr>
<td>4.</td>
<td>Treatment by <em>visual aids</em> as a media</td>
<td>Treatment by <em>word wall</em> as a media</td>
</tr>
<tr>
<td>5.</td>
<td>Giving post-test</td>
<td>Giving post-test</td>
</tr>
<tr>
<td>6.</td>
<td>Calculation of the post-test</td>
<td>Calculation of the post-test</td>
</tr>
<tr>
<td>7.</td>
<td>Analysis of the post-test</td>
<td>Analysis of the post-test</td>
</tr>
<tr>
<td>8.</td>
<td>Concluding the result of the finding</td>
<td>Concluding the result of the finding</td>
</tr>
</tbody>
</table>
B. Place and Time of Research

1. Place

This research conducted in the seventh grade of SMP Muhammadiyah Salatiga.

a. The General Information of the School

<table>
<thead>
<tr>
<th>Name</th>
<th>SMP Muhammadiyah Salatiga</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSN</td>
<td>20328430</td>
</tr>
<tr>
<td>NSS</td>
<td>202036204018</td>
</tr>
<tr>
<td>Status</td>
<td>Negeri / Swasta *)</td>
</tr>
<tr>
<td>Address</td>
<td>Jalan Cempaka No. 5 - 7</td>
</tr>
<tr>
<td>Telepon</td>
<td>(0298) 321802</td>
</tr>
<tr>
<td>Area</td>
<td>Sidorejo Lor</td>
</tr>
<tr>
<td>Sub-district</td>
<td>Sidorejo</td>
</tr>
<tr>
<td>District/city *)</td>
<td>Kota Salatiga</td>
</tr>
<tr>
<td>Province</td>
<td>Jawa Tengah</td>
</tr>
</tbody>
</table>

b. The Vision of SMP Muhammadiyah Salatiga

Vision is the school’s wisdom in planning the future. The vision of this school focuses on “carry out the mandate in the development of devotion, intellectual, independence, pioneering spirit of *Amar ma’ruf nahi munkar* guided by *Al-qur’an* and *As-sunnah*.”
c. The Missions of SMP Muhammadiyah Salatiga

Missions are the important official jobs that the members of the school are given to do. There are four missions of SMP Muhammadiyah Salatiga, as follows:

1) Enabling and motivating worship, both mahdhoh/ghairu mahdhoh worship.
2) Form a generation that is strong, intelligent, and loves the country.
3) Realizing the moral attitude/noble mind and character in everyday life.
4) Establish a generation of skilled, creative, dedicated, harmonious, and intellectual emotional balance to create a conducive situation.
5) Encourage the spirit of achievement, work in spirit, togetherness/kinship, foster the fabric of ukhuwah, friendship, and exemplary.

d. The Profile of teacher and Staffs

Formal education requires qualified people to execute the educational process well. It is not only in the teaching-learning process but also in managing the other process at school. They are teachers and staff. There are 22 teachers and 5 staffs in SMP Muhammadiyah Salatiga. The detailed profile of teacher and staff is designated in the following table:
### Table 3.2
The Teachers Profile of SMP Muhammadiyah Salatiga

<table>
<thead>
<tr>
<th>The last education</th>
<th>status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Permanent Teacher</td>
<td>DPK teacher</td>
<td>Honorary teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>S-1</td>
<td>10</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>D-3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>D-2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>D-1/SM</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

### Table 3.3
The Staff Profile of SMP Muhammadiyah Salatiga

<table>
<thead>
<tr>
<th>The last education</th>
<th>status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Permanent staff</td>
<td>Non permanent staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-1</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>D-3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>D-2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>D-1</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SMA/SMK</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>SMP</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SD</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
e. The Profile of students

Students are one of the important elements of education. They are a major part of the teaching-learning process. The total number of students in SMP Muhammadiyah Salatiga is 261 that consists of three grades. Most of the students are male instead of female. The detail of the student's profile is demonstrated in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>class</th>
<th>Number of classes</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>VII</td>
<td>2</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>VIII</td>
<td>3</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>3.</td>
<td>IX</td>
<td>6</td>
<td>85</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11</td>
<td>158</td>
<td>103</td>
</tr>
</tbody>
</table>

f. The Profile of Education Facilities

The school needs facilities to support the educational process. There are many rooms in SMP Muhammadiyah Salatiga, most of the rooms are in good condition. The detailed profile of education facilities is shown in the table below:
<table>
<thead>
<tr>
<th>No.</th>
<th>Room</th>
<th>Total</th>
<th>Large</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>15</td>
<td>675 m²</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Library</td>
<td>1</td>
<td>70 m²</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Science Laboratory</td>
<td>1</td>
<td>48 m²</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Language Laboratory</td>
<td>1</td>
<td>48 m²</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Computer Laboratory</td>
<td>1</td>
<td>48 m²</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Skill Room</td>
<td>1</td>
<td>30 m²</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Counselor Office</td>
<td>1</td>
<td>12 m²</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Musholla</td>
<td>1</td>
<td>24 m²</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Headmaster Office</td>
<td>1</td>
<td>18 m²</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Teacher Office</td>
<td>1</td>
<td>56 m²</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>Production Unit</td>
<td>1</td>
<td>18 m²</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>Toilet</td>
<td>17</td>
<td>36 m²</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>Medical Room</td>
<td>1</td>
<td>12 m²</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>Auditorium</td>
<td>1</td>
<td>72 m²</td>
<td>Good</td>
</tr>
<tr>
<td>16</td>
<td>Storage Room</td>
<td>1</td>
<td>24 m²</td>
<td>Good</td>
</tr>
<tr>
<td>17</td>
<td>Parking Area</td>
<td>1</td>
<td>21 m²</td>
<td>Good</td>
</tr>
<tr>
<td>25</td>
<td>School Park</td>
<td>1</td>
<td>8 m²</td>
<td>Good</td>
</tr>
</tbody>
</table>
2. Time

The researcher planned the time research from July until August. In the mid of July, the researcher prepared for research and in early August 2019 starting the research.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juli 21st, 2019</td>
<td>Survey and interview with Miss as an english teacher of seventh grade</td>
</tr>
<tr>
<td>Juli 28th, 2019</td>
<td>Consultation lesson plan for teaching using visual aids and word wall</td>
</tr>
<tr>
<td>Agust 4th 2019</td>
<td>First meeting, pre-test for first experimental Group (Class A) and second experimental group (Class B)</td>
</tr>
<tr>
<td>Agust 8th 2019</td>
<td>Second meeting, Treatment for first experimental Group (Class A) and second experimental group (Class B)</td>
</tr>
<tr>
<td>Agust 18th 2019</td>
<td>Third meeting, post-test for first experimental Group (Class A) and second experimental group (Class B)</td>
</tr>
</tbody>
</table>

C. Population and Sample

A population is all of the people about whom a study is meant to generalize, (Jackson, 2008: 16). The population of the study was the seventh-grade students of SMP Muhammadiyah Salatiga in the academic year 2019/2020. The sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population,
Therefore, to find out the differences between *visual aids* and *word wall*, it will be done by taking two classes. Comparing vocabulary learning experiences and results where one class uses *visual aids* and the other class uses the *word wall*. The first group is the experiment group that uses *visual aids* and the second group is the comparison group uses the *word wall*.

The lists of students in the experimental classes were served in the table below:

Table 3.7
The List of Students in the Experiment Class (NR₁)

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GENDER</th>
<th>INITIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alifia Wijayanti</td>
<td>Female</td>
<td>AW</td>
</tr>
<tr>
<td>2</td>
<td>Allyana Azzizir Fatikhah</td>
<td>Female</td>
<td>AAF</td>
</tr>
<tr>
<td>3</td>
<td>Bayu Aji Ramadani</td>
<td>Male</td>
<td>BA</td>
</tr>
<tr>
<td>4</td>
<td>Cindy Ardelia Fiolin</td>
<td>Female</td>
<td>CA</td>
</tr>
<tr>
<td>5</td>
<td>Eggy Dewa Ramadhani P.R.</td>
<td>Male</td>
<td>ED</td>
</tr>
<tr>
<td>6</td>
<td>Fadhil Aizan Arrafif</td>
<td>Male</td>
<td>FAA</td>
</tr>
<tr>
<td>7</td>
<td>Fathurrahman Arbani</td>
<td>Male</td>
<td>FA</td>
</tr>
<tr>
<td>8</td>
<td>Firman Bagas Kurniawan</td>
<td>Male</td>
<td>FB</td>
</tr>
<tr>
<td>9</td>
<td>Istiqomah</td>
<td>Female</td>
<td>I</td>
</tr>
<tr>
<td>10</td>
<td>Khalid Leon Adjie Prakoso</td>
<td>Male</td>
<td>KL</td>
</tr>
<tr>
<td>11</td>
<td>Lisa Febriyani</td>
<td>Female</td>
<td>LF</td>
</tr>
<tr>
<td>12</td>
<td>Muhamad Dimas Sifa Villager</td>
<td>Male</td>
<td>MDS</td>
</tr>
<tr>
<td>NO</td>
<td>NAME</td>
<td>GENDER</td>
<td>INITIAL</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>Ahmad Arkhan Ardiansyah</td>
<td>Male</td>
<td>AA</td>
</tr>
<tr>
<td>2</td>
<td>Aldi Firmansyach</td>
<td>Male</td>
<td>AF</td>
</tr>
<tr>
<td>3</td>
<td>Alivia Anifatul Adawiya</td>
<td>Female</td>
<td>AAA</td>
</tr>
<tr>
<td>4</td>
<td>Andya Tama Fela Susilo</td>
<td>Male</td>
<td>AT</td>
</tr>
<tr>
<td>5</td>
<td>Aurel Dimas Sebastian</td>
<td>Male</td>
<td>AD</td>
</tr>
<tr>
<td>6</td>
<td>Diva Riyan Rahmat Dani</td>
<td>Male</td>
<td>DR</td>
</tr>
<tr>
<td>7</td>
<td>Dwi Aji Septiadi</td>
<td>Male</td>
<td>DA</td>
</tr>
</tbody>
</table>
D. Research Variable

A variable is anything that can take on different values. For example, height, weight, age, race, attitude, and IQ, (Marczyk, DeMatteo, and Festinger, 2005: 42). In this study, there were two kinds of variables namely
independent variable (X) and dependent variable (Y). Marczyk, DeMatteo, and Festinger (2005: 42) states that the independent variable (X) is a factor that is manipulated or controlled by the researcher. The independent variable in this study was the use of visual aids and word wall. Dependent variable (Y) is a measure of the effect (if any) of the independent variable, (Marczyk, DeMatteo, and Festinger 2005: 44). The dependent variable in this study was vocabulary mastery.

E. Techniques of Collecting Data

According to Kumar Singh (2006: 153), collection of data is the second step in the case study but with emphasis on research for facts that may serve later as a basis for diagnosis or identification of the casual factor operating. The researcher uses observation, interviewing, tests and documentation.

1. Observation

Observation is another versatile approach to data collection. This approach is an efficient way to collect data when the researcher is interested in studying and quantifying some type of behavior, (Marczyk, DeMatteo, and Festinger, 2005: 119). Observation is focused on activities on objects in the class. The function of observation is to know how far the action that they achieved. The researcher uses field notes to observe and know the general picture while the research is carried out during the teaching and learning process.
2. Test

In this study, the researcher uses pre-test and post-test. Kumar Singh (2006: 238) states that the Pre-test is administered to each group before the application of the experimental variable. Then, the post-test is administered at the end of the experimental. In this research, a pre-test is given before using visual and aids word wall in teaching vocabulary, and the post-test is conducted after visual aids and word wall implemented. By pre-test and post-test, the researcher knows the differences in students’ improvement.

3. Documentation

Documentation is an activity to look for a variable like notes, transcribes, books, newspapers, magazines, etc. (Arikunto, 2010:274). The researcher needs documentation to know about the situation school and students. The researcher uses photos and videos as the documentation of this research.

F. Research Instrument

The instrument used in this research was a written production test. The items of the test were 20 questions of multiple choices. The student had to answer the question correctly. The maximum score for the test was 100 obtained from the following formula:

\[ S = \frac{B}{N} \times 100 \]
The evaluation criteria were presented as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90-100</td>
<td>4</td>
<td>If the students answer almost the questions correctly</td>
</tr>
<tr>
<td>Good</td>
<td>70-89</td>
<td>3</td>
<td>If the students answer the question with less errors</td>
</tr>
<tr>
<td>Good enough</td>
<td>50-69</td>
<td>2</td>
<td>If the students answer the question with enough errors</td>
</tr>
<tr>
<td>Poor</td>
<td>≥ 49</td>
<td>1</td>
<td>If the students answer almost the question wrongly</td>
</tr>
</tbody>
</table>

G. Technique of Validating Data

There are two important criteria for examining the instruments quality which are going to use in collecting the data. The two important criteria should be always be always be considered with respect to a given research design which is named validity and reliability. According to Brown (2004:159) “validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose”. Thus, it is very important that the data and instruments should be validated. Then, Heale and Twycross (2015 :66) stated that reability relates to the consistency of
measure. A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed.

