

**THE EFFECT OF STUDENTS' VOCABULARY THROUGH FLIP CARD  
TECHNIQUE AT EIGHT GRADE OF SMPN 17 MAKASSAR**

**SKRIPSI**

**By**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY BOSOWA MAKASSAR  
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**Submitted to the Faculty of Teacher Training and Education  
in Partial Fulfillment of the Requirement the Sarjana Degree**



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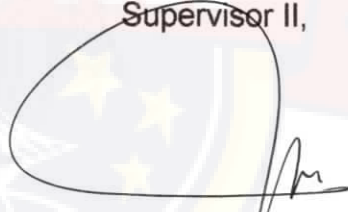
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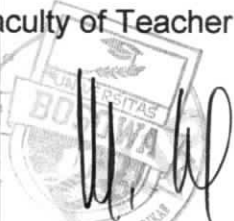


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## PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul “ *The Effect students' vocabulary through flip card technique at eight grade of SMP Negeri 17 Makassar* “. Beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 29 Juli 2016

Yang membuat pernyataan



Taufik Qurrahman

## ABSTRAK

Taufik Qurrahman. 2016, The Effect Of Students' Vocabulary Through Flip Card Technique At Eight of SMP Negeri 17 Makassar. (Dibimbing oleh: Rampeng and A.Hamzah Fansury).

The aim of this study purpose to determine the level of students' ability to know the vocabulary through methods Flip card at SMP Negeri 17 Makassar.

The method used in this study was pre-experimental with one group pre-test and post-test. Data collection through the provision of pre-test before treatment and post-test after treatment. The object of this study was the students of class VIII-10 SMP Negeri 17 Makassar, totaling 27 students.

These results indicate that the level of student ability is 16.1, while the increase in the ability of the students in vocabulary through a flip card is a card that can be classified risen 7.69. Based on these results, it can be deduced that the vocabulary through the flip card class VIII-10 SMP Negeri 17 Makassar increased.

Key Words : Flip card Technique Method and Vocabulary Skill.

## ABSTRAK

Taufik Qurrahman. 2016, *The Effect Of Students' Vocabulary Through Flip Card Technique At Eight of SMP Negeri 17 Makassar* . (Dibimbing oleh: Rampeng and A.Hamzah Fansury).

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa dalam mengetahui kosakata melalui metode *Flip card* di SMP Negeri 17 Makassar.

Metode yang digunakan dalam penelitian ini adalah pre-experimental dengan satu kelompok *pre-test* dan *post-test*. Teknik pengumpulan data melalui pemberian pre-test sebelum perlakuan dan *post-test* setelah perlakuan. Objek penelitian ini adalah para siswa kelas VIII-10 SMP Negeri 17 Makassar, yang berjumlah 27 siswa.

Hasil penelitian ini menunjukkan bahwa tingkat kemampuan siswa adalah 16,1 sedangkan peningkatan kemampuan para siswa dalam kosakata melalui kartu *flip card* adalah 7.69 yang bisa digolongkan meningkat. Berdasarkan hasil penelitian ini, dapat ditarik kesimpulan bahwa kosa kata melalui *flip card* siswa kelas VIII-10 SMP Negeri 17 Makassar meningkat.

**Key Words:** Flip card Technique Method and Vocabulary skill.

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Makassar 29 july 2016

  
Taufik Qurrahman





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# CHAPTER I

## INTRODUCTION

### A. Background

English as international is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life such as trading bilateral relationship, politic, science, technology and many others. In fact, people use the language to express thier feelings, ideas, and desires. English has become the language used by many people over the world to connet and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education in other word English takes an important role in communication such a medium for every nation to communicate each other.

In Indonesian government, English is considered as the First foreign language and the compulsory subject to be taught in secondary schools. Also, it considers as optional subject or local content materials to be taught in elementary schools and as a requirement subject to pass national Examination.

The objective of teaching English is to enable students to communicate in English orally and written Form. Accuracy and Fluency are aspects of language proficiency. Accuracy refers to mastering language components pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills listening, speaking, reading and writing. Moreover, mastering language skills the objective of English teaching based on the current School-Based Curriculum.

The objective of teaching vocabulary for the First grade of junior high school is to enable students to master vocabulary about functional text and monologue text or paragraph in the form of descriptive and procedure. Moreover, based on competency , the first grade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and procedure to interact with people in their nearest environment. The work of vocabulary is presented in the form of text types, usually known as genres.

Vocabulary is one of english components or sub skill that must be taught to the learners, because vocabulary has the primary role for all language. Moreover, there are some researcher regarding that vocabulary more important than grammar. Among them is Mc Carthy in his book stated "no matter how well the students learns grammar, no matter how succesfully the sound of L2 just cannot happen in any meaningful way. In other words the first that to be master for language learner in learning language especially English is vocabulary.

In addition to knowing English words and their meanings, one must know also how the words work together in English sentence. It concludes that in teaching vocabulary is not only to give the meaning of the word but teach how the word works in sentence, because there are many words that have multiple meanings. In this case the grammar should be taught together with the vocabulary to the language learners to avoid many problem in learning English language.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesia language in the system of the structure, pronunciation and vocabulary. For example students tend to forget the meaning of the word which have been taught or practiced before. Usually vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique methods, teaching language also needs a suitable technique and methods. In reality learning English especially to memorize vocabulary is monotonous the students just memorize the changes of verbs, the word related to nouns, adjective and adverbs. There are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teachers are using kind of games such as stick figure, puzzle, card game, wall card, picture and etc.

Teaching learning process of language cannot be separated from the curriculum or syllabus. Based on our curriculum, the purposes of teaching English in Indonesia is "Students can master four skills (Listening, speaking, reading, and writing)" But in many work fields most of students cannot state their ideas and opinion well since they are not accustomed to speak, Feeling shy, hesitation and fear to make a mistake. Commonly, it is caused by the limited vocabulary .

Based on the researcher's observation through conducting preliminary study during teaching learning English activity at the first grade junior high school. The researchers found that many students of first grade at junior high school, in learning English especially in the vocabulary. It was proved by the result of the students. The result indicates that the students English achievement was very low. Besides, it was supported by the result of interview to the English teacher in preliminary study that the students difficulties come from the weaknesses of students vocabulary. Also the students had difficulty in differentiating the form of word grammatically such as parts of speech: noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class.

Those problem of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class.



One of the teaching strategies that can make students motivated to learning English is using the suitable strategy such as games. Actually, students do not have to memorize exactly the vocabulary because in fact they repeat the vocabulary by writing the vocabulary while make the vocabulary card, reading and playing game by using flip card . Actually, word which is used by the students is always the same word around their conversation of their daily activities which consist of noun, verb, and adverb. The teacher only has to improve students vocabulary by a suitable strategy such as Flip card vocabulary .

Flip card vocabulary to facilitate them to improve their vocabulary, It is used as a personal dictionary for every students that can be as medium to improve their vocabulary. It is also easy to create, easy to bring and also can be the instrument to play game. This learning strategy is expected make the students more active in English class. Motivated and enjoy in learning English. In conclusion, by using Flip card the students of junior High school can improve their vocabulary and help them to remember about noun,verb,adjective, and adverb easily. It is expected to be positive atmosphere in the classroom. It is also can be an Alternative way to keep the students vocabulary.

Teachers gives example how to make vocabulary card and gave the students' several tips to learn through vocabulary card, after they finished their own vocabulary card the teachers asked them to play the game.

## **B. Problem statement**

Based on the background of the problem above, it can be identified problem.

What is the effect of students' vocabulary through flip card technique at eight grade of SMP Negeri 17 Makassar ?

## **C. Objective of The Research**

The main objective of the research, to know the effect of the use Flip card Vocabulary method to the vocabulary mastery at SMPN 17 Makassar.

## **D. Significance of the research**

*In This Skripsi, The benefit of the study can be gained :*

1. Pratically, The result of the study can help the teacher to better media of Teaching vocabulary in junior high school
2. Theoratically, the result of the study can contribute the english process Especially in teaching vocabulary.

## **E. Scope of the research**

In This research the writer used Quantitative research The Effect Of Students Vocabulary Through Flip Card Technique at Grade Of SMPN17 Makassar. The Writer vocabulary In this research especially for noun and Verb.

## CHAPTER II

### REVIEW OR RELATED LITERATURE

This chapter consist of previous related research finding,partinent ideas,conceptual frame work,and hypothesis of the research.

#### A. Previous Related Studies

Vocabulary cannot be separated from the language. It is important part of language. Hari Mukti Krida Laksana,(1993:127):Points out "Vocabulary is a component of a language that maintains all of information about meaning and using word in language" it means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit speech that processes individual meaning to speak can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.

According to Krashen and Terrell stated in Nunan (1991:117) "The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching" On the other word vocabulary has become one of the object of the research in the methodology of teaching till become as a result of the development of communicative approach.

Vocabulary should be taught especially for foreign language teaching learning activity, because even the student have mastered grammatical form they could not the communication in the foreign language without mastering a vocabulary. To master a language is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.

