

**THE USE OF YOUTUBE-BASED VIDEOS  
TO IMPROVE 7 GRADE STUDENT'S VOCABULARY MASTERY  
AT THE JUNIOR HIGH SCHOOL 1 JEMBER**

**UNDERGRADUATE THESIS**

**Advisor: Aminulloh, M.Pd.**



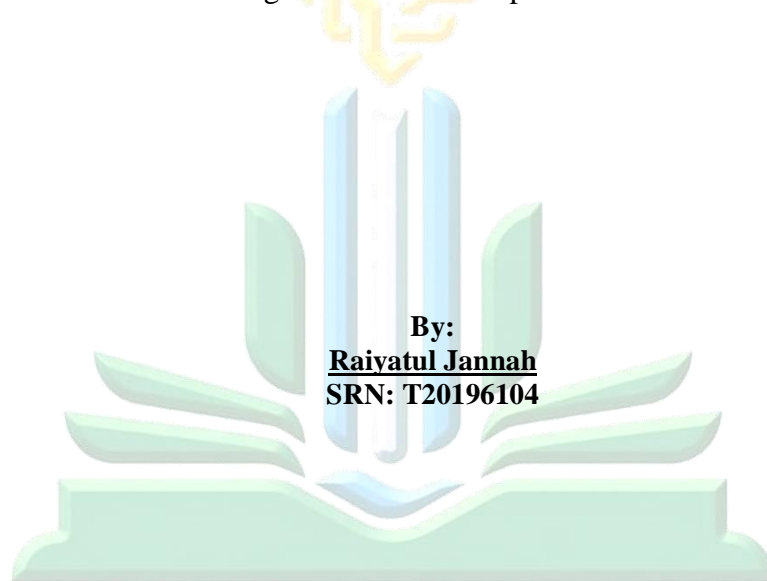
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
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**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIAH AND TEACHER TRAINING  
OCTOBER 2023**

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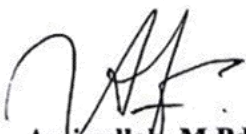
Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements for bachelor degree (S.Pd)  
Faculty of Education and Teacher Training  
English Education Departement



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Has been examined and approved by the board for examiners  
in partial to fulfilments of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Departement

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## MOTTO

فَلَنَقُصَّنَّ عَلَيْهِم بِعِلْمٍ ۖ وَ مَا كُنَّا غَائِبِينَ (٧)

“And verily We shall recount their whole story with knowledge for We were never absent (at any time or place)” (QS. Al-A’raf :7)<sup>1</sup>



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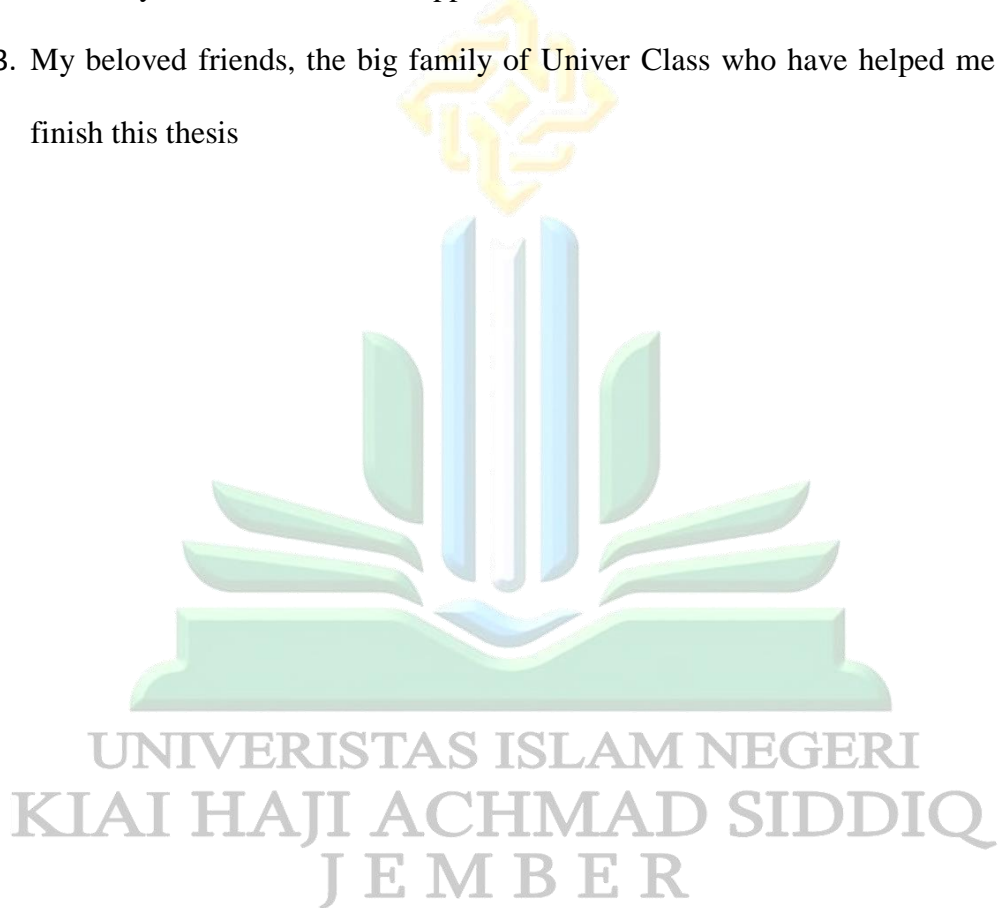
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<sup>1</sup> Al-Qur'an hafalan Usman alqurtubi, Al-Qur'an dan Terjemahannya Cordoba, januari 2020