In this research, the researcher used content validity and homogeneity as reliability. Content validity is the extent to which a research instrument accurately measures all aspects of the construct, (Heale and Twycross, 2015: 66). It means that research instrument measure all the content of a construct. In this research, the subject was class 7A and 7B of SMP Muhammadiyah Salatiga, so the researcher used a research instrument related to the material of seventh class especially vocabulary about time. Homogeneity as reliability, homogeneity is the extent to which all the items on a scale measure one construct, (Heale and Twycross, 2015: 67). Homogeneity can be used to evaluate the variation source of one test item.

H. Technique of Data Analysis

Analysis of data means studying the tabulated material to determine inherent facts or meanings (Kumar Singh 2006: 223). Kumar adds an analysis of data means to make the raw data meaningful or to draw some results from the data after the proper treatment (2006: 222). the main functions of data analysis are (1) to make the raw data meaningful, (2) to test null hypothesis, (3) to obtain the significant results, (4) to draw some inferences or make generalization, and (5) to estimate parameters (Kumar Singh, 2006 : 222).
In this research, the data was obtained from the result of pre-test and post-test. A statistical software SPSS (Statistical Package for the Social Science) version 22 software was used for descriptive analysis of this research. The researcher would analyze the data through descriptive analysis, normality test, paired sample t test, homogeneity test, and independent t-test.

1. Descriptive analysis

The descriptive analysis describes the summary of research data (Priyatno, 2010: 12). In this discussion, a descriptive analysis will be carried out which gives a general overview of the amount of data, minimum, maximum, average, and standard deviation. The steps in conducting descriptive analysis are as follows:

a. Open SPSS version 22
b. Click “variable view”

1) In the column “name”, write PreFirst as pre-test of first experimental group; PostFirst as post-test of first experimental group; PreSecond as pre-test of second experimental group; PostSecond as post-test of second experimental.

2) Types column is numeric.

3) Width column is field with 8

4) Decimal is changed from 2 to 0

5) Label column is left blank Value column is none
6) Missing column is none  
7) Column is field with 8  
8) Align column is right  
9) Measure column is unknown  
10) Role column is field with input  

c. Click “data view” and input the score base on the variables  
d. Click “analyze, select descriptive statistic, then descriptives  
e. Enter all variables in the variable box  
f. Click “OK” it will apear the result of the descriptive analysis  

2. Normality Test  

Normality test is used to find out whether the data population is contributing normally or not, (Priyatno, 2010:71). The analysis of normality test in this research used Kolmogorov Smirnov and Shapiro Wilk by using SPSS version 22 software. Then, if the normality score is more than 95% significant level at 5% (0,05), it can be said that the data distribution are normal. On the contrary, if the score of normality test shows less than 0,05. It can be said that the data distribution are not normal. Here the criteria to determine the statistical hypothesis:  

a. If the signification (p-value) > α (0,05), it means that Ho was accepted, the sample comes from the population that was distributed normally.
b. If the signification (p-value) $\leq \alpha (0.05)$, it means that Ho was rejected, the sample comes from the population that was not distributed normally.

The steps in conducting a normality test are as follows:

a. Click variable view and complete these columns
   
1) Name: write outcomes in the first row and write class in the second row.
2) Types column is numeric.
3) Width column is field with 8
4) Decimal is changed from 2 to 0
5) Label column is none
6) Click values column and type “1” for value than type “pre-test of first experimental research” for label, then click ok.
   type “2” for value than type “post-test of first experimental research” for label, then click ok. type “3” for value than type “pre-test of second experimental research” for label, then click ok. type “4” for value, then type “post-test of second experimental research” for label, then click Ok.
7) Missing column is none
8) Column is field with 8
9) Align column is right
10) Measure column is unknown
11) Role column is field with input
b. Click data view, in outcomes, compute score of each class.

c. In column, compute “1” as representing pre-test of first experimental research, “2” representing post-test of first experimental research, “3” representing pre-test of second experimental research, “4” representing post-test of second experimental research.

d. Click analyze >> Descriptive Statistic >> Explore

e. Fill in the dependent list with student learning outcomes and fill in the factor list with class. Click plots >> checklist normality plot with test, histogram, power estimation >> continue.

f. Click Ok

3. **Paired Sample T-tests**

Paired samples t test is used to determine whether there is an average difference between two groups of pairs that are paired (related). The point here is a sample that experiences two different treatments, (Priyatno, 2010: 37). In this study, paired sample t-test aims to determine whether there is an average difference between the pre-test and post-test values. The steps in conducting a paired sample t-test are as follows:

a. Open the data used for the descriptive analysis test if it has been saved if it has not been saved, fill "Variable View" and "Data View" such as the steps in the descriptive analysis test.
b. After finished click Analyze >> Compare Means >> Paired-Sample T-Test.

c. Enter the variable pre-test on Variable 1 and post-test on Variable 2.

d. Click OK.

Here the criteria to determine the statistical hypothesis:

e. Based on Significance
   - Ho accepted if significance > 0.05
   - Ho rejected if significance < 0.05

f. Based on t score
   - Ho accepeted if \(-t_0 \leq t \leq t_0\)
   - Ho rejected if \(-t_0 < -t_t\) or \(t_t > t\)

4. Homogeneity Test

The researcher used homogeneity test to know whether some variants of data population are same or not, (Priyatno, 2010:76). In this research, the data used for homogeneity tests are post-test data from the first experimental group and the second experimental group. A normality test is one of the requirements to conduct an independent test. Here the criteria to determine the statistical hypothesis:

a. If the signification (p-value) > \(\alpha\) (0.05), it means that Ho was accepted, the variance both of the classes was homogeneous.
b. If the signification (p-value) $\leq \alpha (0,05)$, it means that Ho was rejected, the variance both of the classes was not homogeneous.

The steps in carrying out a homogeneity test are as follows:

a. Click variable view and complete these columns

1) Name: write outcomes in the first row and write class in the second row.

2) Types column is numeric.

3) Width column is field with 8

4) Decimal is changed from 2 to 0

5) Label column is none

6) Click values column and type “1” for value than type “post-test of first experimental research” for label, then click ok. type “2” for value than type “post-test of second experimental research” for label, then click ok.

7) Missing column is none

8) Column is field with 8

9) Align column is right

10) Measure column is unknown

11) Role column is field with input

b. Click data view, in outcomes, compute score of each class.
c. In column, compute “1” as representing post-test of first experimental research, “2” representing post-test of second experimental research,
d. Click analyze >> Descriptive Statistic >>Explore
e. Fill in the dependent list with student learning outcomes and fill in the factor list with class. Click plots >> checklist power estimation>> continue.
f. Click Ok

5. **Independent Sample T tes**

Independent Sample T-Test is used to determine whether there is an average difference between the two unrelated sample groups. In this research, the researcher used this test to find out the significant differences between learning outcomes using visual aids media and word walls. Following are the steps in conducting an Independent Sample test:

a. Open the data used for the normality test if it has been saved if it has not been saved, fill "variable View" and "data view" such as the steps in the normality test.
b. Click Analyze >> Compare Mean >> Independent-Sample T-test
c. Enter "Student Learning Outcomes" in the Test Variable box, then enter "Class" in the Grouping Variable box
d. Click Define Groups, in Group 1 type "1" and in Group 2 type "2". Click Continue

e. Click OK

Here the criteria to determine the statistical hypothesis:

f. Based on Significance
   - Ho accepted if significance > 0,05
   - Ho rejected if significance < 0,05

g. Based on t score
   - Ho accepted if \(-t_{0} \leq t_{o} \leq t_{t}\)
   - Ho rejected if \(-t_{o} < - t_{i} \text{ or } t_{t} > t\)

I. Statistical Hypothesis

In equal with research hypothesis, the statistical hypothesis can be formulated as follows:

\[ Ho = p > \alpha \text{ dan } Ha = p < \alpha \]

The criteria for hypothesis testing are:

1. Ho is accepted if \( p > \alpha \) by 95% significant degree of 5% (0,05). Sig. (2-tailed) is higher than alpha. It means that there is no significant difference between the effect of using visual aids and word wall on students’ vocabulary mastery.

2. Ha is accepted if \( p < \alpha \) by 95% significant degree of 5% (0,05). Sig. (2-tailed) is lower than alpha. It means that there is significant difference
between the effect of using *visual aids* and *word wall* on students’ vocabulary mastery.
BAB IV

ANALYSIS AND DISCUSSION

This Chapter presents the data and the analysis from the result of pre-test and post-test both of the first and second experimental groups. This chapter answer the problems of the research. There are: first, whether the use of visual aids increases the vocabulary mastery of first grade in SMP Muhammadiyah. Second, whether the use of word wall increases the vocabulary mastery of first grade in SMP Muhammadiyah. Third, is there any significant differences between the effect of using visual aids and word wall on students’ vocabulary mastery of the first grade in SMP Muhammadiyah. To answer the question of these problems, the list of the students and their score of the test are showed in this chapter. This score was analyzed using SPSS version 22 with descriptive analysis, normality test, paired sample t-test, homogeneity test, and independent t-test.

A. Data Presentation

The researcher collected data from class 7A and class 7B of SMP Muhammadiyah Salatiga. Class A consists of 23 students and class B consists of 24 students. The researcher set class 7A as the experiment group and 7B as the comparison group. The researcher would like to present data from the result of pre-test and post-test both experimental and comparison groups.
1. Pre-Test

The researcher employed two kinds of tests. They were Pre-test and Post-test. The pre-test was applied before the treatment. It was used to evaluate the preparedness of students dealt with vocabulary mastery before using visual aids and word wall. The scores obtained from the Pre-test were as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>INITIAL</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AW</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>AAF</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>BA</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>CA</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>ED</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>FAA</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>KL</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>LF</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>MDS</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>MDU</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>MF</td>
<td>55</td>
</tr>
<tr>
<td>14</td>
<td>MH</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>MW</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>MB</td>
<td>35</td>
</tr>
<tr>
<td>17</td>
<td>MHA</td>
<td>45</td>
</tr>
<tr>
<td>18</td>
<td>MI</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>NF</td>
<td>60</td>
</tr>
</tbody>
</table>
Table 4.1 demonstrated the pre-test score of students’ vocabulary mastery in the experiment group. The test was pursued by 23 respondents. The average of the scores was 58.48. According to the evaluation criteria, the average was classified as good enough.

**Table 4.2**

The Pre-test Score of the Comparison Group

<table>
<thead>
<tr>
<th>NO</th>
<th>RESPONDENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AA</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>AF</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>AAA</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>AT</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>AD</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>DR</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>DA</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>FS</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>HK</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>LV</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>MD</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>MA</td>
<td>45</td>
</tr>
</tbody>
</table>
Table 4.2 designated the pre-test scores of students’ vocabulary mastery in the comparison group. The test was pursued by 24 respondents. The average of the scores was 56.04 According to the evaluation criteria, the average was classified as good enough.

2. Post-Test

Post-test was a test given to the students after visual aids and word wall implemented and often used in conjunction with the pre-test. Besides that, it was applied to measure the students’ achievement and the effectiveness of the media. The scores acquired from the post-test were as follow:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>MY</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>NS</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>OP</td>
<td>55</td>
</tr>
<tr>
<td>17</td>
<td>RA</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>RF</td>
<td>45</td>
</tr>
<tr>
<td>20</td>
<td>SR</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>SZ</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>VR</td>
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Table 4.3
The Post-test Score of the Experiment Group

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</table>
Table 4.3 pointed out the post-test score of students’ vocabulary mastery in the experiment group. The test was pursued by 23 respondents. The average of the scores was 80.00. Based on the evaluation criteria, the average was classified as good.

**Table 4.4**  
*The Post-test Score of the Comparison Group*

<table>
<thead>
<tr>
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</table>
Table 4.4 showed the post-test score of students’ vocabulary mastery in the comparison group. The test was pursued by 24 respondents. The average of the scores was 73.54. Based on the evaluation criteria, the average was classified as good.

B. Distribution of Rank

1. The Experiment Group

Table 4.5
Distribution of Pre-test Rank in the Experiment Class

<table>
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<tbody>
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</tr>
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<td></td>
<td>√</td>
<td></td>
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<tr>
<td>3</td>
<td>BA</td>
<td>50</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
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<td>CA</td>
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<td></td>
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<tr>
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<td>FA</td>
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<td>√</td>
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</tr>
</tbody>
</table>
Table 4.5 demonstrated the distribution of pre-test rank in the experiment group. There were 23 respondents who pursued the test before accepted the treatment. Most of them got good enough scores.