## **B. Some Pertinent Ideas**

### **1. The concept of Vocabulary**

To learning something people have to know the purpose of the things their learn, in this case the purpose of learning vocabulary is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in a language, the word property owned by as speaker or a writer, words used in a field science, compiled a list of words like the dictionary is accompanied brief explanations through game, this problem is not only enriching vocabulary through lessons language but also through other study. Learning language not only prepare the material as much as possible, but the major provides training to the students how to use language who has taught it actively, whether oral or written form. Many definition of the purpose of learning vocabulary can be found the experts:

“Large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hoped to realize that without a certain amount of vocabulary . it seems it is quite impossible to use the language precisely and vividly. We sometimes have difficulties in understanding the meaning of the word , in differentiating the word form and in applying the word in a sentences”.

From the description above it can be conclude that vocabulary understanding is very important as one means to understand the language of relationship with its context, both verbally the indonesia and english context. The students are able to communicative both verbally or in writing. To achieve those students need in arm ability adequate mastery of vocabulary to make students to communicative optimally. Therefore, the words related in specific areas to the students are the words round them like nouns verbs, adjective and adverbs.

## **2. The Problem of Vocabulary**

There are several strong for which the vocabulary components of language course needs to be carefully planned . According to paul Nation Firstly because different vocabulary gives greatly different return for learning it is important to make sure that learner have a good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary in the course is sequenced , Grouping , opposites , synonyms , and items in lexical set together courses .

Interface that result in confusion for the learners it is simple matter to avoid this problem . Thirdly , vocabulary learning opportunities and the qualityof vacobulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

From the explanation above we know that learning and understanding the vocabulary is an important thing to do in learning the target language, because by learning, memorizing and understanding a target language vocabulary the students suppose to apply their vocabulary in speaking understanding the text and for communication.

Many problem faced by indonesian students to learn a target language such as english in vocabulary is they can not understand what the connection between the new vocabulary they have learned with the function of the vocabulary or word, then they can not apply their new vocabulary in their mind by using in the communication.

Term used to classify words based on their functional categories are called part of speech. The classificationof the words of a language in this way is dependent on their function in communication.Noun can occur in certain placs in sentences an d serve certain function verb,adjective and adverb also occur in certain laces in sentences and serves special function. If we just look at a word, it is sometimes difficult to know how to classify : can, could, be noun, verb.

Words have traditionally been classified into part of speech : noun,verb,adjective and adverb are the four largest groups. The remaining classifications are essentially function words. They may substitute for words in one of largest group serve as signals for various patterns, or relate one group of words to another. In English, the functional categories include pronouns and interjection in this case the writer will talk about the four largest groups such as noun,verb.

Noun is a word used as the name of anything, person animal, object,place,situation, quality or idea. Noun is divided commonly into six they are :1.proper noun, 2. Common noun, 3. Material noun, 4.Collective noun 5. Abstract noun,6.Possessive noun. In another source nouns are the names given to people and object : John , merry , tree , cave, English nouns have no grammatical gender. They are not arbitrarily classed as masculine and feminine or neuter. Instead , they have logical gender , in which the gender of word depend on the gender of the person or object itself. They have singular and plural forms ex: boy–boys, woman – women, class–classes, desk and desks nouns are divided into two general groups countable and uncountable . Uncountable noun are things we can count so we can say “One banana and two bananas “ Uncountable noun are the things we can not say “ one rice “ two rices but one form “ rice “ .

Example :

Table 2.1 Countable Noun and Uncountable Noun

Countable noun	Uncountable Noun
One book , two books	Water , salt
A battery , Two batteries	A bowl of rice, a piece of paper

Verb is a word that expresses an action or state of being , and the time of when it is. Form all of the the part of speech verb is the most important like the moving power and the mototr of sentences because witout it there is no sentences. Verb also helps you to say exactly what you mean, one verb can convey a variety meaning . English verb have three principle parts – the presents, past and past participle. With regular verbs, the past and past participle are the ame. With irregular verbs, all three forms may be different.

Example:

Table 2.2 Kinds of Verbs

Kind Of verbs	To infinitive	V1/Present	V2/Past	V3/ Past participle
Irregular	To go	Go	Went	Gone
Regular	To work	Work	Worked	Worked



### 3. The understanding Of Flip card Vocabulary

Media as one component of learning , the word media comes from the Latin means meaningful tool or means of communication. Gagne Sadiman in Rasibah Paper states that media are different types of component in the environment students can stimulate learning. The media is anything that can be used to channel messages from the sender to the receiver so that can inflame the mind feelings, concerns, and students interest such that the learning process occurs. Media is intregal part of the education process of learning in school, so into components that must be mastered by a professional teacher. Benefits of media in teaching, the media have several benefits. In Encyclopedia of Educational Research the benefits include:

- a. Lay the foundation of theconcrete to think so reduce verbal
- b. Enlarge the students attention
- c. Lay the foundation necessary for the development of learning,this making the lesson more stable
- d. Provide tangible experiences that can foster self – employed activity among students’.
- e. Helped to foster the understanding that fosters students ability
- f. Provide experiences that are not obtained with other ways as well as helping the development of gerater depth and diversity more.

The things that need to be considered in selecting media are characteristics of the media. Is the media used was appropriate with the message or information to be communicated or not. The objective will be achieved or not, For Example to increase or enrich and improve students vocabulary proficiency by using media such as Flip card vocabulary.

Flip card vocabulary is card made from any particular paper content of a word of target language in one side and the other side is the meaning of the word in the first language learner.

Using Flip card vocabulary is a word learning strategy for independent learning in or out of class. On one side of the card is written the word to be learned on the other side is the word's meaning, usually in the form of a first language translation.

The Procedures are

1. Show the learners how to make and learn from cards. When learning from cards. They should keep changing the order of the cards, use memonic tricks to fix the meaning in their mind, look at the cards at spaced intervals rather than spending a long amount of time in one go, make sure that similiar words are not in the same group of cards.
2. The learners make 5–10 card each day and keep a record of their progress.

3. If the learners prepare their own cards, you may wish to check the words they choose and the translation
4. The students can exchange cards they have already studied
5. In addition to a translation, the cards could contain in a context for the word
6. The Design of using Flip card vocabulary

To create a traditional Flip card vocabulary is one paper. Write the word in very writing on one side of the vocabulary card. On The other side, write a definition gained from dictionary. Also, write a definition in your own words. You can also split the word into roots and define roots. Also write antonym ( opposite words ) and synonym ( similiar words ). Try to color – code the vocabulary cards (.eg. nouns with black color, verbs with yellow color, If you want to get more involved, you can also attach Flip card by picture to assist learning.

These are the example of Flip card vocabulary according to their Function such as noun,verb.

Figure 2.1 Students Flip card Vocabulary

	Front side	Back side
1. Noun	Drawing	Gambar, Penarikan
2. Verb	Draw,drew,drawn	Menggambar , menarik, mengembalikan

(Ruth Gairns, (1991 : 73 -74)

Figure 2.2 Teacher's Flip card vocabulary

(N)	(V)
Car	Break,broke,broken
<i>Mobil</i>	<i>Memecahkan</i>

(Ruth Gairns, (1991 : 73 -74))

#### 4. The Purpose Of Using Flip card Vocabulary

Generally as the beginner to understand the sentence is not easy, Especially if the students lack of vocabulary, that is why to know the vocabulary is strongly important to understand the language. How ever it is crucial to know the technique to present the vocabulary to students.

According to ruth Gairns and stuart Redman, there are two technique in presenting vocabulary, Visual technique and verbal technique

- a. Visual Technique includes visual, mime, gesture, visuals includes flash card, photograph, black board drawing, wall chart, they are extensively used for teaching concentrate items of vocabulary.
- b. Verbal technique includes the use of illustrative situation (oral or written) use of synonym and definition, contrast and opposite, scales and example of type.

From the definition above Flip card vocabulary included both of them. The purpose of Flip card is to improve vocabulary, It is an important part of education. Students tend to learn many words from general reading, but they may forget what they have learned, therefore, this Flip card as a medium for them to improve their vocabulary, many teachers also believe it helps for children to be specifically taught to learn useful words and their meaning. One idea that may help for students is introducing vocabulary games, and one game in particular that can be played for this purpose is flip card vocabulary.

#### **5. Advantages Of Using Flip card vocabulary**

There are several advantages of language game as a medium of learning. Advantages includes:

- a. The Game language is a language learning media that can be used to increase levels of active learners in the process teaching and learning
- b. Language games can be used to revive learners in the excitement of learning that has begun to will
- c. Competitive nature that exist in the game to encourage learners to advanced racing
- d. In addition to generate excitement and practice the skills
- e. Specific language, language games foster a variety of attitudes positive such as solidarity that it is difficult to forget.

- f. The material is usually communicated through the language game suggest that it is difficult to forget.

In a teaching tool or media included also all games that can be played by students groups, class or both. The example presented here is a) the puzzle game cross, b) a game to train the structure (sentence patterns), c) game to train the vocabulary, d) a game to practice reading and answer questions in writing, e) a game to train hearing to distinguish and identify the words.

Visual elements are a major part of the design of Flip card. A visual vocabulary is a way to improve and add to the messaging that is contained in students mind these elements should be used consistently. These are several advantages over use of a Flip card vocabulary.