## **DEDICATION**

I proudly dedicated this thesis for :

1. My beloved parents, Juliyanto and Hatidjah who have given me support, motivation, love and pray for me to finish my thesis
2. All of my families who have supported me to finish this thesis
3. My beloved friends, the big family of Univer Class who have helped me to finish this thesis



## ACKNOWLEDGEMENT

Alhamdulillah Rabbil Aalamiin. Thanks to Allah SWT who has always given me his blessing and guidance. So I could accomplish this undergraduate thesis well. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of Universitas Kiai Haji Achmad Siddiq Jember. The Undergraduate thesis entitled “THE USE OF YOUTUBE-BASED VIDEOS TO IMPROVE 7 GRADE STUDENT’S VOCABULARY MASTERY AT THE JUNIOR HIGH SCHOOL 1 JEMBER”

I also fully aware that the undergraduate thesis could never be finished without helped and supported from others during the process of writing. Therefore, in this occasion the writer expresses her respect and gratitude to :

1. Prof. Dr. H. Hepni,S.Ag., M.M as a Rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this institute.
2. Dr. H. Abdul Mu’is, S.Ag.,M.Si as the Dean Faculty of Tarbiyah and Teacher Training at Islamic State University of Kiai Haji Achmad Siddiq Jember.
3. Dr. Rif’an Humaidi, M.Pd, I. As the Head of Islamic Studies and Language Education Departement who has been managing the departement of writer.

4. As'ari, M.Pd. I as the Head of English Education Department who has given me encouragement to finish the thesis as soon as possible.
5. Aminulloh M. Pd as my advisor who has helped and guide me during the writing of the thesis.
6. Emmy Juliawati, S.S as the English Teacher, for her cooperation and help during the research.
7. All students of SMPN 1 Jember for beeing cooperative to be my research subject.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 5<sup>th</sup> September 2023

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## ABSTRACT

**Raiyatul Jannah, 2023:** The Use of Youtube-Based Videos to Improve 7 grade Student's Vocabulary Mastery

Keyword: Vocabulary Mastery, Youtube-based video, Improve

Vocabulary is a core component of learning English, by mastering a lot of vocabulary, individuals can improve their four skill in English. It is capability to understand words; understanding contains the capability to know the point of the words, to learn the words better, to say the words properly and employ the words in context. There are so many media can be use to improve student's vocabulary mastery at 7 grade students of Junior High School 1 Jember. In this study the reseacher used youtube-based video to improve 7 grade student's vocabulary mastery.

This research attempt to examine "Is there any correlation between using youtube-based video and their vocabulary mastery at 7 grade student's Junior High School 1 Jember?". This research was conducted to find out the correlation between the used of youtube-based video and the student's vocabulary mastery.

The researcher used quantitative experimental design which divided into two classes, there are the experimental class and control class. The experimental class consisted of 34 students and the control class consisted of 32 students. The use of youtube-based video was only given to the experimental class.

Based on the data researcher used non-parametric analysis with the Mann Whitney formula with SPSS version 26. Researcher used asymp.Sig (2-tailed) 0.05 as a significant level, if the results of the Mann Whitney test  $<0.05$ , it means that it can be concluded that there is no a significant correlation in the scores between the experimental and control classes. Based on the hypotesis testing, the result of Man Whitney test is obtained asymp.Sig (2-tailed) is  $0.041 < 0.05$ . It could be said that H1 was accepted and H0 was rejected. It means that there is a correlation between using youtube-based videos and student's vocabulary mastery in improve 7 grade student in junior high school 1 Jember