Table 4.6
Classification of Respondents’ Vocabulary Mastery in Pre-test

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90-100</td>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>70-89</td>
<td>3</td>
<td>6</td>
<td>26%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>50-69</td>
<td>2</td>
<td>10</td>
<td>43%</td>
</tr>
<tr>
<td>Poor</td>
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<td>1</td>
<td>7</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Notes:
4: Excellent
3: Good
2: Good Enough
1: Poor
Table 4.6 pointed out the classification of respondents’ vocabulary mastery in the pre-test of the experiment group. From 23 respondents, there were 7 respondents (30%) got poor scores, 10 respondents (43%) obtained good enough scores, and 5 respondents (26%) gained a good score, and there is no respondent (0%) who got an excellent score.

Table 4.7
Distribution of Post-test Rank in the Experiment Group

<table>
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<th>1</th>
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<td>75</td>
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<td></td>
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</table>
Table 4.7 pointed out the distribution of post-test rank in the experiment group. The score surprisingly develops. There are some students who got excellent scores in the post-test. Most of them attained good scores. Moreover, there is no student who achieved a poor score.

Table 4.8
Classification of Respondents’ Vocabulary Mastery in Post-test

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
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<td>Excellent</td>
<td>90-100</td>
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<td>33%</td>
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<td>4</td>
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<td>0%</td>
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Table 4.8 designated the classification of respondents’ vocabulary mastery in the post-test of the experiment group. From 23 respondents, there were no respondent (0%) achieved a poor score, 4 respondents
(17%) obtained good enough scores, 11 respondents (46%) gained good score, and 8 respondents (33%) got excellent scores.

2. The Comparison Group

Table 4.9

Distribution of Post-test Rank in the Comparison Group

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</table>
Table 4.9 showed the distribution of pre-test rank in the comparison group. There were 24 respondents who pursued the rest. they carried out the test before accepted the treatment. The result was most of them achieved good enough scores.

Table 4.10 showed the classification of respondents’ vocabulary mastery in pre-test. From all respondents, there were 7 respondents (29%) got poor scores, 13 respondents (54%) got good enough scores, 4 respondents (17%) got a good score, and there is no respondent (0%) got an excellent score.
### Table 4.11

Distribution of Post-test Rank in the Comparison Group

<table>
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</tr>
<tr>
<td>3</td>
<td>AAA</td>
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<td>13</td>
<td>MA</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>14</td>
<td>MY</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>15</td>
<td>NS</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>16</td>
<td>OP</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>17</td>
<td>RA</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>RF</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>20</td>
<td>SR</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>21</td>
<td>SZ</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>22</td>
<td>VR</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>23</td>
<td>WE</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>24</td>
<td>YS</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

**Notes:**

4 : Excellent  
2: Good Enough  
3 : Good  
1: Poor
Table 4.11 showed the distribution of post-test rank of vocabulary mastery in the comparison group. There were 24 respondents pursued the test. The result was most of them got good scores.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90-100</td>
<td>4</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>Good</td>
<td>70-89</td>
<td>3</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>50-69</td>
<td>2</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>Poor</td>
<td>≤49</td>
<td>1</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.12 showed the classification of respondents’ vocabulary mastery in the post-test of the comparison group. From all respondents, there were 1 respondent (4%) got a poor score, 7 respondents (29%) got good enough scores, 11 respondents (46%) got good scores, and 5 respondents (21%) got excellent scores.

C. Data Analysis

1. Descriptive Analysis

In this discussion, a descriptive analysis will be carried out which gives a general overview of the amount of data, minimum, maximum, average, and standard deviation.
Table 4.13
Output of Descriptive Analysis

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test of Experiment Group</td>
<td>23</td>
<td>20</td>
<td>85</td>
<td>56.48</td>
<td>15.843</td>
</tr>
<tr>
<td>Post-test of Experiment Group</td>
<td>23</td>
<td>50</td>
<td>100</td>
<td>60.00</td>
<td>13.314</td>
</tr>
<tr>
<td>Pre-test of Comparison Group</td>
<td>24</td>
<td>30</td>
<td>80</td>
<td>56.04</td>
<td>12.682</td>
</tr>
<tr>
<td>Post-test of Comparison Group</td>
<td>24</td>
<td>35</td>
<td>100</td>
<td>73.54</td>
<td>16.384</td>
</tr>
<tr>
<td>Valid N (Listwise)</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above output it can be seen that the pre-test variable of the experiment group with the amount of data (N) of 23 has an average value of 58.48; with a minimum value of 20 and a maximum of 85. While the standard deviation of 15,843. The variable post-test of the experiment group with a total of 23 data (N) has an average value of 80,00; with a minimum value of 50 and a maximum of 100. While the standard deviation of 13,314. Variable pre-test of the comparison group with the number of data (N) 24 has an average of 56,04; with a minimum value of 30 and a maximum of 80. While the standard deviation of 12,682; the Variable Post-test of the comparison group with total data (N) 24 has an average of 73,54; with a minimum value of 35 and a maximum of 100. While the standard deviation of 16,384.

2. Normality Test

The normality test is a requirement for conducting Paired Sample T-Test and Independent Sample T-Test tests. In this discussion,
SPSS will present two tablets at the same time, namely Kolmogorov-Smirnov and Shapiro-Wilk analysis. Data is stated to contribute normally if the significance is greater than 0.05.

Table 4.14
Output of Normality Test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Students learning outcomes 1</td>
<td>0.147</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>0.136</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>0.141</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>0.119</td>
<td>24</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

a. Lilliefors significance correction

From the above output, we see in the Kolmogorov Smirnov column. It can be seen that the value of the pre-test of the experiment group (VA), the post-test of experiment group (VA), the pre-test of comparison group (WW), and the post-test of comparison group (WW) is 0.200. Because the significance of all variables is greater than 0.05, it can be concluded that the data population contributes normally.
3. Sample T Test

Table 4.15
Output of Paired Sample Test

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Pre-test of Experiment Group - Pre-test of Experiment Group</td>
<td>-21,522</td>
<td>15,985</td>
<td>3.333</td>
<td>-29.434 -14.600 -4.457 22 .000</td>
</tr>
<tr>
<td>Pair 2</td>
<td>Pre-test of Comparison Group - Pre-test of Comparison Group</td>
<td>-17,500</td>
<td>11,421</td>
<td>2.333</td>
<td>-22.823 -12.877 -7.607 23 .000</td>
</tr>
</tbody>
</table>

Base on table 4.15, the mean of Pair 1 was -21,522, the standard deviation was 15,985 the mean standard error was 3.333. \( t_o \) was -6,457 and df was 22. The significant (2-tailed) was 0.000. \( t_1 \) was obtained by consulting with the \( t \)-table and a significant level of 0.05. \( t_1 \) was 2,073 by consulting with the \( t \)-table distribution. It means that \( t_o \) was lower than \( t_1 \) (-6,457 < -2,073). Because \(-t_o<-t_1\) (-6,590 < -2,073) and the significance (0,000 < 0.05), then Ho was rejected and Ha was accepted. It means that there was a difference between the mean score before treatment and after treatment using visual aids. A negative \( t_o \) value means that the average before treatment is lower than after treatment. with this, visual aids media increases students' vocabulary mastery.

The mean of Pair 2 was -17,500, the standard deviation was 11,421, the standard error of the mean was 2.333. \( t_o \) was -7,507 and df was 23. The significant (2-tailed) was 0.000. \( T_1 \) was obtained by
consulting with the t-table and a significant level of 0.05. \( t_t \) was 2,068 by consulting with the t-table distribution. It means that \( t_o \) was lower than \( t_t \) (-7.507 <-2.073). Because -\( t_o \) -7.507 <-2.073 and the significance (0.000<0.05), then \( H_0 \) was rejected and \( H_a \) was accepted. It means that there was a difference between the mean score before treatment and after treatment using the word wall. A negative \( t_o \) value means that the average before treatment is lower than after treatment. with this, the word wall media increases students’ vocabulary mastery.

4. Homogeneity Test

<table>
<thead>
<tr>
<th>Table 4.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output of Homogeneity of Variance Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Learning Outcomes</td>
<td>Based on Mean</td>
<td>.945</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Based on Median</td>
<td>.730</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Based on Median and</td>
<td>.730</td>
<td>1</td>
<td>42,094</td>
</tr>
<tr>
<td></td>
<td>with adjusted df</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on trimmed mean</td>
<td>.790</td>
<td>1</td>
<td>45</td>
</tr>
</tbody>
</table>

Homogeneity test results can be seen from the above output. It can be seen that the value of significance is 0.336. because the significance value is more than 0.05, it can be concluded that both classes were homogenous or the same variants.
5. **Independent T-Test**

After carrying out homogeneity tests, then the next is an independent sample test to find out whether there are significant differences in results between the use of *visual aids* media and word walls in vocabulary mastery learning.

**Table 4.17**

**Output of Independent Sample Test**

<table>
<thead>
<tr>
<th>Students Learning Outcomes</th>
<th>Levene’s Test/Equal Variance</th>
<th>Equal Variance Assumed</th>
<th>Equal Variance Not Assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
<td>t</td>
</tr>
<tr>
<td>Equal Variance assumed</td>
<td>945</td>
<td>.396</td>
<td>1.479</td>
</tr>
<tr>
<td>Equal Variance not assumed</td>
<td>1.696</td>
<td>.035</td>
<td>43.651</td>
</tr>
</tbody>
</table>

Independent test results of the sample test can be seen in the output above. There are two results, Equal Variances assumed and Equal Variance not Assumed. Because the data used are homogeneous, so the used is equal variances assumed. The score of sig. 2 tailed was 0.146. Than P value> α by 95% was 0.146> 0.05, then Ho is accepted. In other words, the research found revealed that there is a significant difference between teaching using *visual aids* and the *word wall* toward students' vocabulary mastery was rejected. Ho stated there is no significant difference between teaching using *visual aids* and word walls toward students’ vocabulary mastery was accepted.
D. Discussion

1. The result of mean calculation

The pre-test mean of the first experimental group was 58.48. Based on the evaluation criteria, the average was classified as poor. Whereas the result pre-test mean of the second experimental group was 56.04. Base on the evaluation criteria, the average was classified as poor. It means that the result of the mean pre-test in the first experimental group and second experimental group was different but have the same criteria, that was poor. The pre-test mean of the first experimental group more higher than the pre-test mean of the second experimental group (58.48>56.04).

The post-test mean of the first experimental group was 80.00. Based on the evaluation criteria, the average was classified good. Whereas the post-test mean of the second experimental group was 73.54. Based on the evaluation criteria, the average was classified as good. It means that the result of the post-test mean in the first experimental group and the second experimental group were different but have the same criteria, that was good. The post-test mean of the first experimental group was higher than the post-test mean of the second experimental group (80.00>73.54).
2. The result of T-test

a) Based on Paired Sample test

The result of pre-test and post-test scores of the first experimental group were calculated by SPSS version 22. The result of the paired sample test shows that the score of sig. (2-tailed) was 0.000. To in pre-test and post-test of the first experimental group was -6.457 with t₀ was 2.073. Score -t₀<t₀ (-6.457<-2.073) and the significance (0.000<0.05), so Ho was rejected dan Ha was accepted. It means that there was a difference between the mean score before treatment and after treatment using visual aids. Based on this, the first research question has been answered. There was an effect of the visual aids toward students' vocabulary mastery. And the effect was increasing student vocabulary mastery based on score after being taught using visual aids.

The result of pre-test and the post-test in the second experimental group base on paired sample test, show that the score of sig. (2-tailed) was 0.000. T₀ in pre-test and post-test in the second experimental group was -7.507 with t₀ was 2.068. Score -t₀<t₀ (-7.507<-2.073) and the significance (0.000<0.05), so Ho was rejected dan Ha was accepted. It means that there was the difference between the mean score before and after the treatment using the word wall. Based on this, the second research question has been answered. There was an effect of word wall toward students' vocabulary
mastery. And the effect was increasing student vocabulary mastery based on score after being taught using the word wall.

b. Based on Independent Sample Test

The result of the Independent Sample Test shows that it was 1,479. The score of sig. 2 tailed was 0,146 with $T_t$ was 2,014. Than score $-t_0 \leq t \leq t_0$ (-2,014≤0,146≤2,014) and $P$-value $>\alpha$ by 95% was 0,146$>0,05$. Ho accepted dan Ha rejected. It means that there was no significant difference between teaching using *visual aids* and *word wall* toward students’ vocabulary mastery was accepted. Based on the result and explanation before, the *visual aids* and *word wall* media were proved that both media improved the students’vocabulary mastery. However, the result of this research shows that the t-test was lower than t table and the sig. (2-tailed) was higher than 0,05, so there was no significant difference between teaching using *visual aids* and *word wall* toward students’ vocabulary mastery. The reason was because of both media were relatively similar. Even though the result of the post-test average of both classes was different but they had similar criteria achievement that helps students to improve their vocabulary mastery from a poor become good.
CHAPTER V

CLOSURE

In this chapter, the researcher would like to present the conclusion of this research based on the research finding and discussion in the previous chapter. Based on the problem of the research, the researcher purposed three objectives of this research. First is to find out whether teaching use visual aids have an effect on students’ vocabulary mastery of the first grade in SMP Muhammadiyah. The second is to find out whether teaching use word wall has an effect on student vocabulary mastery of the first grade in SMP Muhammadiyah. The third is to find out the is there any significant difference between the teaching vocabulary outcomes use visual aids and word wall on student vocabulary mastery of the first grade in SMP Muhammadiyah.