- a. It is simple to make
- b. The students write themselves their flip card and it can improve their vocabulary
- c. The elements of visual vocabulary become an interesting for students to read and memorize a new vocabulary
- d. The students inspired to do his job by him/herself to do a good writing flip card vocabulary
- e. By visually seeing the students unintentionally getting more vocabulary in continually

- f. Using a visual flip card vocabulary in the material will automatically make the materials look more coherent, credible, and profesional, through the repetitive use of consistents elements
- g. This card is easy to put and bring anywhere
- h. Helping in learning basics and portable, they help in summarizing and memorizing
- i. The students also can refresh the past vocabulary from this card
- j. If you want to focus on vocabulary exercises, you can write the word one side of the card and the definition on the back.

#### **6. Disadvantages of using Flip card vocabulary**

Every media for learning has positive and negative side it is according to the goal of learning, here are some disadvantages of using flip card vocabulary are:

- a. Needs more preparation for the teachers for time allocation, such as time to make a flip card vocabulary by the students
- b. It is sometimes not siutable for an advance learner
- c. Sometimes students could use to cheat example in the examination then the should aware with this
- d. The more complex the information is the more likely the learners are to misinterpret it.

## 7. Teaching vocabulary Through Flip card vocabulary

Teaching by using flip card vocabulary is one of the alternative ways to teach vocabulary in elementary school up to senior high school for independent learning in or out of class. Teachers can use various ways activities using vocabulary like their peer teaching and testing, association games guess my word, the vowel words, ghost writing and other categories.

In this case, the teachers uses guessing my word activity. First, each students has until 15 words that made before, second pair students off and task them to compare current words sets. Then when learners are already familiar with each other flip card, each takes a word at random, and other has to guess which word it is by asking yes/no questions, such as it a noun / verb / adjective.

### a. Principles

1. Keep the teaching simple and clear. Dont give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies
3. Use both oral and written presentation – write in on the blackboard as Weel as explaining
4. Give most attention to words that are already partly known
5. Tell the learners if it is a high frequency worth noting for future attention.



6. Do not bring in other unknown or poorly known related words like near Synonyms,opposites, or members of the same lexical set.

We need to see learning any particular word as being a cumulative process where knowledge is built up over series of varied meetings with the word. At best, teaching can provide only one or two of these meetings. The others involve deliberate study, meeting through meaning – focused input and output, and fluency development activities.

**b. The Procedures are**

1. Show the learners how to make and learn from cards. When learning from cards they should keep changing the order of the cards, use mnemonic tricks to fix meaning in their mind, look at the cards at spaced intervals rather than spending a long amount of time in one go and make sure that similar words are not in the same group of cards
2. The learners make 5 – 10 cards, each day and keep a record of their progress
3. If the learners prepare their own cards, you may wish to check the words they choose and the translation
4. The students can exchange cards they have already studied

5. In addition to a translation, the cards could contain in a context for the word

To variety teaching learning process the teacher could use this activity Through flip card

Activity : Vocabulary review

Levels : intermediate – advanced

Class : 45 Minutes

Preparation: How ever long it takes you to copy the words into cardsstock (or index cards) and cut up.

Direction: Divide the class into small groups. ( if you have fewer ten students, you could play together – just pair students and have each pair be a team ) Give each group a set of flip cards vocabulary. instruct students to place the cards face down in the center of the group play begin by one students choosing a card and providing an oral definition. No gesturing or spelling is allowed . The person who answer with the word on the card gets to keep the card . Play continous clockwise. If a students does not know a vocabulary word , the card is returned to the middle of the deck and the students forfeits his / her turn . Play continues until all of the cards have been defined. The winner is the person with the most card.

The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the on text of message – focused activities involving listening, speaking, reading, and writing and where the teaching deals with items that learners see as being very relevant for the activity. Table 1 lists ways of quickly dealing with words. The small amount of research on such teaching indicates that it has a strong effect on vocabulary learning. The first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not useful for the learners, it should be dealt with as quickly as possible. Usually when words come up in the context of a reading or listening text, or of learners, need word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much. Sometimes however a teachers may want to spend on high frequency words or words that fill a language need that the learners have. When deciding how to spend time on a word, it is useful to consider the learning burden of the word.

### C. The Conceptual Of Framework

Vocabulary is one of the best of the essential parts in language which are taught for every language learner. Vocabulary is the words used in general, there is no limit of fields or users, general in meaning and use. Vocabulary has also the important rules in understanding the language. Where, vocabulary does not only smallest units of language but it must be with grammatical rule in order to be correct. It will be useless if the learners do not know to form new sentence if they do not know noun, verb the application of flip card games which is addressed by research hope the vocabulary which will be given to the students based on the material, till vocabulary flip card concept has been concept prepared by researcher in improving students vocabulary of noun, verb, adjective and adverb can be used in daily activity in English class. As the statement above that vocabulary card make students interested in English lesson and basic grammar such as the part of speech and it is easier for the researcher to transfer her knowledge to the students. Where, multiple choices are chosen as the research intervention. This is done to know how long the students ability in vocabulary especially in part of speech such as noun and verbs.

From the statement above the researcher concludes that flip card vocabulary in teaching, So the more teachers use flip card vocabulary the more students will have.

The theory frame work in this research is shown in the diagram as follows :

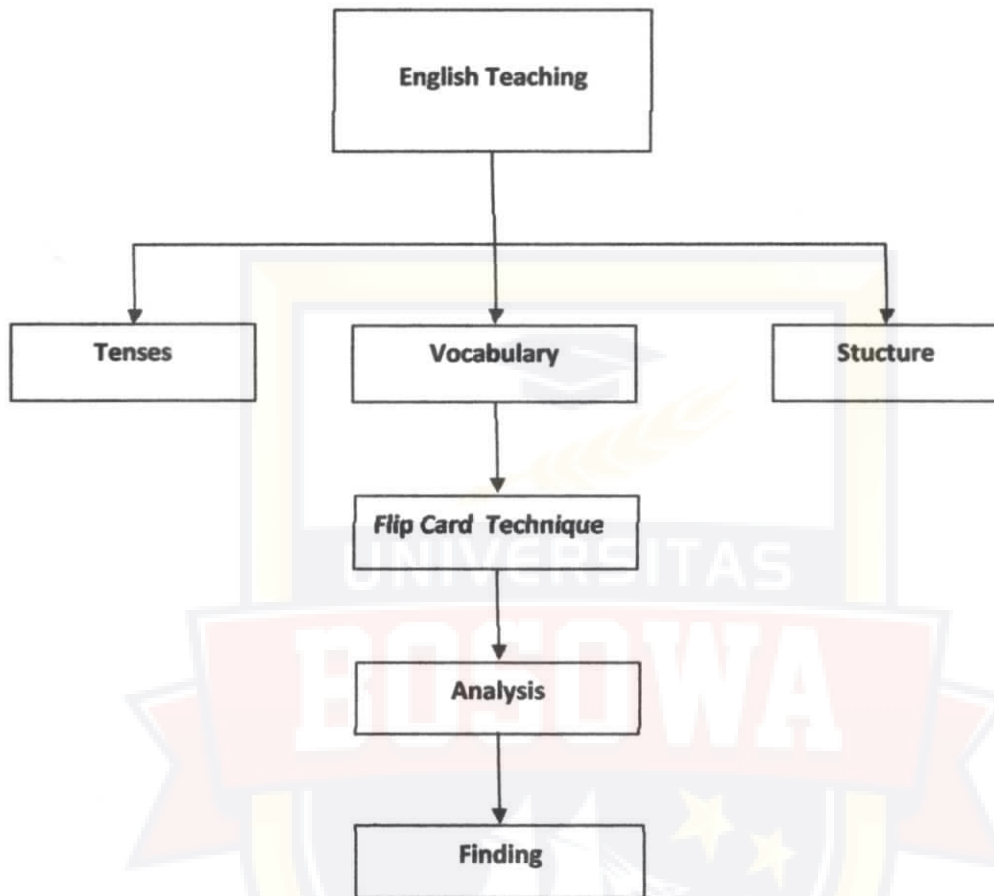


Figure 2.3 Theoretical Frame work

#### D. Hypothesis

There are Effect students Vocabulary through Flip card Technique at Eight Grade of SMPN 17 Makassar.

## CHAPTER III

### RESEARCH METHOD

This chapter present the research method and design, population and Sample, research variable, research instrument, research prosedures of collecting data , and techniques of analyzing data .

#### A. Research Method And Design

The method use in this research was Pre – Experimental which entails of pre test, treatment and Post test . The research Design was one group pre-test, treatment, and post- test can be seen the following :

$O_1$	X	$O_2$
-------	---	-------

(Arikunto,( 2007:45)

$O_1$  = Pre test

X = Treatment ( Using Flip Card Vocabulary )

$O_2$  = Post Test

#### B. The Location Of The Research

The location of this research was at SMP Negeri 17 Makassar .

#### C. Reserach Variable

The writer took two variable, namely independent variable and dependent variable were :

- a. The independent variable of the research was the use of Community Language Learning as a Method
- b. The dependent variable of the research was improving students' vocabulary .

#### **D. Population and Sample**

##### **1. Population**

The population of this research was class VIII-10 of SMPN 17 Makassar which consist in the academic year 2015 – 2016. The eight grade are 10 classes ( VIII-1-VIII-10 ) where each class consist of 27 students' . The total number of population is 200 Students'.