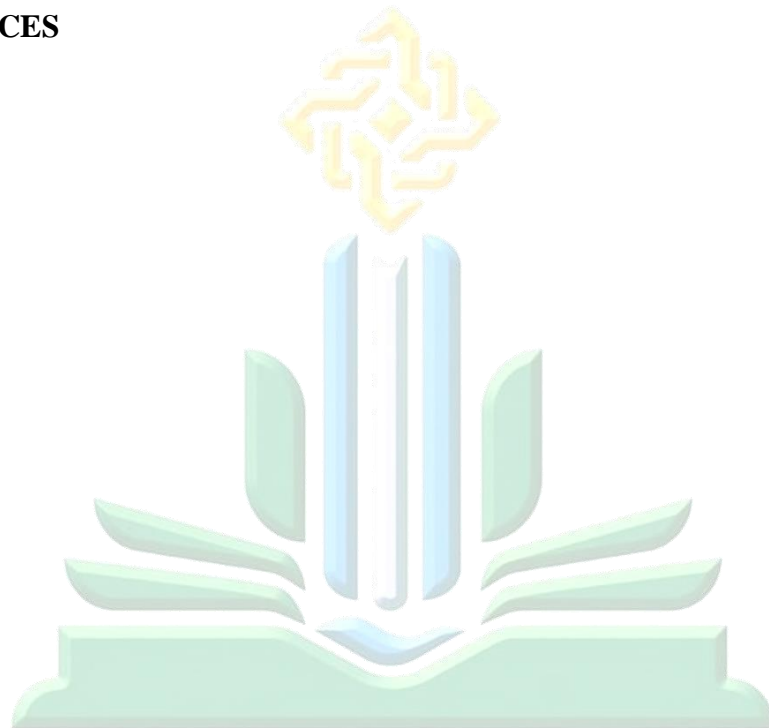
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# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

English is no stranger to our lives. As we know, English is the language used in the international area. English is also a means for every country to be able to communicate with each other. As a second language, English refers to the teaching and learning of English by individuals whose first language is not English. English as a Second Language (ESL) education is of great significance due to the global prominence of the English language as; a means of communication, academic study, and economic opportunity.

1. **Global Communication:** English has emerged as the dominant language for international communication. It is used as a common language among people from diverse linguistic backgrounds, enabling effective communication and fostering global connections. ESL education equips individuals with the skills necessary to interact, collaborate, and exchange ideas with people from different cultures and linguistic backgrounds.
2. **Academic Advancement:** English proficiency is essential for accessing higher education opportunities. Many universities and academic institutions around the world require a certain level of English language competency for admission. ESL education provides non-native English speakers with the language skills needed to excel in academic settings,

3. participate in classroom discussions, write research papers, and comprehend complex texts.
4. Professional Opportunities: English fluency is highly valued in the job market. Proficiency in English opens up a wide range of employment opportunities, both locally and globally. Many multinational companies and organizations require employees who can effectively communicate in English to engage in international business transactions, collaborate with colleagues from different countries, and access global markets. ESL education enhances individuals' employability and career prospects.
5. Cultural Exchange: Learning English as a second language also facilitates cultural exchange and understanding. Through English, individuals can explore literature, music, films, and other cultural artifacts from English-speaking countries. It allows them to gain insights into different societies, traditions, and perspectives, fostering tolerance, empathy, and appreciation for cultural diversity.
6. Personal Development: Learning a second language like English contributes to personal growth and development. It enhances cognitive abilities, such as memory, problem-solving, and critical thinking skills. Language learning also promotes adaptability, flexibility, and resilience, as individuals navigate different linguistic and cultural contexts.

ESL education employs various teaching methodologies and approaches to cater to the needs of diverse learners. These may include communicative language teaching, task-based learning, and immersive language programs. Technology has also revolutionized ESL education, providing interactive language learning platforms, online resources, and language exchange opportunities.

In conclusion, English as a Second Language (ESL) education plays a vital role in today's interconnected world. It empowers individuals with the language skills necessary for global communication, academic success, and professional advancement. ESL education also fosters cultural exchange, personal development, and intercultural understanding, contributing to a more inclusive and interconnected global community.

Indonesia introduces ESL earlier to students, starting from the elementary school level (SD/MI) through the 1994 Basic Education curriculum<sup>2</sup>. Starting from 1994 this lesson becomes a mandatory lesson and even becomes one of the lessons tested at the national level which we often know as the National Examination (UN).

English language education plays a crucial role in today's globalized world. It is widely recognized as the lingua franca of international communication, business, and technology. As a result, English has become a key component of educational systems worldwide, starting from the early years of schooling and continuing throughout higher education.

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<sup>2</sup> <https://infopasti.net/pentingnya-pembelahan-lagu-age-inggris-di-school>

The inclusion of English as a subject in educational curricula serves multiple purposes. Firstly, it equips students with the necessary language skills to engage in effective communication across borders. English proficiency enables individuals to access a vast array of knowledge, resources, and opportunities available in the globalized world. It facilitates international collaboration, trade, and cultural exchange, fostering understanding and cooperation among nations.

Secondly, English language education promotes cognitive development and critical thinking skills. Learning a second language enhances problem-solving abilities, memory retention, and multitasking skills. It encourages learners to analyze, compare, and synthesize information, thereby nurturing their analytical and creative thinking capabilities.

Furthermore, English proficiency has become a prerequisite for higher education and employment in many countries. Universities often require a certain level of English language proficiency for admission, as many courses are conducted in English. Moreover, multinational companies and organizations prioritize candidates with strong English skills, recognizing the value of effective communication in a globalized work environment.