1. Conclusion

Based on the explanation and discussion above, the researcher concluded as follow:

1. Teaching use visual aids have an effect on student vocabulary mastery of the first grade in SMP Muhammadiyah. Because, based on paired sample test on pair 1, the score $t_{0} < -t_{0.05} (-6.457 < -2.073)$ and the significance ($0.000 < 0.05$), It means that there was the difference between the mean score of pre-test and post-test in the first experimental group that using visual aids. So, there was an effect of visual aids toward students' vocabulary mastery.
2. Teaching use word wall has an effect on student vocabulary mastery of the first grade in SMP Muhammadiyah. Because, based on paired sample test on pair 2, score \(-t_0 < -t_t\) (-7.507<-2.073) and the significance (0.000<0.05). It’s mean that there was a difference between the mean score before treatment and after treatment using a word wall. Based on this, there was an effect of visual word wall toward students' vocabulary mastery.

3. There was no significant difference between teaching use visual aids and word wall toward students’ vocabulary mastery of the first grade in SMP Muhammadiyah. Because score \(-t_t \leq t_0 \leq t_t\) (-2.014 \leq 0,146 \leq 2.014) and P-value >\(\alpha\) (0,146>0,05). It’s mean that there was no significant difference between the effect of the teaching using visual aids and word wall toward students’ vocabulary mastery.

2. Recommendation

Based on the result above, the researcher has some recommendations. The first recommendation is purposed to the English teacher. The teacher can use both media in teaching English because both media can improve the students’ vocabulary mastery. Then, the teacher should pay attention to the vocabulary mastery of the students to select the appropriate media in teaching. In addition, teachers are suggested to be more creative and innovative in carrying out an effective language teaching which engages the
students actively in class, so they don’t get difficulty, especially in vocabulary mastery.

The second recommendation purposed to the students. It is better for the students to always be active in the process of teaching and learning and not afraid or lazy in the English lesson, so the student can develop their motivation. Then the students have to study English harder to reduce their difficulties in English learning.

The third recommendation is purposed to the next researcher. There are many media that can be used in writing skills. The next research can research on the use of other media to teach English.
BIBLIOGRAPHY


APPENDIXES
Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMP Muhammadiyah Salatiga
Mata Pelajaran: Bahasa Inggris
Kelas / Semester: VII/1
Materi Pokok: What time is it?
Skill: Vocabulary
Alokasi Waktu: 2 x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianut

2. Menghayati dan menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami, menerapkan pengetahuan (faktual, konseptual, prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian yang tampak mata.

4. Mengolah, menalar, dan menyajikan dalam ranah konkret (menggunakan, mengurai, memodifikasi, dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

3.4 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka,
tanggal, dan tahun, dengan unsur kebahasaan yang benar dansesuaikonteks.

C. Indikator Pencapaian Kompetensi

1. Terlibat aktif dan percaya diri dalam pembelajaran tentang waktu
2. Memiliki sikap disiplin baik dalam pembelajaran atau aspek yang lain.
5. Menggunakan kalimat tanya yang tepat sesuai dengan konteksnya tentang waktu.
6. Melengkapi kalimat dengan kata/ frase berdasarkan gambar tentang waktu
7. Membuat kalimat sederhana berdasarkan gambar tentang pernyataan waktu
8. Mengungkapkan ungkapan yang berkaitan dengan pernyataan waktu

D. Tujuan Pembelajaran

Melalui proses mengamati, tanyajawab dan diskusi, peserta didik dapat memahami, mengungkapkan, menyebutkan dan menanyakantentang waktu dengan percaya diridirid bertanggung-jawab sesuaikontekspenggunaannya.

E. Materi Pelajaran

1. Cardinal Number

   a.m digunakan untuk menyatakan waktu atau jam 00.00(dini hari) – 12.00 (siang)
   p.m digunakan untuk menyatakan waktu atau jam 12.00 (siang ) – 12.00 ( tengah malam)
2. Time

1. O’clock : Tepat
2. Past : Lebih
3. A quarter : Seperempat
4. A half : Setengah
5. To : Kurang
6. A quarter past : Lebih seperempat
7. A quarter to : Kurang seperempat
8. A half past : Lebih setengah (30)

Language Features
- using vocabulary related to time
- Using cardinal number, ex: one, two, three, four, etc.
- Using the question word "what", ex: what time is it?
- Using pronoun “it”

F. Pendekatan dan Model Pembelajaran
2. Model pembelajaran yang dipergunakan adalah Comunicative Language Teaching.

G. Media, Alat, & Sumber Belajar
a. Media
- Gambar
- Video
b. Alat Pembelajaran
- Spidol boardmarker
- Papan tulis
- LCD
- Laptop
- Buku
c. Sumber Belajar
- BukubahasainggisWhen English Rings a Belluntuk SMP/MTs kelasVII edisi revisi 2017
- Internet
  https://sekolahsd.com/2018/01/03/telling-the-times-bahasa- inggris-smp/
## H. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan | 1. Guru membuka pelajaran dengan mengucap salam pembuka.  
2. Sebelum memulai kegiatan, guru mengawali dengan berdo'a  
4. Guru mengajukan pertanyaan-pertanyaan tentang angka dan waktu terkait dengan materi yang akan dipelajari.  
5. Menjelasakan tujuan pemelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi serta penjelasan uraian kegiatan. | 10 menit      |
| Mengamati  | • Siswa diberikan sebuah video tentang angka dan percakapan yang berisi pernyataan waktu.  
• Dengan bimbingan guru siswa mengamati video tersebut untuk menirukan pengucapan yang berupa angka dan pernyataan waktu secara bersama-sama. | 60 menit      |
| Mempertanyakan | • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan cara menyatakan waktu yang benar sesuai dengan unsur kebahasaan. |              |
| Mengeksplorasi | • Siswa diperlihatkan gambar jam dan gambar |
kegiatan sehari-hari.

- Siswa berlatih menyusun kalimat yang menyatakan waktu sesuai dengan gambar jam dan gambar kagiatan tersebut.

**Mengasosiasi**

- Siswa diminta membuat kelompok, satukelompokterdiri4 orang.
- Secaraberkelompoksiswadiminta membuat kelompok, satukelompokterdiri4 orang.
- Secaraberkelompoksiswadiminta membuat kelompok, satukelompokterdiri4 orang.
- Secaraberkelompoksiswadiminta membuat kelompok, satukelompokterdiri4 orang.
- Secaraberkelompoksiswadiminta membuat kelompok, satukelompokterdiri4 orang.

  - Dalam kerja kelompok terbimbing siswaberdiskusi untuk menjawab pertanyaan yang berkaitan dengan waktu sesuai dengan teks cerita tersebut.
  - Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang dialami dalam kerja kelompok.

**Mengkomunikasikan**

- Setiap kelompok mengirimkan perwakilan untuk mempresentasikan hasil diskusi mereka di depan kelas.

**Penutup**

1. Siswa dengan bimbingan guru, membuat kesimpulan tentang materi yang telah diajarkan.
2. Guru mengucapkan terimakasih atas partisipasi siswa dan memberi pujian.

10 menit
Hello friends I’m Nana, I will tell you my time table from I get up until I finish my school.

I get up at five o’clock in the morning, I brush my teeth at ten past five, I take a bath at quarter past five, then I go to pray Shubuh and tidy up my room. I have breakfast at half past five in the morning, of course I don’t forget to help my mom washing the dishes and sweeping the floor.

After I that I go to school at half past six, I go to school on foot, and I arrive at school at quarter to seven.

The school begins at seven o’clock in the morning and finishes at half past one in the afternoon.

This is my time table, how about you?

Answer these questions based on the text above!

6. What time does Nana get up?
7. What time does Nana brush her teeth?
8. What time does Nana have breakfast?
9. What time does Nana go to school?
10. What time does Nana finish her school?
I. Penilaian

1. Teknik penilaian
   a. Pengetahuan
      Test tertulis
   b. Keterampilan
      Kinerja

2. Instrumen penilaian
   a. Penilaian pengetahuan
      Jumlahumlah skor maksimal keseluruhan 100
      - Masing-masing soal nilai 1, soal benar semua nilai 10.
      - skor = jumlah benar × 10

       | Classification | Score  | Rating | Category                                      |
       |----------------|--------|--------|-----------------------------------------------|
       | Excellent      | 90 - 100| 4      | If the students answer almost the questions correctly |
       | Good           | 70 - 89 | 3      | If the students answer the questions with less errors |
       | Good Enough    | 50 - 69 | 2      | If the students answer the questions with enough errors |
       | Poor           | ≤ 49   | 1      | If the students answer almost the questions wrongly |

   b. Penilaian keterampilan

       | Aspek yang dinilai                                                                 |
       | skor | 1 | 2 | 3 | 4 |
       | Kecepatan dalam menyusun kalimat sederhana yang menyatakan waktu                  |
       | Ketepatannya dalam menyusun kalimat sederhana yang menyatakan waktu               |

   Rubrik penilaian

   Aspek yang dinilai

   skor

   1   2   3   4

   Kecepatan dalam menyusun kalimat sederhana yang menyatakan waktu

   Ketepatannya dalam menyusun kalimat sederhana yang menyatakan waktu
Kecepatan
1: Sangat lambat dalam menyusun kalimat
2: Lambat dalam menyusun kalimat
3: Cepat dalam menyusun kalimat
4: Sangat Cepat dalam menyusun kalimat

Ketepatan
1: Melakukan banyak kesalahan dalam menyusun kalimat
2: Melakukan sedikit kesalahan dalam menyusun kalimat
3: Hampir tidak melakukan kesalahan dalam menyusun kalimat
4: Tidak melakukan kesalahan dalam menyusun kalimat

Salatiga, 1 Agustus 2019

Peneliti

Diyah Risma Maulani
NIM: 23030150128
Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMP Muhammadiyah Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII/1
Materi Pokok : What time is it?
Skill : Vocabulary
Alokasi Waktu : 2 x 40 menit

J. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianut

6. Menghayati dan menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

7. Memahami, menerapkan pengetahuan (faktual, konseptual, prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian yang tampak mata.

8. Mengolah, menalar, dan menyaji dalam ranah konkret (menggunakan, mengurai, memodifikasi, dan membuat), dan ranah abstrak (menulis, membaca, menghitung, mengambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. Kompetensi Dasar

3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

3.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka,
tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.

L. Indikator Pencapaian Kompetensi

1. Terlibat aktif dan percaya diri dalam pembelajaran tentang waktu
2. Memiliki sikap disiplin baik dalam pembelajaran atau aspek yang lain.
5. Menggunakan kalimat tanya yang tepat sesuai dengan konteksnya tentang waktu.
6. Melengkapi kalimat dengan kata/frase berdasarkan gambar tentang waktu
7. Membuat kalimat sederhana berdasarkan gambar tentang pernyataan waktu
8. Mengungkapkan ungkapan yang berkaitan dengan pernyataan waktu

M. Tujuan Pembelajaran

Melalui proses mengamati, tanyajawab dan diskusi, peserta didik dapat memahami, mengungkapkan, menyebutkan dan menanyakantentang waktu dengan percaya diri dan bertanggung-jawab sesuain konteks penggunaannya.