##### **2. Sample**

The writer was used Random sampling technique because the writer only choose a half. Students from class VIII-10 of second grade which consist of 27 students' and. Choose 15 Students based on their NIM by random ( 01,02,03 etc ) to be sampling.

#### **E. Research Instrument**

The Instrument which used to collect data was test vocabulary . The Test used Pre test and post- test. The test deals in improving vocabulary by using multiple choice test , completing the sentences and fill the blank test .

#### **F. Procedure of Collecting Data**

The collect data, the writer took three meetings base on the following procedures

### 1. Pre test

The Pre- test was conduct in the first meeting. The wri' students the multiple choice test, completing sentences, and fill the blank for 40 until 45 minutes. It used to find out students knowledge in vocabulary ability.

### 2. Treatment

After giving pre – test the writer gave treatment in the next meeting : The students ask how the way mastery vocabulary, then the writer explain Flip card vocabulary method in improving students vocabulary.

### 3. Post – Test

After giving the treatment the writer was gave post- test to find out their progress and see the students' ability. after given treatment in developing students vocabulary achievement .

## G. Technique Of Data analysis

The data collect from the students analyzed by using the Following Procedures :

1. Scoring the students pre – test and post- test by using this formula:

$$\text{Score} = \frac{\text{The students gained score} \times 100}{\text{Total score}}$$



2. Classifying the students score into seven levels, as Follows :

96 – 100 is classified as excellent

86 – 95 is classified as very good

76 – 85 is classified as good

66 – 75 is classified as fairly good

55-65 is classified as fair

46-55 is classified as poor

0-45 is classified as very poor

( Depdikbud,(1985 :6 )

3. Rate percentage of the students score, by using this formula :

$$\% = f/n \times 100$$

% : percentage

F : Frequency

N : Total Number

4. Finding out the students mean score by using the following procedures :

$$\bar{x} = \frac{\sum x}{N}$$

(Gay ,in Astria( 2007 : 12 )

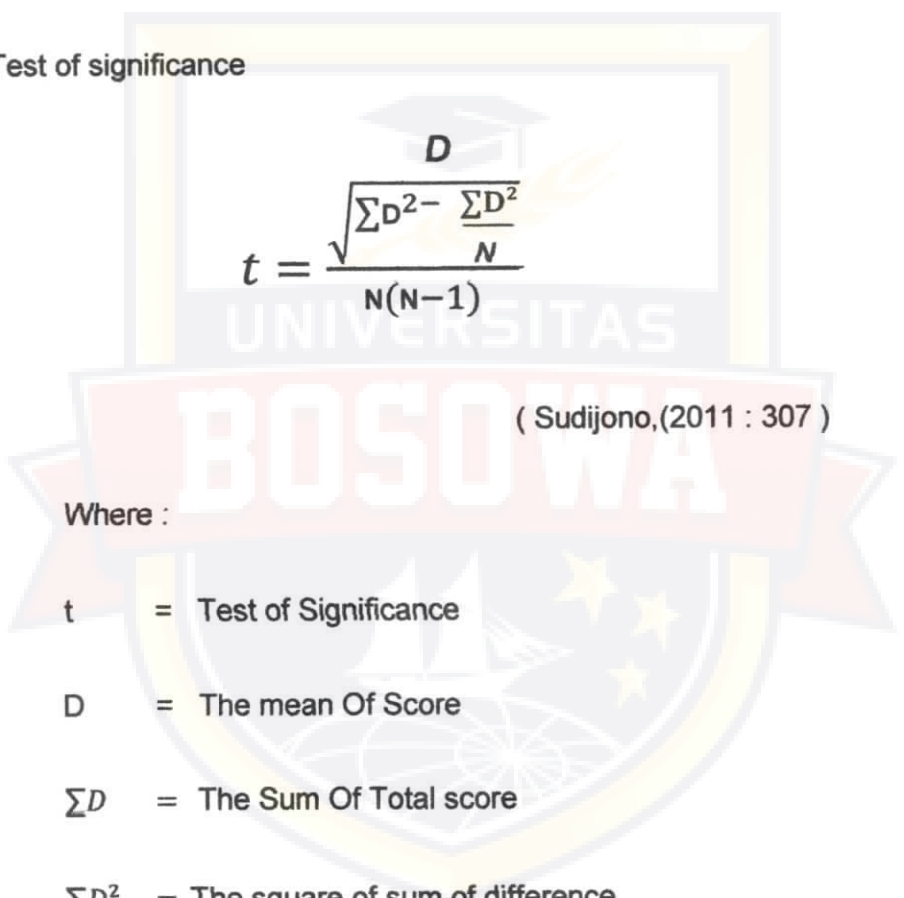
Where :

$\bar{X}$  = Mean score

$\Sigma X$  = Total of individual score

$N$  = Total number individual score

#### 5. Test of significance



$$t = \frac{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}{D}$$

( Sudijono,(2011 : 307 )

Where :

$t$  = Test of Significance

$D$  = The mean Of Score

$\Sigma D$  = The Sum Of Total score

$\Sigma D^2$  = The square of sum of difference

$N$  = The total number of Stutents.

## CHAPTER IV

### FINDING AND DISCUSSION

In Finding and discussion section the writer presented the result of data analysis for the Finding section, arguments and interpretation of research finding for discussion section.

#### A. Findings

In this part the writer presented about the result of the data analysis namely the vocabulary test. The research process was conducted for two treatment by using flip card technique.

The students' result of the vocabulary test in pre-test shown in the following table :

**Table 4.1 Students score of pre-test**

No	Name Of Students	Pre-test	Classification
(1)	(2)	(3)	(4)
1	AWK	64	Fair
2	AMJ	65	Fair
3	AWJ	65	Fair
4	AF	62	Fair
5	A	67	Fair
6	AS	70	Fairly Good
7	C	60	Fair
8	DFD	70	Fairly Good
9	FAS	80	Good

To be continued

Continuation

(1)	(2)	(3)	(4)
10	MA	65	Fair
11	MR	75	Fairly Good
12	MWS	60	Fair
13	M	70	Fairly Good
14	M	80	Good
15	NA	80	Good
16	N	70	Fairly Good
17	NIN	75	Fairly Good
18	NI	80	Good
19	NRS	70	Fairly Good
20	N	80	Good
21	NA	65	Fair
22	BA	70	Fairly Good
23	P	63	Fair
24	RH	65	Fair
25	R	60	Fair
26	R	80	Good
27	RM	80	Good
	Total	1891	
	Mean Score	70,1	

Source : SMP Negeri 17 Makassar

Based on the table above in pre-test 12 students were classified as fair 8 students, were classified as fairly good, and 7 students' were classified as good.the table above shows that the classification of the students' based on the pre-test of experimental class 1891 and their meanscore is 70,1. show that students' vocabulary was low before the research flip card technique.

## 1. Pre-test

$$O_1 = 1891$$

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1920}{27}$$

$$\bar{X} = 70,1$$

**Table 4.2 The Students Score and classification in Post- test**

No	Name Of Students'	Post-test	Classification
(1)	(2)	(3)	(4)
1	AWK	80	Good
2	AMJ	85	Good
3	AWJ	70	Good
4	AF	80	Good
5	A	70	Good
6	AS	80	Good
7	C	90	Very Good
8	DFD	75	Good
9	FAS	90	Very Good
10	MA	85	Good
11	MR	75	Good
12	MWS	85	Good
13	M	80	Good
14	M	90	Good
15	NA	90	Good
16	N	85	Good
17	NIN	78	Good
18	NI	90	Very Good

To be continued

Continuation			
(1)	(2)	(3)	(4)
19	NRS	80	Good
20	N	90	Very Good
21	NA	85	Good
22	BA	75	Good
23	P	85	Good
24	RH	80	Good
25	R	75	Good
26	R	90	Very Good
27	RM	90	Very Good
	Total	2225	
	Mean Score	82,40	

Source : SMP Negeri 17 Makassar

Based on the table above in post-test 19 students was clasified as good,8 students' were classified very good. The table shows classification of the students' based on the post-test experimental class is 2225 and their mean score is 82,40. It shows that students' vocabulary straight applied flip card tehnikue is effective to improve students' vocabulary at SMP Negeri 17 makassar.

## 2. Post Test

$$O_2 = 2225$$

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2240}{27}$$

$$\bar{X} = 82,40$$

**Table 4.3 The Rate percentage of the students' in Pre -test**

No	Classification	Pre -test	
		O <sub>1</sub>	%
1.	Excellent	-	-
2	Very Good	-	-
3	Good	7	13%
4	Fairly Good	8	14%
5	Fair	12	73%
6	As poor	-	-
7	Very poor	-	-
	Total	27	100%

Based on table above, before the students' were treated by Flip card technique. There are 12 students' classified as Fair ( 73% ), and students classified as Fairly Good ( 20 % ) and students' classified Good 7 students'. After the writer gave the pre-test in the First Research, the writer found that the students got some difficulties in answering several of the question . Several of them lack in understanding the lest and they have low in flip card technique. The writer made conclusion based on the table 3 above most of te students at SMP Negeri 17 Makassar are classified as Fairly good in Flip card Technique.