English language education encompasses various components, including listening, speaking, reading, and writing skills. It focuses on grammar, vocabulary, pronunciation, and comprehension, enabling learners to express themselves fluently and accurately. Technology has also played a significant role in English language education, providing interactive tools, multimedia resources, and online platforms for language learning and practice.

To ensure effective English language education, educators employ diverse teaching methodologies and approaches. Communicative language teaching, task-based learning, and language immersion programs are some of the commonly utilized methods. These approaches emphasize active participation, real-life communication, and cultural understanding, fostering learners' language proficiency and intercultural competence.

In conclusion, English language education holds immense importance in the modern educational landscape. It equips learners with the necessary language skills for effective communication, enhances cognitive abilities, and expands opportunities for higher education and employment. By embracing English language education, individuals can navigate the interconnected world and contribute to global understanding and collaboration.

Learning English is a necessity at this time, because English is the language most commonly used in everyday life. It should be noted that English has four skills: listening, reading, speaking and writing. To Improve the four skills, students must also have good vocabulary mastery to make it easier to master the four skills. Vocabulary is an important part of learning English. Vocabulary is a part of language, in small and simple form. in this small and simple form then vocabulary is referred to as a series of words. where the word is a series of several letters that can be a meaning. Trusted Vocabulary refers to a list or series of words that may be used by speakers of each language. From that statement we know that it refers to the word in the language used by the speaker. Vocabulary can be a root in the problem of students not being able to speak English well, because without a lot of vocabulary mastery students cannot understand written texts and they cannot even convey communication to other people. According to Suryadi, students' abilities will be easily accepted if these students master vocabulary. When the students master vocabulary, they will be confident in communicating with others.<sup>3</sup>

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<sup>3</sup> Suryadi, "The Effects of Self-Confident and Vocabulary Mastery on Students", Journal of English Language Studies, vol 3. (Banten 2018): 201, <https://dx.doi.org/10.30870/jels.v3i2.3158>

According to Jaana Rantonen vocabulary is one of the most important aspects of foreign language learning and Vocabulary is very useful as a basis for student knowledge, where learning English as a second language requires many words to be able to speak English well. because vocabulary is a necessity for learning English, student learning vocabulary becomes the core of learning activities.<sup>4</sup> Vocabulary is the foundation to build a basic role in learning English. Without vocabulary we cannot express ideas and make people understand them well. Someone will experience communication disorders if they still have a lack of vocabulary and will often lack stock words when communicating. If this is experienced by the system, students will become passive while learning English. Richard says that vocabulary is a core component of language proficiency and provides many important elements for how well learners speak, listen, read, and write. He also added: “Without a broad vocabulary and strategies to acquire new vocabulary, they will be less likely to achieve and may be discouraged from taking advantage of opportunities to learn the language around them such as listening to the radio, listening to native speakers using the language in a different context , reading or watching television”.<sup>5</sup>

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<sup>4</sup> <https://jyx.jyu.fi/bitstream/handle/123456789/51305/URN:NBN:fi:jyu-201609104064.pdf>

<sup>5</sup> Rohmatillah. A Study on Students' Difficulties in Learning Vocabulary. IAIN Raden Intan Lampung

In learning English, developing or enriching vocabulary is the foremost thing to do. Learning vocabulary in English is not an easy thing, especially for students as novice learners. The most difficult thing for students in mastering vocabulary is the differences in meaning and pronunciation. However, it is important for students to authorize vocabulary in the learning process. Learning vocabulary can not be learned only from what students hear and write, but from what they see around<sup>6</sup>.

According to Nunan “Teaching of vocabulary has been assumed as a fundamentally important aspect of language development there are four principles for teaching vocabulary<sup>7</sup>

1. Focus on the most useful vocabulary (in starting to master vocabulary students are taught to vocabulary that is easy and often used in everyday life, thus the vocabulary will be used and spoken frequently, so that students will remember the vocabulary more quickly. Vocabulary is chosen from words that are often spoken everyday or you can also look for words that are seen or often seen around us)
2. Focus on the vocabulary in the most appropriate way
3. Give attention to the high-frequency words
4. Encourage learners to reflect on and take responsibility for learning.

Teaching vocabulary is usually carried out by asking students to memorize vocabulary, without using an interesting medium to fulfill the

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<sup>6</sup> Mariatul Fitria, "Improving the Vocabulary Mastery of the Seventh Grader of SMP Negeri 2 Lumajang by Using Pictures in Descriptive Text". *Journal of English Teaching and Learning*. Vol. 3 No.18, (2014), 1738

<sup>7</sup> Listiana Nurhayat Hakim.(2019). The Implementation of youtube in teaching vocabulary for young learners. *Journal of advance english studies*

principle of teaching vocabulary, which indirectly requires students to master a lot of vocabulary. In teaching vocabulary, the teacher usually makes a vocabulary list to memorize, which makes students feel that learning English is only about memorizing vocabulary.