N. Materi Pelajaran

1. Cardinal Number
   
   $a.m$ digunakan untuk menyatakan waktu atau jam 00.00 (dini hari) – 12.00 (siang)
   
   $p.m$ digunakan untuk menyatakan waktu atau jam 12.00 (siang) – 12.00 (tengah malam)
2. Time

1. O’clock : Tepat
2. Past : Lebih
3. A quarter : Seperempat
4. A half : Setengah
5. To : Kurang
6. A quarter past : Lebih seperempat
7. A quarter to : Kurang seperempat
8. A half past : Lebih setengah (30)

Language Features
- using vocabulary related to time
- Using cardinal number, ex: one, two, three, four, etc.
- Using the question word "what", ex: what time is it?
- Using pronoun“it”

O. Pendekatan dan Model Pembelajaran

P. Media, Alat, & Sumber Belajar
a. Media
- Word Wall

b. Alat Pembelajaran
- Spidol boardmarker
- Papan tulis
- Buku
- Kertas origami

c. Sumber Belajar
1. Buku Bahasa Inggris When English Rings a Bell untuk SMP/MTs kelas VII Edisi Revisi 2017,
Q. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>6. Guru membuka pelajaran dengan mengucap salam pembuka.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>7. Sebelum memulai kegiatan, guru mengawali dengan berdo’a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Menjelasakan tujuan pemelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi serta penjelasan uraian kegiatan.</td>
<td></td>
</tr>
<tr>
<td>Mengamati</td>
<td>• Siswa disuguhkan sebuah replika jam dan word wall tentang angka.</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>• Dengan bimbingan guru, siswa menirukan pengucapan setiap angka tersebut dan menirukan pengucapan yang menyatakan waktu secara bersama-sama.</td>
<td></td>
</tr>
<tr>
<td>Mempertanyakan</td>
<td>• Dengan pertanyaan pengarah dari guru, siswa mempertanyakan cara menyatakan waktu yang benar sesuai dengan unsur kebahasaan.</td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>• Siswa diperlihatkan sebuah replika jam dan word wall</td>
<td></td>
</tr>
</tbody>
</table>
tentang angka

- Siswa berlatih menyusun kalimat yang menyatakan waktu sesuai dengan arah jarum jam dengan batuan angka yang telah tertempel di papan tulis (word wall).

**Mengasosiasi**

- Siswa diminta membuat kelompok, satu kelompok terdiri 4 orang.
- Secara berkelompok siswa diminta menganalisis teks cerita yang berisi tentang kegiatan sehari-hari.
- Dalam kerja kelompok terbimbing siswa berdiskusi untuk menjawab pertanyaan yang berkaitan dengan waktu sesuai dengan teks cerita tersebut.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang dialami dalam kerja kelompok.

**Mengkomunikasikan**

- Setiap kelompok mengirimkan perwakilan untuk mempresentasikan hasil diskusi mereka di depan kelas.

**Penutup**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Siswa dengan bimbingan guru, membuat kesimpulan tentang materi yang telah diajarkan.</td>
</tr>
<tr>
<td>5.</td>
<td>Guru mengucapkan terimakasih atas partisipasi siswa dan memberi pujian.</td>
</tr>
</tbody>
</table>

10 menit
Student’s Worksheet

2. What time is it?  2. What time is it?
It is....................  It is.........................

Make sentences based on the times given!

3. 07.25 :
4. 08.30 :
5. 09.55 :

Hello friends I’m Nana, I will tell you my time table from I get up until I finish my school.

I get up at five o’clock in the morning, I brush my teeth at ten past five, I take a bath at quarter past five, then I go to pray Shubuh and tidy up my room. I have breakfast at half past five in the morning, of course I don’t forget to help my mom washing the dishes and sweeping the floor.

After I that I go to school at half past six, I go to school on foot, and I arrive at school at quarter to seven.

The school begins at seven o’clock in the morning and finishes at half past one in the afternoon.

This is my time table, how about you?

Answer these questions based on the text above!

6. What time does Nana get up?
7. What time does Nana brush her teeth?
8. What time does Nana have breakfast?
9. What time does Nana go to school?
10. What time does Nana finish her school?
R. Penilaian

1. Teknik penilaian
   c. Pengetahuan
      Test tertulis
   d. Keterampilan
      Kinerja

2. Instrumen penilaian
   c. Penilaian pengetahuan
      Jumlah skor maksimal keseluruhan 100
      - Masing-masing soal nilai 1, soal benar semua nilai 10.
      - \( \text{skor} = \text{jumlah benar} \times 10 \)

Rubrik Penilaian

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>90 - 100</td>
<td>4</td>
<td>If the students answer almost the questions correctly</td>
</tr>
<tr>
<td>Good</td>
<td>70 - 89</td>
<td>3</td>
<td>If the students answer the questions with less errors</td>
</tr>
<tr>
<td>Good Enough</td>
<td>50- 69</td>
<td>2</td>
<td>If the students answer the questions with enough errors</td>
</tr>
<tr>
<td>Poor</td>
<td>( \leq 49 )</td>
<td>1</td>
<td>If the students answer almost the questions wrongly</td>
</tr>
</tbody>
</table>

d. Penilaian keterampilan

Rubrik penilaian

<table>
<thead>
<tr>
<th>Aspek yang dinilai</th>
<th>skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kecepatan dalam menyusun kalimat sederhana yang menyatakan waktu</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Ketepatan dalam menyusun kalimat sederhana yang menyatakan waktu</td>
<td></td>
</tr>
</tbody>
</table>
Kecepatan
1: Sangat lambat dalam menyusun kalimat
2: Lambat dalam menyusun kalimat
3: Cepat dalam menyusun kalimat
4: Sangat cepat dalam menyusun kalimat

Ketepatan
1: Melakukan banyak kesalahan dalam menyusun kalimat
2: Melakukan sedikit kesalahan dalam menyusun kalimat
3: Hampir tidak melakukan kesalahan dalam menyusun kalimat
4: Tidak melakukan kesalahan dalam menyusun kalimat

Salatiga, 1 Agustus 2019

Peneliti

Diyah Risma Maulani
NIM: 23030150128
Nama Sekolah: SMP Muhammadiyah Salatiga
Mata Pelajaran: Bahasa Inggris
Kelas / Semester: VII/1
Materi Pokok: What time is it?
Skill: Vocabulary
Alokasi Waktu: 2 x 40 menit

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</td>
<td>Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun</td>
<td>Masing-masing menggunakan prosedur yang sama</td>
</tr>
<tr>
<td>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>Masing-masing diajarkan secara terpisah</td>
<td>Mengamati</td>
</tr>
<tr>
<td>Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</td>
<td></td>
<td>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris, tentang berbagai kegiatan dan keadaan nyata.</td>
</tr>
<tr>
<td>Struktur teks</td>
<td></td>
<td>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris.</td>
</tr>
<tr>
<td>a. What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?, dan semacamnya.</td>
<td></td>
<td>Menanya</td>
</tr>
<tr>
<td>b. What month is it? What month is before July? After March is April. I was born in January, dan</td>
<td></td>
<td>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyaan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris.</td>
</tr>
</tbody>
</table>
semacamnya

c.
in the morning, at noon, in the afternoon, in the evening, at night, at midnight

d. What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

e. What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

f. What year is it? When were you born? Nineteen ninety eight. Two thousand and three. dan semacamnya.

**Unsur kebahasaan**

1) Kosa kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
2) Kata kerja dalam simple present tense: be, have.
3) Kata tanya What time? What date?, When?
4) Kata ganti it dan artikel the.
5) Angka kardinal dan angka ordinal
6) Ucapan, tekanan kata, intonasi,
7) Ejaan dan tanda baca
8) Tulisan tangan

**Topik**

Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

**Mengumpulkan Informasi**

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dari film, kaset, buku teks, dsb.

- Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ejaan, tekanan kata, intonasi, dan sikap yang benar.

- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

**Mengasosiasi**

- Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e)
Siswa membandingkan unggapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

**Mengkomunikasikan**

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di dalam dan di luar kelas.

- Siswa berusaha berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
A. Answer the questions correctly by crossing (X) a, b, c, or d

1. What time is it?
   a. three o’clock
   b. ten o’clock
   c. seven o’clock
   d. four o’clock

2. What time is it?
   a. ten past twenty
   b. ten twenty five
   c. ten past twenty five
   d. twenty past ten

3. What time is it?
   a. half past one
   b. one past half
   c. one fourty
   d. forty past one
4. What time is it?
   a. eleven past quarter
   b. quarter past eleven
   c. eleven ten
   d. ten eleven

5. What time is it?
   a. five to two
   b. two to five
   c. three to five
   d. five to three

6. Do you know what time is it?(02.40)
   a. it is twenty to three
   b. it is forty to three
   c. it is three to fourty
   d. it is forty to two

7. What time is it?(05.10)
   a. it is ten past five
   b. it is five past ten
   c. it is ten five
   d. it is five o’clock

8. What time is it?(11.00)
   a. it is nine o’clock
   b. it is ten o’clock
   c. it is twelve o’clock
   d. it is eleven o’clock

9. Do you know what time is it? (04:30)
   a. it is four fifty
   b. it is five thirty
   c. it is four thirty
   d. it is five twenty

10. What time is it? (09:05)
     a. it is five nine
     b. it is nine five
     c. it is nine ten
     d. it is ten nine

Morning Activity

My mother wakes up early every morning. She wakes up at five o’clock. My father wakes up thirty later. He wakes up at half past five. My father helps my mother preparing our stuff. I and my sister wake up at six o’clock. My sister takes a bath first. We all have breakfast at half past six. My father drives us to school at quarter past seven. We arrive at school at seven o’clock. He then goes to his office. He arrives at his office at half past seven. After our leaving, my mother goes to market. She goes at quarter past seven. She finishes shopping at half past eight. She arrives at home at nine o’clock. She starts cooking the meal at half past nine. She cooks for our lunch at one o’clock.
11. What time does the mother wake up?
   a. 4.00 p.m  
   b. 4.00 a.m
   c. 5.00 a.m
   d. 5.00 p.m

12. What time does the father wake up?
   a. 5.30 p.m
   b. 5.15 p.m
   c. 5.15 a.m
   d. 5.30 a.m

13. What did they do at 6:30 a.m?
   a. take a bath
   b. breakfast
   c. cook
   d. shopping

14. What time the mother goes to shopping?
   a. 7.30 p.m
   b. 7.15 p.m
   c. 7.15 a.m
   d. 7.25 a.m

15. What time the mother starts cooking meal?
   a. half past eight
   b. one o’clock
   c. nine o’clock
   d. half past nine

    Denis : Hi David! Good morning! How are you?
    David : fine thanks. What time is it?
    Denis : It’s exactly a quarter to seven. Do you go to sleep at seven o’clock?
    David : No, I don’t. I go to sleep at eleven o’clock
    Denis : What time do you get up?
    David : I get up at half past five. Do you get up at five o’clock?
    Denis : Yes, I do.
    David : So, do you know what time the sun rises?
    David : Yes, it rises around at six o’clock.
    Denis : The bell is ringing, let’s go to our class.
    David : Ok.

16. When did the conversation above occur?
   a. in the afternoon
   b. in the morning
   c. at night
   d. in the evening

17. What time does David go to sleep?
   a. eleven o’clock
   b. quarter to seven
   c. seven o’clock
   d. five o’clock

18. What time does Denis get up?
   a. five o’clock
   b. half past five
   c. six o’clock
   d. quarter past five

19. What time does the sun rise?
   a. 6.00 p.m
   b. 6.00 a.m
   c. 5.00 p.m
   d. 5.00 a.m

20. Where does the conversation take place?
   a. at home
   b. at hospital
   c. at office
   d. at school

*GOOD LUCK*
POST-TEST

B. Answer the questions correctly by crossing (X) a, b, c, or d

1. What time is it?
   a. It is three o’clock
   b. It is ten o’clock
   c. It is seven o’clock
   d. It is four o’clock

2. What time is it?
   a. It is ten past twenty
   b. It is ten twenty five
   c. It is ten past twenty five
   d. It is twenty past ten

3. What time is it?
   a. It is half past two
   b. It is two past half
   c. It is one forty
   d. It is forty past one

4. What time is it?
   a. It is twelve past quarter
   b. It is quarter past twelve
   c. It is eleven ten
   d. It is ten eleven
5. What time is it?
   a. It is five to two
   b. It is two to ten
   c. It is three to five
   d. It is ten to three

6. Do you know what time is it? (02.35)
   a. it is thirty five to three
   b. it is forty to three
   c. it is three to thirty five
   d. it is twenty five to three

7. What time is it? (05.05)
   a. it is five past five
   b. it is five past ten
   c. it is ten five
   d. it is five o’clock

8. What time is it? (09.00)
   a. it is nine o’clock
   b. it is ten o’clock
   c. it is twelve o’clock
   d. it is eleven o’clock

9. Do you know what time is it? (08:30)
   a. it is four fifty
   b. it is five thirty
   c. it is eight thirty
   d. it is five twenty

10. What time is it? (09:50)
     a. it is fifty nine
     b. it is ten o’clock
     c. it is nine forty
     d. it is ten forty

I’m Ichra. I will tell you my time table from I get up until I finish my school.

I get up at quarter to five in the morning, I brush my teeth at ten to five, I take a bath at ten past five, then I go to pray Shubuh and tidy up my room. My mother ask me to eat my breakfast very early so I have breakfast at ten to six in the morning, of course I don’t forget to help her wash the dishes and wipe the floor.

After that, I go to school at quarter past six, I go to school on foot, and I arrive at school at five to seven. The school begins at seven o’clock in the morning and finishes at half past one in the afternoon.