**Table 4.4 The rate Percentage of students in Post-test**

No	Classification	Post –Test	
		O <sub>2</sub>	%
1.	Excellent	-	-
2	Very Good	8	14%
3	Good	19	86%
4	Fairly Good	-	-
5	Fair	-	-
6	As poor	-	-
7	Very poor	-	-
	Total	27	100%

Based on the table 4, after applied Flip card Tehnique, there are 8 students ( 14% ) classified as very good, 19 students ( 86 % ) classified as Fairly Good and none of the students' classified as poor and very poor. The writer concluded that this strategy is effective to improve students vocabulary at SMP Negeri 17 Makassar. In end of the post test several of the students' can answer the question very well becuse they are taught by used Flip card Tehnique and know how to find a good answer by technique.



**Table 4.5 The students' means score in Pre test and post test**

Pre-Test ( O <sub>1</sub> )	Post-Test ( O <sub>2</sub> )	Improvement
71	82	16 %

Based on the table 5 above, it indicates that the students improvement of the eight grade students who taught through Flip card Technique was successful because the result of the mean score of the students' pre-test and post test is increasing.

To know the students' improvement score analysis for vocabulary test, the writer used the formula

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$x_1$$

$$\% = \frac{82-71}{71} \times 100$$

$$66$$

$$= 16 \%$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$O_1 = 1891$$

$$O_2 = 2225$$

$$\sum D = 400$$

$$\sum D^2 = 4000$$

$$D = \frac{\sum D}{N} = \frac{400}{27} = 14,81$$

$$t = \frac{14,81}{\sqrt{\frac{4000 - \frac{400^2}{27}}{27(27-1)}}$$

$$t = \frac{14,81}{\sqrt{\frac{4000 - \frac{16000}{27}}{27(26)}}$$

$$t = \frac{14,81}{\sqrt{\frac{4000 - \frac{16000}{27}}{702}}$$

$$t = \frac{14,81}{\sqrt{0,61}}$$

$$t = \frac{14,81}{0,61}$$

$$t = 24,5$$

Test of significance used to know whether the pre-test and post-test are significantly different, and the result of  $t$ -test is 24,5 then the result of  $t$ -test was compared with the value of  $t$ -table.

## **B. Discussion**

Based on the description of the data collected through vocabulary test as explained in the previous section shows that students' vocabulary test was improved. It's proven by rate percentage and the frequency of the students' pre-test and post-test. Students' score after presenting materials by using Flip card technique is better than before the treatment given students'.

The writer Found that students were motivated to learn vocabulary by using Flip card Technique. After giving treatment, the students' vocabulary is category good because there are 3 students got excellent ( 8 % ), 20 students got very good (80%), 4 students fairly good (12%). Based on calculation. it means that flip card technique significantly improve the vocabulary skill of the students in class VIII-10 SMP Negeri 17 Makassar. It is because the result of significantly  $t$ -test shows that these means statistically different, which is the  $t$ -test value is greater 24,5 than value ( 2240 ) for 16,1 significant. So that means null hypothesis rejected and the alternative hypothesis is accepted.

Flip card technique brings in relaxation and fun for the students', this help learn more easily.

Therefore it can concluded that the students' vocabulary test by using Flip card technique can give effect on the students' of the eight grade at SMP Negeri 17 Makassar.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two section .The First section is conclusion,which is based on the research Findings, The second section is suggestion based on conclusion.

#### A. Conclusion

Based on the result of data analysis and the result of previous chapter, the research concluded that :

There is significance difference between the result of the pre-test and post test of the students' after taught vocabulary skill by using Flip card Technique. Flip card tehniqe is an effective teaching aid in teaching vocabulary to the student class VIII-10 of SMP Negeri 17 Makassar. It provides by the means score of the students' in pre-test is 71,1 and the means score of the students' in post test is 82,97 beside that result of the t-test is 24,5 that is greater than table 2240. It means that the use of flip card technique is effective to improve vocabulary of the students.

The improvement of the students vocabulary skill is obtained through the use flip card Technique,the students' have a big motivation and interested to learn vocabulary.

## B. Suggestion

Consider the points of conclusion above, the writer further states some suggestions as follows :

1. In Teaching vocabulary, the teacher should use some different Tehnique and ways to attract the students' attention to learn more about Vocabulary.
2. The teacher should give more motivation to the students' to learn English well
3. The teacher should create good atmosphere in learning and teaching Process
4. The teacher should always give materials relevant with the students' Need order to increase their interest and achievement in learning English
5. Students are more effective in learning and teaching process
6. Flip card Tehnique can be the alternatif to overcome students'
7. This Strategy or technique is suggested to the English teacher or other Research who want to conduct in similiar research or study

Last the research hopes the result of this research can be used as an additional reference : there will be a further research with different discussion which can make a revision with in development of this Flip card /ocabulary.

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# APPENDICES

**BOSOWA**



## Appendix 1 : Instrumen Penelitian

Judul : THE EFFECT OF STUDENTS' VOCABULARY THROUGH FLIP CARD TECHNIQUE AT EIGHT GRADE OF SMPN 17 MAKASSAR

### Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu ( S1 ) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bosowa Makassar .
2. Peneliti Mengharapkan Kiranya para siswa menjawab soal tes ini dengan jujur
3. Atas Partisipasinya dan bantuan para siswa diucapkan terima kasih .

Nama :

Class :

Nomor:

### Petunjuk Pengisian :

1. Bacalah Teks bacaan secara seksama sebelum menjawab soal.  
Jawablah dengan memilih salah satu jawaban yang benar .
2. Jawablah soal dengan baik dan benar

A. Choose the most appropriate answer !

1. Cut up meatballs and chicken Fillet into small pieces. Kata meatballs

Bermakna....

- |           |           |
|-----------|-----------|
| a. Daging | c. Bakso  |
| b. Sate   | d. Pentol |

2. Grind together garlic, pepper and Salt. Kata Grind Bermakna ...

- |              |              |
|--------------|--------------|
| a. Uleg      | c. Cincang   |
| b. Campurkan | d. Tambahkan |

3. Break in and stir in one or two eggs. kata eggs Bermakna...

- |           |          |
|-----------|----------|
| a. Telur  | c. Ayam  |
| b. Daging | d. Bebek |

4. To make oriental fried rice, you will need a plate of rice, meatballs,

Eggs leeks, chicken Fillet Frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster

Sauce. Kata Frozen Bermakna...

- |                     |                   |
|---------------------|-------------------|
| a. Yang didinginkan | c. Yang dibekukan |
| b. Yang direndam    | d. Yang Disimpan  |

5. Chop up the leeks into very small pieces. Kata leeks Bermakna

- |                 |                |
|-----------------|----------------|
| a. Bawang Merah | c. Daun Bawang |
|-----------------|----------------|

b. Bawang Putih

d. Bawang Bombay

6. How to make it. Kata How Bermakna...

a. Apa

c. Kapan

b. Bagaimana

d. Dimana

7. Then, pour the eggs and green peas. Kata *Pour* Bermakna...

a. Campurkan

c. Dicampur

b. Tuangkan

d. Campuran

8. After that, pour the ground garlic, pepper and salt, adds a spoon of Oyster sauce, Kata salt Bermakna...

a. Gula

c. Garam

b. Lada

d. Merica

9. Put the leeks into the mixture and plate of rice. Kata Place of rice Bermakna...

a. Piring

c. Sepiring Nasi

b. Nasi

d. Semangkuk Nasi

10. First Of all, Fry chicken fillet and meatballs. Stir the the mixture well.

Kata Stir Bermakna ...

a. Membuat

c. Diaduk

b. Mengadoni

d. Aduk

**B. Complete the sentences below with the appropriate words from the list**

<b>Steps</b>	<b>Lay</b>	<b>Hot</b>	<b>Lately</b>	<b>Tell</b>
<b>Novel</b>	<b>Read</b>	<b>Easy</b>	<b>Easily</b>	<b>Much</b>

it is easy to fall a sleep (1) \_\_\_\_\_ Follow these(2) \_\_\_\_\_, First (3) \_\_\_\_\_ your body down in a comfortable sofa .Then,(4) \_\_\_\_\_

Something that etrain you,After that ,drink A glass of (5) \_\_\_\_\_ milk.Next, You'll feel so sleepy.

Aminah : I'm hardly to sleep( 6) \_\_\_\_\_ Hadijah, Can you help me ?

Hadijah : well,actually too (7) \_\_\_\_\_ sleeping in not very good also.

But you know it's (8) \_\_\_\_\_ to fall a sleep soon .

Aminah : Yes(9) \_\_\_\_\_ me how.

Hadijah : Just Read a (10) \_\_\_\_\_ or Magazine that you interested in than You Will you so sleepy.

Aminah : Thank Hadijah.That's very helpful .I'll Try.

## Appendix 2 : Instrumen Penelitian

Judul : THE EFFECT OF STUDENTS' VOCABULARY THROUGH FLIP CARD TECHNIQUE AT EIGHT GRADE OF SMPN 17 MAKASSAR

### Keterangan :

4. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu ( S1 ) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bosowa Makassar .
5. Peneliti Mengharapkan Kiranya para siswa menjawab soal tes ini dengan jujur
6. Atas Partisipasinya dan bantuan para siswa diucapkan terima kasih .