The teacher acts as a motivator in learning by seeking information on how to make students not feel bored in learning vocabulary and when they are asked to memorize vocabulary, students feel happy and able to understand the lessons in class. The explanation above, the researcher assumes that vocabulary is a starting material for building or making sentences. Vocabulary is a component of language that is used by everyone to convey ideas or feelings. Without having more vocabulary, people cannot give ideas or opinions about what they hear or what they see, because they think that their vocabulary is very low.

Therefore innovation is needed in learning English, with learning innovation it will later foster a positive attitude that changes students' mindsets which makes learning English fun. An innovation on learning english make students begin to be interested in learning and will make students innovative and creative learners.

In preliminary research, during eight weeks of teaching practice from September to November at SMPN 1 JEMBER 2022, the researcher found that most students thought that English was one of the most difficult subjects to learn. When student learn english, their lack of vocabulary mastery makes a problem. It caused they do not master grammar, speaking, writing and

everything that related with english. They have less motivation in learning English because most student already claim that english is a new thing that is difficult for their understanding to accept.

Learning English can be practice by using an interesting learning media, especially in improving vocabulary mastery. From the interesting media it can be one tool that can motivates, challenges, pleases and can shape positive behavior. One of the media used is YouTube-based videos which generally seem to make students more enthusiastic to continuing learning. Interesting videos can direct students' curiosity in learning English.

As a teacher using YouTube-based videos can also make it easier in the teaching process, because only learning to use videos can motivate students and they can get the gist of the material from the videos that have been shown. Interesting video devoted to improving students' vocabulary mastery and understanding providing language learners exposure to authentic content and context, so that learners can improve their language skills.

Beside improve language skill, youtube can also be a media that can easily acces every time we need. YouTube is an easily accessible platform and can be access via commonly used devices such as smartphones, tablets, and computers. Students can easily access educational videos that suit their needs. YouTube offers a wide variety of content covering different topics. Students can find videos that suit their interests and preferences, making it easier for them to learn. YouTube videos combine visual and audio elements, which can help students understand and remember vocabulary better. In

videos, words can be accompanied by images, animations, and examples of use in real contexts, thus strengthening understanding of the vocabulary.

Videos on YouTube often depict real situations where vocabulary is used. Youtube help students understand the meaning of words in relevant contexts and enriches their knowledge about the use of these words. Videos on YouTube can be replay according to student needs. By repeating watching the video, students can deepen their understanding of the vocabulary being taught.

YouTube-based videos can provide a more interest and interactive learning experience. Students may be more motivated to learn vocabulary through engaging youtube videos, with music or visual effects that catch their attention. Videos on YouTube can also be a source of inspiration for collaboration and discussion in class. Students can share the videos which they find with their friends, and teachers can use them as source material for group discussions or creative projects. However, it is important to ensure that the videos used are by the curriculum and learning objectives set. Teachers need to select videos that are of high quality, accurate, and relevant to the class level and language skills of students. In addition, the use of YouTube in an educational context must be monitored and managed properly to maintain the safety and privacy of students.

Learning discussions that used of YouTube-based videos can be an effective method for improving vocabulary mastery for 7 grade students. Here are several ways to use videos while discussions on the class for this purpose:

1. Selection of the Right Video: Choose a video that is appropriate to the class level and the theme of the vocabulary being study. Make sure the video features relevant words and is presented clearly and interestingly.
2. Pre-Watching Assignment: Give students an assignment before watching the video. For example, ask them to look for keywords in the video or make a list of questions they want answered after watching.
3. Watch Videos Together: Watch videos together as a class. After watching, give students time to reflect and process the information they received.
4. Group Discussion: Divide students into small groups and allow them to discuss the vocabulary they learned from the video. Let them share insights, use examples of words, and clarify questions that arise.
5. Class Discussion: After the group discussion, have a whole class discussion. Give students opportunities to share their findings, questions, and Their understanding of the vocabulary learned.

This activity is the basic for creative activities, such as making a visual dictionary by drawing or making vocabulary flashcards. Students can also create dialogues or scenarios using the vocabulary they learn from videos. However, studies on the effectiveness of YouTube in vocabulary mastery are still very limited. Therefore, the main objective of this research is to investigate the effectiveness and the correlation between the use of YouTube-based videos in students' vocabulary mastery.



## **B. Research Problem**

Based on the background above, the reseach problem of the study as follows:

Is there any correlation between used of youtube based videos and student's vocabulary mastery on learning english at 7 grade student's of SMPN 1 Jember?

## **C. Research Objective**

Based on the background of the research problem, the objective of the research is formulated as follow: To find out the correlation between using YouTube-based videos with students' vocabulary mastery. Does using of youtube-based video can improve student's vocabulary mastery?

## **D. Significance of the study**

This research is supposed to be useful for:

1. Theoretically, the study would provide teacher with a new understanding of the use YouTube-based videos to improve students' vocabulary mastery.
2. Practically, for English learners, the use of YouTube-based videos will help English learners to practice vocabulary. They will get a motivation to learn how to found a difficult vocabulary and to memorize a vocabulary.