11. What time does the icha wake up?
    a. 4.45 p.m
    b. 4.45 a.m
    c. 5.15 a.m
    d. 5.15 p.m

12. What time does the icha breakfast?
    a. 6.30 p.m
    b. 6.15 p.m
    c. 6.15 a.m
    d. 5.50 a.m

13. What did icha do at ten past five?
    a. take a bath
    b. breakfast
    c. cook
    d. shopping

14. what time the icha goes to school?
    a. 6.30 p.m
    b. 6.15 a.m
    c. 6.15 p.m
    d. 6.25 a.m
15. what time the a school finishes?
   a. half past one  c. seven o’clock
   b. one o’clock  d. half past nine

   Marisa  : What time is it?
   Fina   : It’s exactly a quarter to seven. Do you go to sleep right now?
   Marisa : No, I don’t. I go to sleep at ten o’clock, and you?
   Fina   : I go to sleep at eleven o’clock
   Fina   : What time do you get up?
   Marisa : At half past four .
   Fina   : So, What time will you go tomorrow?
   Marisa : Around six o’clock.
   Fina   : Don’t forget to breakfast with me!
   Fina   : Ok. we will brekfast together at half past five. .

16. What time does the conversation above occur?
   a. quarter to seven  c. eleven o’clock
   b. ten o’clock       d. quarter to eight

17. What time does Fina go to sleep?
   a. eleven o’clock  c. seven o’clock
   b. ten to seven    d. five o’clock

18. What time does Marisa get up?
   a. five o’clock  c. six o’clock
   b. half past four  d. quarter past five

19. What time do they breakfast?
   a. 6.00 p.m  c. 5.30 p.m
   b. 6.00 a.m  d. 5.30 a.m

20. What time does Marisa go?
   a. at ten o’clock  c. at nine o’clock
   b. at six o’clock  d. at seven o’clock

*GOOD LUCK*
PRE-TEST

A. Answer the questions correctly by crossing (X) a, b, c, or d.

1. What time is it?
   a. three o'clock
   b. ten o'clock
   c. seven o'clock
   d. four o'clock

2. What time is it?
   a. ten past twenty
   b. twenty five
   c. ten past twenty five
   d. twenty past ten

3. What time is it?
   a. half past one
   b. one past half
   c. one forty
   d. forty past one

4. What time is it?
   a. eleven past quarter
   b. quarter past eleven
   c. eleven ten
   d. ten eleven
6. Do you know what time is it? (02.40)
   a. it is twenty to three
   b. it is forty to three
   c. it is three to fourty
   d. it is forty to two

   What time is it? (05.10)
   a. it is ten past five
   b. it is five past ten
   c. it is ten five
   d. it is five o'clock

8. What time is it? (11.00)
   a. it is nine o'clock
   b. it is ten o'clock
   c. it is twelve o'clock
   d. it is eleven o'clock

9. Do you know what time is it? (04.30)
   a. it is four fifty
   b. it is five thirty
   c. it is four thirty
   d. it is five twenty

10. What time is it? (09.05)
    a. it is five nine
    b. it is nine five
    c. it is nine ten
    d. it is ten nine

Morning Activity

My mother wakes up early every morning. She wakes up at five o'clock. My father wakes up thirty later. He wakes up at half past five. My father helps my mother preparing our stuff. I and my sister wake up at six o'clock. My sister takes a bath first. We all have breakfast at half past six. My father drives us to school at quarter past seven. We arrive at school at seven o'clock. He then goes to his office. He arrives at his office at half past seven. After our leaving, my mother goes to market. She goes at quarter past seven. She finishes shopping at half past eight. She arrives at home at nine o'clock. She starts cooking the meal at half past nine. She cooks for our lunch at one o'clock.

11. What time does the mother wake up?
    a. 4.00 p.m
    b. 4.00 a.m
    c. 5.00 a.m
    d. 5.00 p.m

12. What time does the father wake up?
    a. 5.30 p.m
    b. 5.15 p.m
    c. 5.15 a.m
    d. 5.30 a.m

13. What did they do at 6:30 a.m?
    a. take a bath
    b. breakfast
    c. cook
    d. shopping
14. What time does the mother go to shopping?
   a. 7:30 p.m
   b. 7:45 a.m
   c. 7:15 p.m
   d. 7:25 a.m

15. What time does the mother start cooking meal?
   a. half past eight
   b. one o'clock
   c. nine o'clock
   d. half past nine

Denis: Hi David! Good morning! How are you?
David: Fine thanks. What time is it?
Denis: It’s exactly a quarter to seven. Do you go to sleep at seven o’clock?
David: No, I don’t. I go to sleep at eleven o’clock.
Denis: What time do you get up?
David: I get up at half past five. Do you get up at five o’clock?
Denis: Yes, I do.
David: So, do you know what time the sun rises?
David: Yes, it rises around at six o’clock.
Denis: The bell is ringing, let’s go to our class.
David: Ok.

16. When did the conversation above occur?
   a. in the afternoon
   b. in the morning
   c. at night
   d. in the evening

17. What time does David go to sleep?
   a. eleven o’clock
   b. quarter to seven
   c. seven o’clock
   d. five o’clock

18. What time does Denis get up?
   a. five o’clock
   b. half past five
   c. six o’clock
   d. quarter past five

19. What time does the sun rise?
   a. 6:00 a.m
   b. 6:00 p.m
   c. 5:00 p.m
   d. 5:00 a.m

20. Where does the conversation take place?
   a. home
   b. hospital
   c. office
   d. school

*GOOD LUCK*
PRE-TEST

A. Answer the questions correctly by crossing (X) a, b, c, or d.

1. What time is it?
   a. three o'clock
   b. ten o'clock
   c. seven o'clock
   d. four o'clock

2. What time is it?
   a. ten past twenty
   b. ten twenty five
   c. ten past twenty five
   d. twenty past ten

3. What time is it?
   a. half past one
   b. one past half
   c. one forty
   d. forty past one

4. What time is it?
   a. eleven past quarter
   b. quarter past eleven
   c. eleven ten
   d. ten eleven
What time is it?

What time is it? (02:40)
(a) it is twenty to three
(b) it is forty to three
(c) it is three to four
(d) it is fifty to two

What time is it? (05:10)
(a) it is ten past five
(b) it is five past ten
(c) it is ten past ten
(d) it is five o'clock

What time is it? (11:06)
(a) it is nine o'clock
(b) it is ten o'clock
(c) it is eleven o'clock
(d) it is twelve o'clock

What time is it? (04:30)
(a) it is four thirty
(b) it is five thirty
(c) it is four o'clock
(d) it is five o'clock

What time is it? (09:05)
(a) it is five ten
(b) it is five five
(c) it is ten ten
(d) it is nine five

Morning Activity

My mother wakes up early every morning. She wakes up at five o'clock. My father wakes up thirty later. He wakes up at half past five. My father helps my mother preparing our stuff. I and my sister wake up at six o'clock. My sister takes a bath first. We all have breakfast at half past six. My father drives us to school at quarter past seven. We arrive at school at seven o'clock. He then goes to his office. He arrives at his office at half past seven. After our leaving, my mother goes to market. She goes at quarter past seven. She finishes shopping at half past eight. She arrives at home at nine o'clock. She stars cooking the meal at half past nine. She cooks for our lunch at one o'clock.

What time does the mother wake up?
(a) 4:00 a.m.
(b) 4:00 p.m.
(c) 5:00 p.m.
(d) 6:00 p.m.

What time does the father wake up?
(a) 5:30 a.m.
(b) 5:15 p.m.
(c) 5:30 p.m.
(d) 5:15 a.m.

What did they do at 6:30 a.m.?
(a) take a bath
(b) breakfast
(c) cook
(d) shopping
what time the mother goes to shopping?
- 7.30 p.m.
- 7.15 a.m.
- 7.10 p.m.
- 7.25 a.m.

what time the mother starts cooking meal?
- half past eight
- half past nine
- nine o'clock
- one o'clock

Denis: Hi David! Good morning! How are you?
David: Fine thanks. What time is it?
Denis: It's exactly a quarter to seven. Do you go to sleep at seven o'clock?
David: No, I don't. I go to sleep at eleven o'clock.
Denis: What time do you get up?
David: I get up at half past five. Do you get up at five o'clock?
Denis: Yes, I do.
David: So, do you know what time the sun rises?
David: Yes, it rises around at six o'clock.
Denis: The bell is ringing, let's go to our class.
David: Ok.

When did the conversation above occur?
- in the afternoon
- in the morning
- in the evening
- at night

What time does David go to sleep?
- fifteen o'clock
- eleven o'clock
- quarter to seven
- five o'clock

What time does Denis get up?
- six o'clock
- half past five
- five o'clock
- seven o'clock

What time does the sun rise?
- 6.00 p.m.
- 7.00 p.m.
- 5.30 a.m.
- 6.00 a.m.

Where does the conversation take place?
- home
- school
- office

*GOOD LUCK*
POST-TEST

A. Answer the questions correctly by crossing (X) a, b, c, or d

1. What time is it?
   a. three o'clock
   b. ten o'clock
   c. seven o'clock
   X four o'clock

2. What time is it?
   X ten past twenty
   b. ten twenty-five
   c. ten past twenty-five
   twenty past ten

3. What time is it?
   a. half past two
   b. two past half
   c. one forty
   d. forty past one

4. What time is it?
   a. twelve past quarter
   b. a quarter past twelve
   X eleven past twelve
   c. eleven ten
   d. ten eleven
6. Do you know what time is it? (02.35)
   a. It is thirty five to three
   b. It is forty by three
   c. It is thirty five
   d. It is twenty five to three

7. What time is it? (05.05)
   a. It is five past five
   b. It is five past ten
   c. It is ten five
   d. It is five o'clock

8. What time is it? (09.00)
   a. It is nine o'clock
   b. It is ten o'clock
   c. It is twelve o'clock
   d. It is eleven o'clock

9. Do you know what time is it? (08.30)
   a. It is four fifty
   b. It is five thirty
   c. It is eight thirty
   d. It is five twenty

10. What time is it? (09:30)
    a. It is fifty nine
    b. It is five twenty
    c. It is nine forty
    d. It is ten forty

I'm leha. I will tell you my time table from I get up until I finish my school.

I get up at quarter to five in the morning. I brush my teeth at ten to five. I take a bath at ten past five, then I go to pray Subah, and tidy up my room. My mother asks me to eat my breakfast very early so I have breakfast at ten to six in the morning. Of course I don't forget to help her wash the dishes and wipe the floor.

After that, I go to school at quarter past six. I go to school on foot, and I arrive at school at five to seven. The school begins at seven o'clock in the morning and finishes at half past one in the afternoon.

11. What time does the leha wake up?
    a. 4.45 p.m.
    b. 4.45 a.m.
    c. 5.15 a.m.
    d. 5.15 p.m.

12. What time does the leha breakfast?
    a. 6.30 p.m.
    b. 6.15 a.m.
    c. 6.15 a.m.
    d. 6.25 a.m.

13. What did leha do at ten past five?
    a. Take a bath
    b. Breakfast
    c. Cook
    d. Shopping

14. What time does the leha goes to school?
    a. 6.30 p.m.
    b. 6.15 a.m.
    c. 6.15 p.m.
    d. 6.25 a.m.
15. What time the school finishes?
   a. half past one
e. seven o'clock
   b. one o'clock
   c. half past nine
   Marisa: What time is it?
   Fina: It's exactly a quarter to seven. Do you go to sleep right now?
   Marisa: No, I don't. I go to sleep at ten o'clock, and you?
   Fina: I go to sleep at eleven o'clock. What time do you get up?
   Marisa: At half past four.
   Fina: So, what time will you go tomorrow?
   Marisa: Around six o'clock.
   Fina: Don't forget to breakfast with me!
   Marisa: Ok. We will breakfast together at half past five.

16. What time does the conversation above occur?
   a. a quarter to seven
c. eleven o'clock
   b. ten o'clock
d. quarter to eight
   17. What time does Fina go to sleep?
   a. eleven o'clock
c. seven o'clock
   b. ten to seven
d. five o'clock
   18. What time does Marisa get up?
   a. five o'clock
c. six o'clock
   b. half past four
d. quarter past five
   19. What time do they breakfast?
   a. 6.00 p.m.
   b. 6.00 a.m.
   c. 5.30 p.m.
d. 5.30 a.m.
   20. What time does Marisa go?
   a. ten o'clock
c. nine o'clock
   b. six o'clock
d. seven o'clock

*GOOD LUCK*
POST-TEST

A. Answer the questions correctly by crossing (X) a, b, c, or d.

1. What time is it?
   a. three o'clock
   b. ten o'clock
   c. seven o'clock
   d. four o'clock
   [crossed out]

2. What time is it?
   a. ten past twenty
   b. ten twenty-five
   c. ten past twenty-five
   d. twenty past ten
   [crossed out]

3. What time is it?
   a. a half past two
   b. two past half
   c. one forty
   d. forty past one

4. What time is it?
   a. twelve past quarter
   b. a quarter past twelve
   c. eleven ten
   d. ten eleven
Do you know what time is it? (02:35)

- a. It is thirty-five to three
- b. It is forty to three

What time is it? (05:05)

- a. It is five past five
- b. It is five past ten

What time is it? (09:00)

- a. It is nine o'clock
- b. It is ten o'clock

Do you know what time is it? (08:20)

- a. It is four fifty
- b. It is five thirty

What time is it? (09:50)

- a. It is fifty-nine
- b. It is nine fifty

I'm 12th. I will tell you my time table from I get up until I finish my school.