Nama :

Class :

Nomor:

### Petunjuk Pengisian :

1. Bacalah Teks bacaan secara seksama sebelum menjawab soal.
2. Jawablah dengan memilih salah satu jawaban yang benar .
3. .Jawablah soal dengan baik dan benar

### Appendix 3: LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Nama Sekolah	: SMP Negeri 17 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-10 /2
Standar Kompetensi	: Mengungkapkan makna dalam percakapan Transaksional dan interpersonal Sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: Merespon makna gagasan yang terdapat dalam teks lisan Fungsional Pendek sangat sederhana secara akurat, lancar dan berterima untuk Berinteraksi dengan lingkungan.
Indikator	: Mengidentifikasi makna gagasan dalam teks Lisan Fungsional Pendek berupa intruksi
Alokasi Waktu	: 2 x 40 Menit

#### A. Tujuan Pembelajaran

Siswa dapat merespon instruksi yang tepat

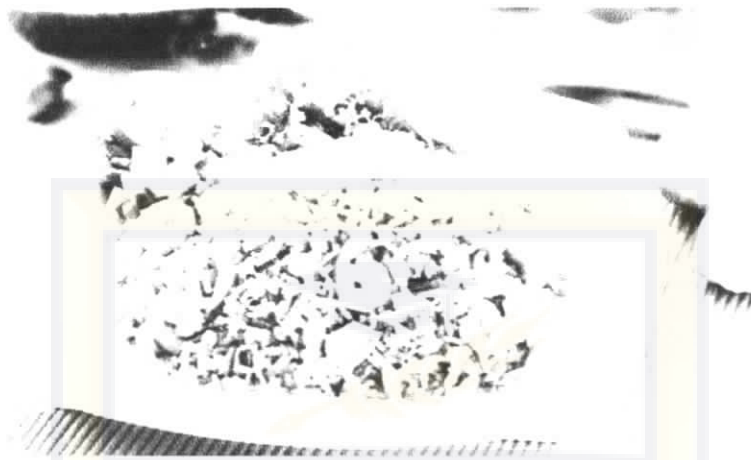
#### B. Materi Pembelajaran

Vocabulary ( especially Noun and verb )

#### C. Metode pembelajaran

Flip card Technique

- Read the text Below carefully and give the underline for noun red colors for verb !



**Preparations :**

1. Cut up meatballs and chicken fillet into small pieces
2. Grind together garlic ,pepper , salt
3. Break in and stir in one or two eggs
4. To make oriental fried rice,you will need a plate of rice  
meatballs

Eggs, leeks,chicken fillet,frozen green peas soaked in hot water, garlic pepper and salt and spoonful of oyster sauce

5. Chop up the leeks into very small pieces.



### Appendix 3: LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Nama Sekolah	: SMP Negeri 17 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-10 /2
Standar Kompetensi	: Mengungkapkan makna dalam percakapan Transaksional dan interpersonal Sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: Merespon makna gagasan yang terdapat dalam teks lisan Fungsional Pendek sangat sederhana secara akurat, lincer dan berterima untuk Berinteraksi dengan lingkungan.
Indikator	: Mengidentifikasi makna gagasan dalam teks Lisan Fungsional Pendek berupa intruksi
Alokasi Waktu	: 2 x 40 Menit

#### A. Tujuan Pembelajaran

Siswa dapat merespon instruksi yang tepat

#### B. Materi Pembelajaran

Vocabulary ( especially Noun and verb )

#### C. Metode pembelajaran

Flip card Technique

## D. Langkah – Langkah Kegiatan

### 1. Kegiatan Awal

- a) Menyapa siswa
- b) Mengabsen siswa
- c) Menjelaskan tujuan pembelajaran
- d) Memotivasi siswa

### 2. Kegiatan inti

#### a. observing

Menjelaskan vocabulary yang berhubungan dengan materi dan metode yang digunakan

#### b. Questioning

Siswa menanyakan tentang hal – hal yang belum dimengerti dalam proses pembelajaran.

#### c. Exploration

Mempraktekkan metode yang telah diajarkan untuk memahami beberapa kosakata

#### d. Associating

Guru kembali mengulang tentang vocabulary dan metode yang digunakan untuk membuat siswa cepat memahami kosakata

#### e. Communicating

Guru meminta siswa menyebutkan vocabulary yang telah mereka kuasai.

Guru meminta siswa untuk mengungkapkan pendapat tentang metode yang digunakan

### 3. Kegiatan Akhir

- a) Menanyakan kesulitan yang dihadapi siswa
- b) Menyimpulkan materi
- c) Menugaskan siswa menggunakan ungkapan yang dipelajari dalam situasi sebenarnya .

## E. Penilaian

### 1. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

### 2. Rubrik Penilaian

#### Rubrik Penilaian Vocaulary

Aspek yang dinilai	4	3	2	1
Ketetapan mengucapkan kosakata/lafal				
Ketetapan penempatan tekanan kata				
Ketetapan penekanan kalimat / intonasi				
Kelancaran pengucapan ( Fluency )				

Keterangan :

4 : Amat Baik

3: Baik

2: Cukup

1.Kurang

Makassar, 13 Maret 2016

Mengetahui :

Kepala Sekolah

Guru Mata Pelajaran

Drs.LA SUBEDE M.MPd

Taufik Qurrahman



7. Then, pour the eggs and green peas. Kata Pour Bermakna...

- a. Campurkan                      c. Dicampur  
b.  Tuangkan                      d. Campuran

8. After that, pour the ground garlic, pepper and salt, adds a spoon of Oyster sauce, Kata salt Bermakna...

- a. Gula                                  c.  Garam  
b. Lada                                  d. Merica

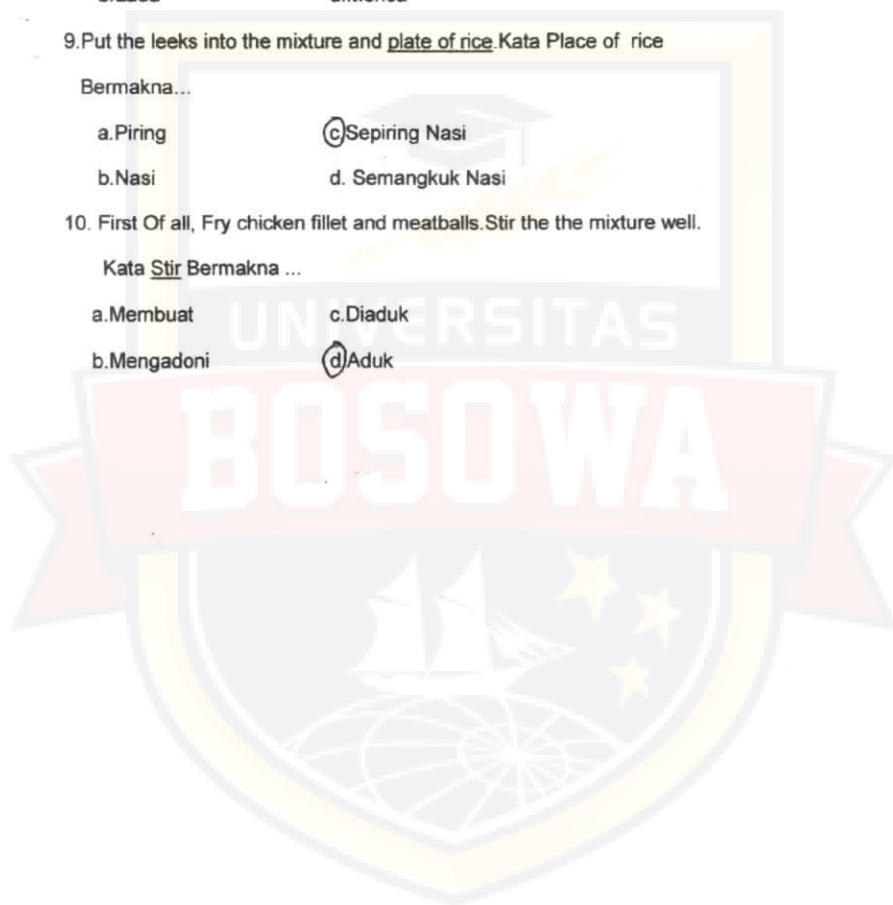
9. Put the leeks into the mixture and plate of rice. Kata Place of rice Bermakna...

- a. Piring                                  c.  Sepiring Nasi  
b. Nasi                                  d. Semangkuk Nasi

10. First Of all, Fry chicken fillet and meatballs. Stir the the mixture well.

Kata Stir Bermakna ...

- a. Membuat                              c. Diaduk  
b. Mengadoni                              d.  Aduk



B. Complete the sentences below with the appropriate words from the list

Steps	Lay	Hot	Lately	Tell
Novel	Read	Easy	Easily	Much

it is easy to fall a sleep (1) Easily Follow these (2) steps First (3)

Lay your body down in a comfortable sofa . Then, (4) Read

Something that etrain you. After that , drink A glass of (5) Hot milk. Next,

You'll feel so sleepy.