## **E. Definition of Key Terms**

The researcher has two definition of key terms were used to clarify the meaning of the terms. They were:

## 1. Youtube Video

YouTube is considered a source of online material that can play a key role or key word in the learning field. This website, can provide students with everyday videos and authentic situations to may help the students to improve their understanding and performance in English language lesson. This media is used by people share information, exchange ideas and learn.

Youtube is very well known as a media that is easily accessible. With hundreds of videos from contributors around the world. Streaming sites on YouTube make viewers feel at home for a long time in front of a cellphone or laptop screen. Lots of YouTube contributors upload videos to make learning English more interesting. Like a YouTube user named "improve your accent, oxford online english, english with lucy" and so on. by using youtube students have the opportunity to observe how native speakers speak from videos. Students can also practice gestures, expressions, intonation and vocabulary in a relaxed and confident manner.

According to Sherman (2003) YouTube gives interesting content to teach students because they can watch videos and repeat them when they are still confused, videos give a different sense of learning compared to printed materials like books. Videos have more complete forms (audio and visual) so they can convey materials more interestingly and easily. Youtube can increase student interest more than using other applications,

because it is easier to use. Students only need to click on the link provided then they can enjoy learning.<sup>8</sup>

The use of youtube video is used as a facility to attract students' attention. In this research the researcher wants to know how YouTube can be part of a learning system to increase student engagement and participation in class. Moreover, YouTube is an opportunity to learn a second language that allows students to view and also listen to various types of spoken material (formal, informal), genres (songs, debates, talk shows, film clips); therefore, YouTube is provide a significant visual boost for language learning. Because there are so many kinds of videos on YouTube, researcher will only use 4 short videos that will be given to students.

## 2. Vocabulary Mastery

According to Wilkins stated contain knowledge and language achievement. It is the capability to understand words; understanding contains the capability to know the point of the words, to learn the words better, to say the words properly and employ the words in context.<sup>9</sup>

In learning vocabulary requires several important steps to achieve the desired goal, starting from the process of searching for vocabulary as an illustration of initial knowledge so that in the future it will continue to increase the understanding of each student. With this process teachers and

<sup>8</sup> Aenun Muthoharoh, Alisa Zumrotul 'Ulya, Euis Nawangsari, Salamatum Riska Fatin, Maulana Muallim.(2021). The Use of YouTube As A Medium for Teaching English Writing Skill during Covid-

<sup>9</sup> 19 Pandemic: A Case Study at 7th Grade of MTs Ma'arif NU 01 Kemranjen. Tarling: Journal of Language Education Vol. 5, No. 2

students need dictionaries, learning media such as pictures, audio, video and other media to find a new vocabulary to learn and know its meaning. In the next stage, starting remembering a new words that can be done by giving directions to students starting from matching words, looking for words, sorting, and guessing word or so on.

According to Lado that said “there are some aspect of learning vocabulary. They are meaning, spelling, pronunciation, word classes and word use”.<sup>10</sup> Based on explanation the researcher limited this research to the aspect of meaning of the vocabulary classifications namely verbs, adjective and nouns as research references. This is because when researcher want to know how much students understand in knowing vocabulary, whether they just memorize it or they can also understand the meaning and be able to classify it, which is the researcher will make it a reference that they have understood and their level of vocabulary mastery has improve.

The basic component of language required for language acquisition is vocabulary. To help student in all aspects of language, people need a variety of vocabularies. These activities include speaking, reading, listening, and writing. Some student still struggle with acquiring language for a variety of reasons. Therefore, the instructor acting as the facilitator must come up with a suitable plan and solution to encourage students to enjoy learning vocabulary by using a variety of teaching methods. To

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<sup>10</sup> Isterya, Basri Hasan. “Improving Vocabulary Mastery Through Text Twist Game”. E-journal of English Language Teaching Society [ELTS]

increase students' success in the learning process, teachers must also be proficient in the design of quality materials.

Learning words is just one aspect of vocabulary growth; it is by no means the only aspect. Learning formulaic phrases or chunks, identifying the words included within them, and learning even more about those words are all part of developing one's vocabulary. One way or technique to improve student's vocabulary knowledge is the use of keywords<sup>11</sup>. It is a method that teachers may use to increase their student's vocabulary learning memory. This method employs visuals to organize and retain information, and it asks student to think and come up with new terms from a teacher-provided keyword.

On the basis of the previous description, the researcher who was interested in utilizing a media to teach vocabulary employed the Keyword approach to increase the students' vocabulary mastery. With used of youtube based videos as a learning media and also be a media that will be used on each meeting that can be caused the student unconsciously memorized the vocabulary.