I get up at quarter to five in the morning, I brush my teeth at ten to five, I take a bath at ten past five, then I go to pray Sulah and tidy up my room. My mother asks me to eat my breakfast very early so I have breakfast at ten to six in the morning, of course I don't forget to help her wash the dishes and wipe the floor.

After that, I go to school at quarter past six, I go to school on foot, and I arrive at school at five to seven. The school begins at seven o'clock in the morning and finishes at half past one in the afternoon.

What time does the clock wake up?

- a. 4:45 a.m.
- c. 5:15 a.m.
- d. 4:15 p.m.
- e. 5:15 p.m.

What time does the clock breakfast?

- a. 6:30 a.m.
- b. 6:15 p.m.
- c. 6:15 a.m.
- d. 4:45 a.m.

What did the clock do at ten past five?

- a. Take a bath
- b. Breakfast
- c. Cook
- d. Shopping

What time did the clock go to school?

- a. 6:30 a.m.
- b. 6:15 a.m.
16. What time does the conversation above occur?
   a. a quarter to seven
   b. ten o'clock
   c. eleven o'clock
   d. half past eight

17. What time does Fina go to sleep?
   a. ten to seven
   b. ten to six
   c. eleven o'clock
   d. ten o'clock

18. What time does Marija get up?
   a. five o'clock
   b. half past four
   c. six o'clock
   d. quarter past five

19. What time do they breakfast?
   a. 6:00 p.m.
   b. 6:00 a.m.
   c. 5:30 p.m.
   d. 4:20 a.m.

20. What time does Marija go to school?
   a. ten o'clock
   b. six o'clock
   c. nine o'clock
   d. seven o'clock

*GOOD LUCK*
PRE-TEST

A. Answer the questions correctly by crossing (X) a, b, c, or d.

1. What time is it?
   a. three o'clock
   b. ten o'clock
   X seven o'clock
   d. four o'clock

2. What time is it?
   a. ten past twenty
   b. twenty-five
   X ten past twenty-five
   d. twenty past ten

3. What time is it?
   a. half past one
   b. one past half
   X one past twenty-five
   d. forty past one

4. What time is it?
   X eleven past quarter
   a. quarter past eleven
   b. eleven ten
   d. ten, eleven
What time is it?
- a. five to two
- b. two to five
- c. three to five
- d. five to three

Do you know what time is it? (02:40)
- a. it is twenty to three
- b. it is forty to three
- c. it is three to forty
- d. it is forty to two

What time is it? (03:10)
- a. it is ten past five
- b. it is five past ten
- c. it is ten o'clock
- d. it is five o'clock

What time is it? (11:00)
- a. it is nine o'clock
- b. it is ten o'clock
- c. it is twelve o'clock
- d. it is eleven o'clock

Do you know what time is it? (04:20)
- a. it is four thirty
- b. it is five thirty
- c. it is five twenty
- d. it is forty to two

What time is it? (09:05)
- a. it is five nine
- b. it is nine five
- c. it is nine ten
- d. it is ten nine

Morning Activity

My mother wakes up early every morning. She wakes up at five o'clock. My father wakes up thirty later. He wakes up at half past five. My father helps my mother preparing our stuff. I and my sister wake up at six o'clock. My sister takes a bath first. We all have breakfast at half past six. My father drives us to school at quarter past seven. We arrive at school at seven o'clock. He then goes to his office. He arrives at his office at half past seven. After our leaving, my mother goes to market. She goes at quarter past seven. She finishes shopping at half past eight. She arrives at home at nine o'clock. She starts cooking the meal at half past nine. She cooks for our lunch at one o'clock.

What time does the mother wake up?
- a. 4:30 a.m.
- b. 4:40 a.m.
- c. 5:00 a.m.
- d. 5:40 a.m.

What time does the father wake up?
- a. 5:30 a.m.
- b. 5:45 a.m.
- c. 5:15 a.m.
- d. 6:00 a.m.

What did they do at 6:30 a.m.?
- a. take a bath
- b. breakfast
- c. cook
- d. shopping
14. What time does the mother go to shopping?
   a. 7.30 p.m.  c. 7.45 p.m.
   b. 7.15 a.m.  d. 7.25 a.m.

15. What time the mother starts cooking meal?
   a. half past eight  c. nine o'clock
   b. one o'clock  b. half past nine

Denis: Hi David! Good morning! How are you?
David: Fine thanks. What time is it?
Denis: It's exactly a quarter to seven. Do you go to sleep at seven o'clock?
David: No, I'm not. I go to sleep at eleven o'clock.
Denis: What time do you get up?
David: I get up at half past five. Do you get up at five o'clock?
Denis: Yes, I do.
David: So, do you know what time the sun rises?
Denis: Yes, it rises around at six o'clock.
Denis: The bell is ringing, let's go to our class.
David: Ok.

16. When did the conversation above occur?
   a. in the afternoon  e. at night
   b. in the morning  d. in the evening

17. What time does David go to sleep?
   a. eleven o'clock  c. seven o'clock
   b. quarter to seven  d. five o'clock

18. What time does Denis get up?
   a. five o'clock  c. six o'clock
   b. half past five  d. quarter past five

19. What time does the sun rise?
   a. 6.00 p.m.  c. 5.00 a.m.
   b. 6.00 a.m.  d. 5.30 a.m.

20. Where does the conversation take place?
   a. home  c. office
   b. hospital  d. school

*GOOD LUCK*
A. Answer the questions correctly by crossing (X) a, b, c, or d.

1. What time is it?
   a. three o'clock
   b. ten o'clock
   [X] seven o'clock
   d. four o'clock

2. What time is it?
   a. ten past twenty
   b. ten twenty-five
   [X] ten past twenty-five
   d. twenty past ten

3. What time is it?
   [X] half past one
   [X] one past half
   c. one thirty
   d. forty past one

4. What time is it?
   [X] eleven past quarter
   [X] quarter past eleven
   c. eleven ten
   d. ten eleven
What time is it?

- a. five to two
- b. two to five
- X. three to five
- c. five to three

Do you know what time it is? (02:46)
- X. It is twenty to three
- b. It is forty to three
- c. It is three to four
- d. It is forty to two

What time is it? (03:10)
- a. It is ten past five
- b. It is five past ten
- c. It is ten five
- d. It is five o'clock

What time is it? (11:00)
- a. It is nine o'clock
- b. It is ten o'clock
- c. It is twelve o'clock
- d. It is eleven o'clock

Do you know what time it is? (04:10)
- a. It is four fifty
- b. It is five thirty
- c. It is four thirty
- d. It is five twenty

What time is it? (09:05)
- a. It is five nine
- b. It is nine five
- c. It is nine ten
- d. It is ten nine

Morning Activity

My mother wakes up early every morning. She wakes up at five o'clock. My father wakes up half an hour later. He wakes up at half past five. My father helps my mother preparing our stuff. I and my sister wake up at six o'clock. My sister takes a bath first. We all have breakfast at half past six. My father drives us to school at quarter past seven. We arrive at school at seven o'clock. He then goes to his office. He arrives at his office at half past seven. After our leaving, my mother goes to market. She goes at quarter past seven. She finishes shopping at half past eight. She arrives at home at nine o'clock. She starts cooking the meal at half past nine. She cooks for our lunch at one o'clock.

11. What time does the mother wake up?
- a. 4:00 p.m.
- b. 4:00 a.m.
- X. 5:00 a.m.
- d. 5:00 p.m.

12. What time does the father wake up?
- a. 5:30 p.m.
- b. 5:15 p.m.
- X. 5:15 a.m.
- d. 5:15 p.m.

13. What did they do at 6:30 a.m.?
- a. take a bath
- X. break fast
- c. cook
- d. shopping
14. What time do the mother go to shopping?
   a. 7.30 p.m.
   b. 7.15 a.m.  
   c. 7.15 p.m.
   d. 7.25 a.m.
15. What time does the mother start cooking meat?
   a. half past eight
   b. one o’clock
   c. nine o’clock
   d. half past nine

Denis: Hi, David! Good morning! How are you?
David: Fine thanks. What time is it?
Denis: It’s exactly a quarter to seven. Do you go to sleep at seven o’clock?
David: No, I don’t. I go to sleep at eleven o’clock.
Denis: What time do you get up?
David: I get up at half past five. Do you get up at five o’clock?
Denis: Yes, I do.
David: So, do you know what time the sun rises?
David: Yes, it rises around at six o’clock.
Denis: The bell is ringing, let’s go to our class.
David: Ok.

16. When did the conversation above occur?
   a. in the afternoon
   b. in the morning
   c. at night
   d. in the evening
17. What time does David go to sleep?
   a. eleven o’clock
   b. quarter to seven
   c. seven o’clock
   d. five o’clock
18. What time does Denis get up?
   a. five o’clock
   b. half past five
   c. six o’clock
   d. quarter past five
19. What time does the sun rise?
   a. 6.00 p.m.
   b. 6.00 a.m.
   c. 5.00 p.m.
   d. 5.00 a.m.
20. Where does the conversation take place?
   a. home
   b. hospital
   c. office
   d. school

*GOOD LUCK*
A. Answer the question correctly by crossing (X) a, b, c, or d.

What time is it?

1. a. three o'clock  
b. ten o'clock  
c. seven o'clock  
X d. four o'clock

What time is it?

2. a. ten past twenty  
b. ten twenty-five  
X c. ten past twenty-five  
d. twenty past ten

What time is it?

3. a. a half past two  
b. two past half  
X c. one forty  
d. forty past one

What time is it?

4. a. twelve past quarter  
b. a quarter past twelve  
X c. eleven ten  
d. ten eleven
What time is it?

a. five to two
b. two to ten
c. three to five
d. ten to three

6. Do you know what time is it? (02:35)
a. it is thirty five to three
c. it is three to thirty five
b. it is forty to three
d. it is twenty five to three

7. What time is it? (05:05)
   a. it is five past five
c. it is ten five
   b. it is five past ten
d. it is five o'clock

8. What time is it? (09:00)
   a. it is nine o'clock
c. it is twelve o'clock
   b. it is ten o'clock
d. it is eleven o'clock

9. Do you know what time is it? (08:30)
   a. it is four fifty
c. it is eight thirty
   b. it is five thirty
d. it is five twenty

10. What time is it? (09:50)
    a. it is fifty nine
c. it is nine forty
    b. it is ninety
    d. it is ten forty

I'm Isha. I will tell you my time table from I get up until I finish my school. I get up at quarter to five in the morning. I brush my teeth at ten to five. I take a bath at ten past five, then I go to pray Subuh and tidy up my room. My mother asks me to eat my breakfast very early so I have breakfast at ten to six in the morning, of course I don't forget to help her wash the dishes and wipe the floor.

After that, I go to school at quarter past six. I go to school on foot, and I arrive at school at five to seven. The school begins at seven o'clock in the morning and finishes at half past one in the afternoon.
15. What time does the school finish?
   a. half past one
   b. one o'clock
   c. seven o'clock
   d. half past nine

Maria: What time is it?
Finn: It's exactly a quarter to seven. Do you go to sleep right now?
Maria: No, I don't. I go to sleep at ten o'clock, and you?
Finn: I go to sleep at eleven o'clock. What time do you get up?
Maria: At half past four.
Finn: So, what time will you go tomorrow?
Maria: Around six o'clock.
Finn: Don't forget to breakfast with me!
Maria: Ok. We will breakfast together at half past five.