Aminah : I'm hardly to sleep (6) Lately Hadijah, Can you help me ?

Hadijah : well, actually too (7) Much sleeping in not very good also.

But you know it's (8) Tell to fall a sleep soon .

Aminah : Yes (9) Easy me how.

Hadijah : Just Read a (10) Novel or Magazine that you interested in than

You Will you so sleepy.

Aminah : Thank Hadijah. That's very helpful . I'll Try.

**BOSOWA**



## Test Instrumen in Pre-test

Name : Nadia andriani A.

Day, Date : 2-2-2016

Class : 8-10

Time : 40 Minutes

A. Choose the most appropriate answer !

1. Cut up meatballs and chicken Fillet into small pieces. Kata meatballs

Bermakna....

a. Daging  b. Bakso

b. Sate d. Pentol

2. Grind together garlic, pepper and Salt. Kata Grind Bermakna ... a. Uleg c. Cincang

b. Campurkan d. Tambahkan

3. Break in and stir in one or two eggs. kata eggs Bermakna... a. Telur c. Ayam

b. Daging d. Bebek

4. To make oriental fried rice, you will need a plate of rice, meatballs,

Eggs leeks, chicken Fillet Frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster

Sauce. Kata Frozen Bermakna...

 a. Yang didinginkan c. Yang dibekukan

b. Yang direndam d. Yang Disimpan

5. Chop up the leeks into very small pieces. Kata leeks Bermaknaa. Bawang Merah  c. Daun Bawang

b. Bawang Putih d. Bawang Bombay

6. How to make it. Kata How Bermakna...

a. Apa c. Kapan

 b. Bagaimana d. Dimana

7. Then, pour the eggs and green peas. Kata Pour Bermakna...

- a. Campurkan                      c. Dicampur  
b. Tuangkan                        d. Campuran

8. After that, pour the ground garlic, pepper and salt, adds a spoon of Oyster sauce, Kata salt Bermakna...

- a. Gula                                 c. Garam  
b. Lada                                d. Merica

9. Put the leeks into the mixture and plate of rice. Kata Place of rice Bermakna...

- a. Piring                               c. Sepiring Nasi  
b. Nasi                                d. Semangkuk Nasi

10. First Of all, Fry chicken fillet and meatballs. Stir the the mixture well.

Kata Stir Bermakna ...

- a. Membuat                        c. Diaduk  
b. Mengadoni                       d. Aduk





B. Complete the sentences below with the appropriate words from the list

Steps	Lay	Hot	Lately	Tell
Novel	Read	Easy	Easily	Much

it is easy to fall a sleep (1) Easily Follow these (2) steps First (3)  
Lay your body down in a comfortable sofa .Then, (4) Read  
 Something that etrain you, After that ,drink A glass of (5) Hot milk. Next,  
 You'll feel so sleepy.

Aminah : I'm hardly to sleep (6) Lately Hadijah, Can you help me ?

Hadijah : well, actually too (7) much sleeping in not very good also.  
 But you know it's (8) Tell to fall a sleep soon .

Aminah : Yes (9) easy me how.

Hadijah : Just Read a (10) Novel or Magazine that you interested in than  
 You Will you so sleepy.

Aminah : Thank Hadijah. That's very helpful .I'll Try.



## Test Instrumen in Pre-test

Name : Riska Muthainah

Day.Date : 2, 2 - 2016

Class : 8-10

Time : 40 Minutes

A. Choose the most appropriate answer !

1. Cut up meatballs and chicken Fillet into small pieces. Kata meatballs

Bermakna ...

a. Daging  c. Bakso

b. Sate d. Pentol

2. Grind together garlic, pepper and Salt. Kata Grind Bermakna ... a. Uleg c. Cincang

b. Campurkan d. Tambahkan

3. Break in and stir in one or two eggs. kata eggs Bermakna... a. Telur c. Ayam

b. Daging d. Bebek

4. To make oriental fried rice, you will need a plate of rice, meatballs,

Eggs leeks, chicken Fillet Frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster

Sauce. Kata Frozen Bermakna...

a. Yang didinginkan  c. Yang dibekukan

b. Yang direndam d. Yang Disimpan

5. Chop up the leeks into very small pieces. Kata leeks Bermaknaa. Bawang Merah  c. Daun Bawang

b. Bawang Putih d. Bawang Bombay

6. How to make it. Kata How Bermakna...

a. Apa c. Kapan

 b. Bagaimana d. Dimana

7. Then, pour the eggs and green peas. Kata Pour Bermakna...

- a. Campurkan                      c. Dicampur  
 b. Tuangkan                      d. Campuran

8. After that, pour the ground garlic, pepper and salt, adds a spoon of Oyster sauce, Kata salt Bermakna...

- a. Gula                                  c. Garam  
 b. Lada                                  d. Merica

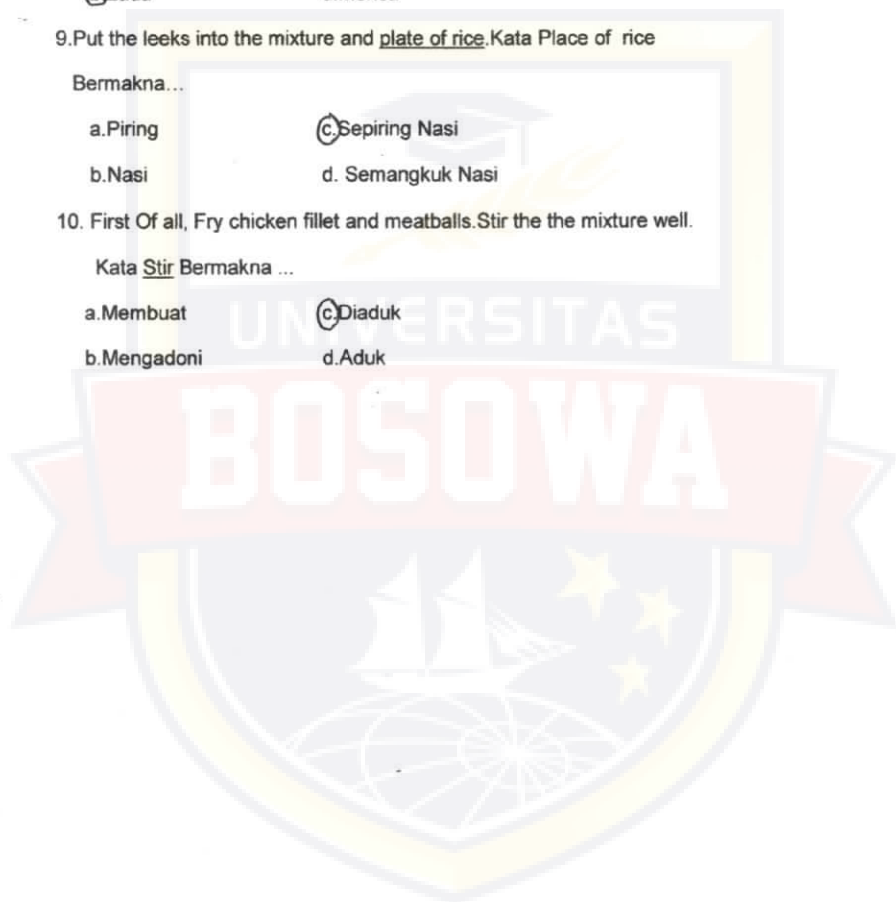
9. Put the leeks into the mixture and plate of rice. Kata Place of rice Bermakna...

- a. Piring                                   c. Sepiring Nasi  
b. Nasi                                      d. Semangkuk Nasi

10. First Of all, Fry chicken fillet and meatballs. Stir the the mixture well.

Kata Stir Bermakna ...

- a. Membuat                               c. Diaduk  
b. Mengadoni                              d. Aduk



B. Complete the sentences below with the appropriate words from the list

<b>Steps</b>	<b>Lay</b>	<b>Hot</b>	<b>Lately</b>	<b>Tell</b>
<b>Novel</b>	<b>Read</b>	<b>Easy</b>	<b>Easily</b>	<b>Much</b>

it is easy to fall a sleep (1) Easily Follow these (2) steps First (3)

Lay your body down in a comfortable sofa .Then, (4) Read

Something that etrain you, After that ,drink A glass of (5) Hot milk. Next,

You'll feel so sleepy.

Aminah : I'm hardly to sleep (6) lately Hadijah, Can you help me ?

Hadijah : well, actually too (7) Easy sleeping in not very good also.

But you know it's (8) Mych to fall a sleep soon .

Aminah : Yes (9) Tell me how.

Hadijah : Just Read a (10) Novel or Magazine that you interested in than  
You Will you so sleepy.

Aminah : Thank Hadijah. That's very helpful .I'll Try.

**BUSOWA**



## Test Instrumen in Post Test

Name : Bintang Ayura

Day, Date : Saturday, 5

Class : VIII.x

Times : 40 Minutes

- Read the text Below carefully and give the underline for noun red colors for verb !



85

## Preparations :

1. Cut up meatballs and chicken fillet into small pieces
2. Grind together garlic ,pepper , salt
3. Break in and stir in one or two eggs
4. To make oriental fried rice,you will need a plate of rice meatballs  
Eggs, leeks,chicken fillet,frozen green peas soaked in hot water, garlic pepper and salt and spoonful of oyster sauce
5. Chop up the leeks into very small pieces.