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<sup>11</sup> Nissa. Improving Students' Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah. Journal Corner of Education, Linguistics, and Literature (JCELL)

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There are several studies related to this research and have been carried out previously. First, research was conducted by Luluh Abdullah Alkathiri (2019) "Student Perspectives on the Use of Youtube in Increasing EFL Language Learner's Motivation to Speak". The purpose of this research is to find out whether Youtube, as a media source capable of modeling language practice in an interesting way, can be used to help students improve their pronunciation skills. This study uses a questionnaire to collect research data.

As a result, the use of Youtube in learning English has the potential to minimize students' fear of trying new words in front of the class, this approach helps students better understand the lesson, and students find Youtube useful skills to learn languages.

Second, Lystiana Nurhayat Hakim (2019) "Implementation of Youtube in Teaching Vocabulary for Young Learners". The purpose of this research is to find out the difference between students who are taught using YouTube and those who are not and to find out students' perceptions about using YouTube in teaching vocabulary. This study uses a quantitative and qualitative research design. This study uses several data collection techniques. This means that the data collected is not only from one data source. To obtain more valid student data, the authors used tests, class observations, and questionnaires as instruments. Researcher used the

true experiment method to get data, and they used the t-test formula to answer the first research question.

The result of this study, the use of YouTube in this study is effective in teaching vocabulary to young learners. Furthermore, from class observations and questionnaires, the use of YouTube can motivate students to learn vocabulary and students have positive perceptions about using YouTube in teaching vocabulary to young learners.

Third, research conducted by Ririn Nurjana Mokodompit, Nurmin F. Samola, I. Javier C. Tuerah (2020). The title is "Student Perceptions of the Use of Youtube in Vocabulary Mastery". The method used in this research is quantitative research. Purpose of this study was to determine students' perceptions in learning vocabulary mastery using YouTube videos. This research was carried out because the researcher wanted to know why YouTube could be a good way to master vocabulary.

The results in this study are known by looking at student responses after distributing questionnaires and collecting data. As the result mostly students give positive perception using YouTube in vocabulary mastery and even give good impact to their ability especially in class environment

Fourth, research conducted by Ignasia yuyun and Fitri yanti S. (2021) "The Use of Youtube to Support EFL Student's Listening Skills". This research was conducted to examine improvements in student's listening skill as well as teacher's resources to support the teaching-learning process in the classroom. This study used an exploratory study with used triangulation to

collect the data resources and the study focused on students' gestures and behavior using designed rubric aspects.

As a result, This study shows that YouTube video benefits EFL learners, such as improving students' confidence, enjoying the learning process, making the learning process more fun, and increasing students' interest in learning. Based on interview showed that topic selection greatly impacted students' listening processes. Interesting topics can increase students' interest and concentration to understand the content and questions given. In terms of linguistics, this study discovered that YouTube helps students' listening abilities by employing language that they are acquainted with from native speakers on the site and by anticipating the speaker's expression and gesture when they are having trouble understanding the passage. Students benefit from using YouTube to acquire listening skills, which in turn aids in their acquisition of the target language in the classroom.

Fifth, Kammer Tuahman Sipayung (2021) has conducted research with the title "Increasing Student Vocabulary Through BBC Videos on Instagram in Middle School". The method used in this research is qualitative-quantitative with classroom action research methods. The data sources for this research were student grades, observation sheets, interview sheets and notes.

The findings show that videos on Instagram are a good instrument to improve students' vocabulary mastery. It is suggested to other English teachers to use this media as an alternative media as long as it supports the teaching method to be used.



Based on the previous studies above, it can be concluded that there are some similarities and differences between the previous research and the research that will be conducted using the research methodology of experimental research design. In some previous research, students had difficulty accessing videos because they were constrained by internet connections because in some previous research ask the student to access youtube independently. Then giving students time to watch the video, after that the researcher conducted a test by asking questions.

While in this study the teacher will be as leader in charge of the learning process, and be guide for students to repeat the sentences in the video. Researcher will try to use projector media to display videos that make students focus more on 1 point and not need an internet connection. Then in the middle of the video the teacher will pause the video and explain the sentences in the video. In the last sesion student will memorize the vocabulary that has been explain in the video.

**Table 2.1**  
**The Similarities and Differences Between Previous Research and This Research**

Research Title	Results	Similarity	Difference
1. Luluh Abdullah Alkathiri (2019) "Student Perspectives on the Use of Youtube in Increasing EFL Language Learners' Motivation to Speak".	The findings of using Youtube in learning English have the potential to minimize students' fear of trying new words in front of the class, this approach helps students better understand lessons, and students find Youtube as a useful	Both researcher used YouTube videos as media	Previous research used motivation to speak while this study used vocabulary mastery as a research subject