16. What time does the conversation above occur?
   a. a quarter to seven
   b. ten o'clock
   c. eleven o'clock
   d. half past nine

17. What time does Finn go to sleep?
   a. eleven o'clock
   b. ten to seven
   c. seven o'clock
   d. five o'clock

18. What time does Maria get up?
   a. five o'clock
   b. half past four
   c. six o'clock
   d. quarter past five

19. What time do they breakfast?
   a. 6:00 p.m.
   b. 6:00 a.m.
   c. 5:30 p.m.
   d. 3:30 a.m.

20. What time does Maria go?
   a. ten o'clock
   b. six o'clock
   c. nine o'clock
   d. seven o'clock
POST-TEST

A. Answer the questions correctly by crossing (X) a, b, c, or d

1. What time is it?
   a. three o'clock
   b. ten o'clock
   c. seven o'clock
   d. four o'clock
   X
d. four o'clock

2. What time is it?
   a. ten past twenty
   b. ten twenty five
   c. ten past twenty five
   d. twenty past ten
   X
ten past twenty five

3. What time is it?
   a. a half past two
   b. two past half
   c. one forty
   d. forty past one
   X
   a half past two

4. What time is it?
   a. twelve past quarter
   b. a quarter past twelve
   c. eleven ten
   d. ten eleven
   X
twelve past quarter
6. Do you know what time is it? (02:35)
   a. it is thirty five to three
   b. it is forty to three
   c. it is three to thirty five
   d. it is twenty five to three

7. What time is it? (05:05)
   a. it is five past five
   b. it is five past ten
   c. it is ten past five
   d. it is five o'clock

8. What time is it? (09:00)
   a. it is nine o'clock
   b. it is ten o'clock
   c. it is twelve o'clock
   d. it is eleven o'clock

9. Do you know what time is it? (08:30)
   a. it is five fifty
   b. it is five thirty
   c. it is five forty
   d. it is ten forty

10. What time is it? (09:50)
    a. it is fifty five
    b. it is fifty
    c. it is fifty five
    d. it is ten fifty

I'm Isha. I will tell you my time table from I get up until I finish my school.
I get up at quarter to five in the morning, I brush my teeth at ten to five, I take a bath at ten past five, then I go to pray Subah and tidy up my room. My mother asks me to eat my breakfast very early so I have breakfast at ten to six in the morning, of course I don't forget to help her wash the dishes and wipe the floor.
After that, I go to school at quarter past six, I go to school on foot, and I arrive at school at five to seven. The school begins at seven o'clock in the morning and finishes at half past one in the afternoon.

11. What time does the Isha wake-up?
    a. 4:45 a.m.
    b. 4:45 a.m.
    c. 5:15 a.m.
    d. 5:15 p.m.

12. What time does the Isha breakfast?
    a. 6:20 p.m.
    b. 6:15 p.m.
    c. 6:15 a.m.
    d. 6:15 a.m.

13. What did Isha do at ten past five?
    a. take a bath
    b. take a bath
    c. cook
    d. shopping

14. What time the Isha goes to school?
    a. 6:30 p.m.
    b. 6:15 a.m.
    c. 6:15 p.m.
    d. 6:25 a.m.
15. What time does the school finish?
   a. half past one
   b. one o’clock
   c. seven o’clock
   d. half past time

Maria: What time is it?
Fina: It’s exactly a quarter to seven. Do you go to sleep right now?
Maria: No, I don’t. I go to sleep at ten o’clock, and you?
Fina: I go to sleep at eleven o’clock. What time do you get up?
Maria: At half past four.
Fina: So, What time will you go tomorrow?
Maria: Around six o’clock.
Fina: Don’t forget to breakfast with me!
Maria: Ok. We will breakfast together at half past five.

16. What time does the conversation above occur?
   a. a quarter to seven
   b. ten o’clock
   c. eleven o’clock
   d. quarter to eight

17. What time does Fina go to sleep?
   a. ten to seven
   b. ten to six
   c. seven o’clock
   d. five o’clock

18. What time does Maria get up?
   a. five o’clock
   b. half past four
   c. six o’clock
   d. quarter past five

19. What time do they breakfast?
   a. 0.00 p.m
   b. 6.00 a.m
   c. 5.30 p.m
   d. 5.30 a.m

20. What time does Maria go?
   a. ten o’clock
   b. six o’clock
   c. nine o’clock
   d. seven o’clock

*GOOD LUCK*
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DOCUMENTATION

Pre-test of Experiment Group

Pre-test of Comparison Group
Treatment of Experiment Group
Treatment of Comparison Group
Post-test of Experiment Group

Post-test of Comparison Group
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<td>Post-test of comparison Group</td>
<td>.119</td>
<td>24</td>
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</tbody>
</table>

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Paired Samples Test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Error Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
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</table>
## Test of Homogeneity of Variance

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>.945</td>
<td>1</td>
<td>.45</td>
<td>.336</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.730</td>
<td>1</td>
<td>.45</td>
<td>.398</td>
</tr>
<tr>
<td>Based on Median and</td>
<td>.730</td>
<td>1</td>
<td>42,694</td>
<td>.398</td>
</tr>
<tr>
<td>with adjusted df</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.790</td>
<td>1</td>
<td>.45</td>
<td>.379</td>
</tr>
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</table>

## Independent Samples Test

<table>
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<th>Output</th>
<th>Levene's Test for Equality of Variances</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
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<tr>
<td>Equal variances assumed</td>
<td>.304</td>
<td>4.968</td>
<td>44</td>
<td>.000</td>
<td>-21.522</td>
<td>4.316</td>
<td>-30.216 - 12.825</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.480</td>
<td>4.888</td>
<td>42,744</td>
<td>.000</td>
<td>-21.622</td>
<td>4.316</td>
<td>-30.239 - 12.008</td>
</tr>
</tbody>
</table>
Kepada
Yth. Kepala SMP Muhammadiyah Salatiga
Di terima.

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, karni memerlukan baiwa:
Nama : DIYAH RISMA MAULANI
NIM : 23030-15-0129
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesai studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa
diwajikan memenuhi salah satu persyaratan lanun penyusunan Skripsi.

Adapun judul skripsinya adalah :

THE USE OF VISUAL AIDS AND WORD WALL IN TEACHING VOCABULARY
MASTERY OF FIRST GRADE JUNIOR HIGH SCHOOL

Dosen Penimbang : HANUNG TRIYOKO, S.S., M.Hum., M.Ed.

Kami mohon Bapak/Ibu memberikan izin kepada mahasiswa tersebut untuk
melakukan penelitian di SMP Muhammadiyah Salatiga, mulai tanggal 4 Agustus
2019 sampai dengan selasa.
Dan kami, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A/n, Dekan,
Wakil Dekan Bidang Akademik

[Signature]
SURAT KETERANGAN
Nomer : 14/PS/P.M/VI/2019

Assalamu'alaikum wr. wb.

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah Salatiga dengan ini memberikan pernyataan dengan selengkapnya bahwa :

Nama : DIYAH RISMA MAULANI
NIM : 2303015-0128
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMP Muhammadiyah Salatiga pada tanggal 4 Agustus sd 19 Agustus 2019 untuk keperluan penyelesaian Skripsi Mahasiswa Program S1 dengan judul:

"THE USE OF VISUAL AIDS AND WORD WALL IN TEACHING VOCABULARY MASTERY OF FIRST GRADE JUNIOR HIGH SCHOOL"

Demikian surat keterangan ini dibuat, untuk dapat digunakan bapak yang berkepentingan sebagaimana mestinya.

Waalaikumussalam wr. wb.

Salatiga, 29 Dzulhijjah 1440 H
30 Agustus 2019 M

Kepala Sekolah,

Fany Setyawati, S.Pd
NIP. : 19570424199802031
Nomer: B-04.01/D1.11/PP.07.01/2019
Lamp. : Proposal Skripsi
Hal. : Pembimbing Skripsi

Salatiga, 21 Januari 2019

Kepada
Yth. Hanung Triyono, S.S., M.Hum., M.Ed.

Di Tempat

Assalamualaikum Wr. Wib.

Dalam rangka penyusunan Skripsi Mahasiswa jurusan Strata Satu, Saudara ditunjuk sebagai Bapak Pembimbing mahasiswa:
Nama : Diyah Risma Maulani
NIM : 22030150128
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : The Effectiveness of the Use of Visual Aids in Teaching Vocabulary Mastery of First Grade of Junior High School

Apabila diperlukan perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan diakseskan.

Wassalamualaikum Wr. Wib.

[Signature]

Dekan,
Dekan Bidang Akademik
# LEMBAR KONSULTASI SKRIPSI

**Name:** Nurul Aini  
**NIM:** 13030150128  
**Dosen Pembimbing:** Hariyanto Triyono, S.S., M.Hum., M.Ed.  
**Judul Skripsi:** THE USE OF VISUAL AIDS AND WORD WALL IN TEACHING VOCABULARY MASTERY OF FIRST GRADE IN JUNIOR HIGH SCHOOL.

<table>
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<tr>
<th>No.</th>
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<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<tbody>
<tr>
<td>1</td>
<td>21-05-2019</td>
<td>Proposal</td>
<td>WE EXPERIMENTED two new teaching methods: <strong>president</strong> and <strong>president's</strong>.</td>
<td>H.</td>
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<td>2</td>
<td>27-05-2019</td>
<td>Chapter I</td>
<td>WE Began to write an <strong>introduction</strong> for the research.</td>
<td>H.</td>
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<td>3</td>
<td>28-05-2019</td>
<td>Chapter II</td>
<td>WE Llavey proposed a new <strong>strategy</strong> of teaching vocabulary.</td>
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<td>4</td>
<td>06-06-2019</td>
<td>Chapter III</td>
<td>WEmorality was not used a control group.</td>
<td>H.</td>
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<td>5</td>
<td>01-07-2019</td>
<td>Chapter IV</td>
<td>WE DIVIDED information on the site of the research.</td>
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<td>09-07-2019</td>
<td>Chapter V</td>
<td>WE CONDUCTED the first test.</td>
<td>H.</td>
</tr>
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<td>12-07-2019</td>
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<td>WE CONTINUOUS the research</td>
<td>H.</td>
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<td>Chapter VII</td>
<td>WE CONDUCTED the second test.</td>
<td>H.</td>
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<td>Chapter VIII</td>
<td>WE CONTINUOUS the research</td>
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<td>04-08-2019</td>
<td>Chapter IX</td>
<td>WE CONDUCTED the third test.</td>
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<td>11</td>
<td>30-08-2019</td>
<td>Chapter X</td>
<td>WE CONTINUOUS the research</td>
<td>H.</td>
</tr>
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Dosen Pembimbing: 

[(Hariyanto Triyono, S.S., M.Hum., M.Ed.)]

NIP: 19730815 199903 1 003
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<th>No</th>
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<td>1.</td>
<td>Nasional Seminar “The Use of English as a Medium of Islamic Preaching”</td>
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<td>Certificate of Completion Intensive Spoken English Training</td>
<td>Peserta</td>
<td>12 Maret-9 Mei 2016</td>
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<td>3.</td>
<td>Seminar Nasional “Geliat Masyarakat Urban” LPM DinastiKA</td>
<td>Peserta</td>
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<td>4.</td>
<td>Seminar Nasional “Mempersiapkan Peran Pemuda dalam Memajukan Ekosistem Nasional Melalui Kewirausahaan”</td>
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<td>26 April 2016</td>
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<td>Seminar Nasional “Femaluna, Pemuda Islam dan kemamduhan”</td>
<td>Peserta</td>
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<td>Seminar Nasional “Membangun”</td>
<td>Peserta</td>
<td>12 September</td>
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<tr>
<td>No.</td>
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<td>Seminar Nasional “Tuastegam Lembaga Dakwah Kampus dalam Mencetak Generasi Mahasiswa Muslim yang Moderin dan Cinta NKRI di Pengajaran Tinggi”</td>
<td>Peserta</td>
<td>17 Mei 2018</td>
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<td>Pemateri</td>
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<td>Panitia</td>
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<td>Pusat</td>
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<td>17.</td>
<td>Sertifikat Kegiatan Pembaruan dan Pelatihan ke-24 (VETTIK XXIV) &quot;Melintasi Pembaruan dan Pelatihan Menuju Brigjen yang Berdedikasi Sebagai Luhur Tenteram Rancana&quot;</td>
<td>Panitia</td>
<td>11-12 Oktober 2017</td>
<td>4</td>
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<td>Sertifikat Kegiatan Gilad: Tanggah BRIGUS ke-13 (GTB XIII) &quot;One Corps, One rule, One Command&quot;</td>
<td>Panitia</td>
<td>9-10 Februari 2018</td>
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<td>19-20 Agustus 2017</td>
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<td>&quot;Membenih dan Mencerminkan Prinsip Pramuka Pradega yang Sigap dan Dinamis&quot;</td>
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<td>24.</td>
<td>TOEFL Prediction Test of (UPTPB).</td>
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<td>Rucana Institut Agama Islam Negeri Salatiga</td>
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<td>dan Kustum Dilaga - Wono</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

Salatiga, 20 Mei 2019

Mengetahui,

Wakil Duta Bidang

Kemahasiswaan dan Kerjasama

Hanum, S.Pd., M.Pd., Ph.D.
NIP. 19730610 20000331 601
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, the most gracious and most merciful.

Hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials which have been written or published by other people, except the information from references.

This declaration is written with the full concern of the researcher.

Salatiga, August 30th 2019

The Researcher

Oyvbah Risma Maulani

23030150128
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Phone Number: +6282324327949
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Junior High School (SMP) N 1 Kayen (2012)
Senior High School (SMA) N 1 Kayen (2015)
States Institute for Islamic Studies (IAIN) Salatiga(2019)
The Commander of PBB (Peraturan Baris Berbaris) at Brigsus Naga Sandhi (2019-2020)
Tutor Teacher at Sukses Cemerlang (2019)