## How to make it :

- a. Then,pour the eggs and green peas
- b. After that , pour the garlic pepper and salt adds a spoonful oyster sauce  
Put the leeks into the mixture and a plate of rice
- c. First of all ,Fry chicken fillet and meatballs stir the mixture well.
- d. Finally ,serve oriental fried rice on a plate with hot sauce.

## Kosa Kata Terkait Part Of Speech :

Noun		Verb	
plate	Piring	Mixture.	mencampurkan
rice	nasi	cut	memotong
chiken	Ayam	Fozen	membekukan
Meatballs	bakso	chop	Memotong
eggs	Telur	make	membuat
garlic	Bawang putih	pour	menuangkan
salt	garam <sup>garam</sup>	fry	memasak
Pepper	Cabai / merica	grind	campurkan

Do Your Best ! you can if you think you can .

**BUSUWA**



### Test Instrumen in Post Test

Name : A. mutiara JUNIAWANTI

Day, Date :

Class : 810 C Daarpan Sepuluh

Times : 40 Minutes

- Read the text Below carefully and give the underline for noun red colors for verb !



85  
=

#### Preparations :

1. Cut up meatballs and chicken fillet into small pieces
2. Grind together garlic ,pepper , salt
3. Break in and stir in one or two eggs
4. To make oriental fried rice,you will need a plate of rice meatballs  
Eggs, leeks,chicken fillet,frozen green peas soaked in hot water, garlic pepper and salt and spoonful of oyster sauce
5. Chop up the leeks into very small pieces.

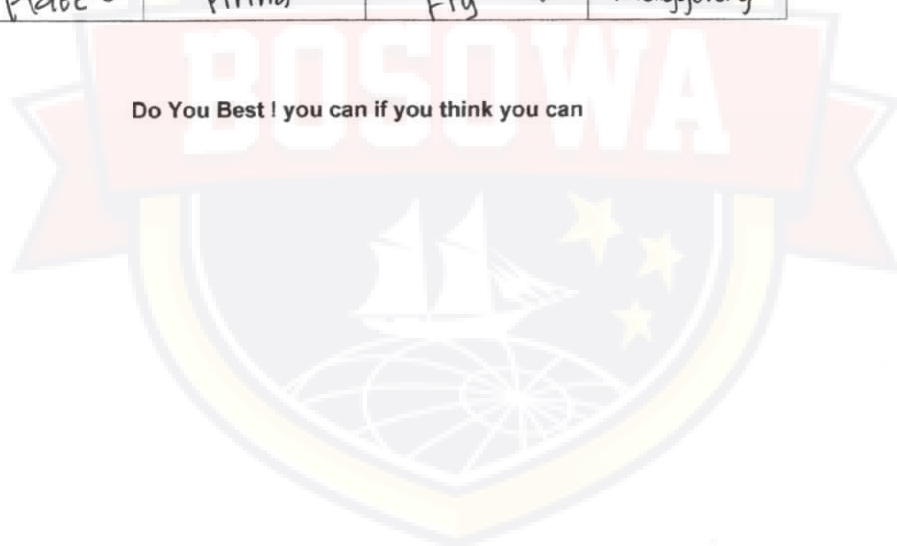
#### How to make it :

- a. Then,pour the eggs and green peas
- b. After that , pour the garlic pepper and salt adds a spoonful oyster sauce  
Put the leeks into the mixture and a plate of rice
- c. First of all ,Fry chicken fillet and meatballs stir the mixture well.
- d. Finally ,serve oriental fried rice on a plate with hot sauce.

## Kosa Kata Terkait Part Of Speech :

Noun		Verb	
Meat ball ✓	Bakso	Cut ✓	Memotong
Chicken ✓	ayam	Grind ✓	Campur/Menggiling
egg ✓	telur	Stir ✓	Mengaduk
leeks ✓	daun bawang	Make ✓	Membuat
Pepper ✓	Cabai	Chop ✓	Memotong
Salt	garam	Pour ✓	Menuangkan
Garlic ✓	Bawang putih	Put ✓	Memasukkan
Plate ✓	Piring	Fry ✓	Menggoreng

Do Your Best ! you can if you think you can





### Test Instrumen in Post Test

Name : Riska Mutmainnah

Day, Date : 05 - 03 - 2016

Class : B-10

Times : 40 Minutes

- Read the text Below carefully and give the underline for noun red colors for verb !



8/5  
=

#### Preparations :

1. Cut up meatballs and chicken fillet into small pieces
2. Grind together garlic ,pepper , salt
3. Break in and stir in one or two eggs
4. To make oriental fried rice,you will need a plate of rice meatballs  
Eggs, leeks,chicken fillet,frozen green peas soaked in hot water, garlic pepper and salt and spoonful of oyster sauce
5. Chop up the leeks into very small pieces.

#### How to make it :

- a. Then,pour the eggs and green peas
- b. After that , pour the garlic pepper and salt adds a spoonful oyster sauce  
Put the leeks into the mixture and a plate of rice
- c. First of all ,Fry chicken fillet and meatballs stir the mixture well.
- d. Finally ,serve oriental fried rice on a plate with hot sauce.

## Kosa Kata Terkait Part Of Speech :

Noun		Verb	
Plate	Piring	cut	<del>Memotong</del>
Salt	garam	make	Membuat
eggs	telur	fly	terbang
garlic	bawang Putih	grind	Campurkan
Rice	nasi	stir	menyaduk
Banana	pisang	chop	Memetang
Peper	Cabai	pour	menuangkan
Waterball	Ulat beksu	Fry	memasak

Do Your Best ! you can if you think you can .



### Appendix 5: Score of students the pre-test and post-test

#### The Total Raw Score of the students Pre-Test and Post-Test

No	Name Of Students	Pre-Test ( O <sub>1</sub> )	Post-Test( O <sub>2</sub> )	Gain ( D )	D <sup>2</sup>
1	AWK	60	80	20	200
2	AMJ	60	80	20	200
3	AWJ	60	80	20	200
4	AF	60	80	20	200
5	A	60	80	20	200
6	AS	70	80	10	100
7	C	60	90	30	300
8	DFD	70	80	10	100
9	FAS	80	90	10	100
10	MA	60	80	20	200
11	MR	70	80	10	100
12	MWS	60	80	20	200
13	M	70	80	10	100
14	M	80	90	10	100
15	NA	80	90	10	100
16	N	70	80	10	100
17	NIN	70	80	10	100
18	NI	80	90	10	100
19	NRS	70	80	10	100
20	N	80	90	10	100
21	NA	60	80	20	200
22	BA	70	80	10	100
23	P	60	80	20	200
24	RH	60	80	20	200
25	R	60	80	20	200
26	R	80	90	10	100
27	RM	80	90	10	100
		$\Sigma O_1=1920$	$\Sigma O_2=2240$	$\Sigma D =400$	$\Sigma D^2=4000$

### Appendix 6 : The significant between t-test and t-table

$$t = \frac{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}{D}$$

$$O_1 = 1920$$

$$O_2 = 2240$$

$$\sum D = 400$$

$$\sum D^2 = 4000$$

$$\bar{D} = \frac{\sum D}{N} = \frac{400}{27} = 14,81$$

$$t = \frac{14,81}{\sqrt{\frac{4000 - \frac{400^2}{27}}{27(27-1)}}$$

$$t = \frac{14,81}{\sqrt{\frac{4000 - \frac{160000}{27}}{27(26)}}$$

$$t = \frac{14,81}{\sqrt{\frac{4000 - \frac{160000}{27}}{702}}$$

$$t = \sqrt{\frac{14,81}{0,61}}$$

$$t = \frac{14,81}{0,61}$$

$$t = 24,5$$

The Rate percentage of the students' in Pre- test

No	Classification	Pre -test	
		O <sub>1</sub>	%
1.	Excellent	-	-
2	Very Good	-	-
3	Good	7	13%
4	Fairly Good	8	14%
5	Fair	12	73%
6	As poor	-	-
7	Very poor	-	-
	Total	27	100%

The rate Percentage of students in Post-test

No	Classification	Post -test	
		O <sub>2</sub>	%
1.	Excellent	-	-
2	Very Good	8	14%
3	Good	19	86%
4	Fairly Good	-	-
5	Fair	-	-
6	As poor	-	-
7	Very poor	-	-
	Total	27	100%

## Appendix 7 : Documentation

Picture 1: Students were doing Pre-test



Picture 2: Students were doing in Treatment



Picture 3: Students' are doing in post-Test



## BIOGRAPHY



Taufik Qurrahman was born on Juny 22 1993 Bima, NTB.

His Father names H.Kamaludin and Mother Hj.Junari M.Nur.He

has three brother . I am thirdchild from three brohter . he starded

his elementary school at SDN 05 City of Bima in 2000 and

graduaded 2006. He continued his study to jenior high school at SMPN 1 Kota Bima

and gradueted in 2009 then he continued his study at senior high school at SMAN 1

ta Bima and gradueted in 2011. In 2011 he continued his study at University

sowa of Makassar Department of English education and graduaded in 2016