	skill for learning languages.		
2. Lystiana Nurhayat Hakim (2019) "Implementation of Youtube in Teaching Vocabulary for Young Learners".	As a result, the use of YouTube in this study is effective in teaching vocabulary to young learners. Furthermore, from class observations and questionnaires, the use of YouTube can motivate students to learn vocabulary and students have positive perceptions about using YouTube in teaching vocabulary to young learners.	Both researcher used an experimental research design as a research methodology	Previous research used the t-test formula to answer research questions while this study used the Pearson product moment  Previous studies used mixed methods, namely qualitative and quantitative, while this study used quantitative methods
3. Ririn Nurjana Mokodompit, Nurmin F. Samola, I. Javier C. Tuerah (2020). entitled "Student Perceptions of the Use of Youtube in Vocabulary Mastery".	Students give a positive perception of using YouTube in vocabulary mastery and even have a good impact on their abilities, especially in the classroom environment.	Both researcher used YouTube videos as media	Previous research was to find out student perceptions while this study was to find out the correlation using YouTube videos
4. Ignasia Yuyun; Fitri Yanti Simamora (2021) "The Use of Youtube to support EFL Student's Listening Skills"	This research show that Using YouTube videos can improve students' listening skills as it brings many benefits to learners and YouTube can be a tool of authentic material to support the student to focus more on listening.	Both researcher used youtube as a tool to learn and improve english skill.	The focus in previous research is to improve listening skill while the focus of this research is to improve student's vocabulary mastery.
5. Kammer Tuahman Sipayung (2021) has conducted research	The findings show that videos on Instagram are a good	Both researcher use video as a	Previous research used BBC videos on

with the title "Increasing Student Vocabulary Through BBC Videos on Instagram in Middle School".	instrument to improve students' vocabulary mastery	medium	the Instagram platform, while this study used videos on the YouTube platform
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Based on the findings above, it can be concluded that there a positive response from students in using video as a learning media. The findings above state that the use of videos can motivate students to learn vocabulary. Even so, there is still limit research that explains of using youtube based-video as media unconsciously make student increas their vocabulary mastery. So in this study the researcher will use youtube-based video by displaying it repeatedly which then unconsciously there students will memorize a new vocabulary.

## **B. Theoretical Framework**

### **1. Youtube-based videos**

#### **a. Youtube**

Online video use has exploded over the last four years as new Internet services are changing the game. The most popular website, YouTube, now attracts more than 6 billion monthly video viewers. The popularity as well as Google's costly acquisition of YouTube serve to better support the interest of the general public. Their greatest achievements can be found in informative videos with the creation of social networks.

According to a study by Alexa, YouTube is one of the fastest growing websites and is currently the third most popular website on the

Internet. According to research from April 2008, YouTube uses the same amount of bandwidth. It can be a challenge for EFL teachers to leverage potentially helpful technology, encourage student autonomy, and plan engaging sessions. However, there are considerable online audiovisual resources that are generally familiar to students and can be applied in a variety of ways to various English classes if students and teachers have acceptable access to the Internet. Nearly any digital video file can be stored and viewed free of charge on the online video archive YouTube.com resource. Since its launch in February 2005, YouTube has amassed more than 2 billion daily video views.

YouTube is an excellent resource for educational pursuits, although issues of copyright infringement and obscenity standards often make the website controversial. YouTube also has a wide variety of unique content and the community interacts naturally.<sup>12</sup> Youtube is believed to be a program that is in line with technological developments in the world of education. School education aims at management based on knowledge and skills with technology which is an asset in the instructional guide of learning materials making teachers hope that teaching and learning activities are no longer limited by space and time which makes student learning activities possible anytime and anywhere. with an increasingly sophisticated learning environment.

Youtube as a learning tool was well received by students. Youtube can

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<sup>12</sup> X. Cheng, C. Dale, and J. Liu.(2013). Understanding the Characteristics of Internet Short Video Sharing: A YouTube-Based Measurement Study. IEEE TRANSACTIONS ON MULTIMEDIA, VOL. 15, NO. 5

also be used as a current media trend in the world of education to create an interesting and not monotonous learning process as well as easy access and not limited by space and time, which makes it easier for students to learn.

#### **b. Advantages and Disadvantages**

The use of youtube in learning has been widely practiced in the world, along with technological developments and modernization, from there many students and teachers turned to technology by utilizing media that is currently being used. Especially during the Covid 19 pandemic making YouTube an easy choice to use in learning, all age categories can use it easily and attract students' interest because it uses learning methods based on audio-visual media.

The advantages of learning with videos are that students have more flexible time in learning, videos are easily accessible and can be repeated if there are parts that are not understood. Watching videos also does not require a large quota like virtual face-to-face learning.

Youtube as a platform that provides billions of videos with various themes can be a very broad source of learning for students. Most of the videos on Youtube are open access, accessible to anyone and free. Therefore, educators can freely select and utilize videos on YouTube to be used as supporting materials for learning in class. Educators can also upload self-made learning videos for the benefit of their students and other people who need this knowledge.

However, learning with good videos that are uploaded on the Youtube platform or other data/video sharing applications also has drawbacks. One of which is that it is difficult for educators to control whether the video that is distributed to students is watched in its entirety or whether there are parts that are skipped (skipped). If there are sections that are skipped, of course it will reduce the effectiveness of learning with video because there are parts of the material that are not learned by students.

## 2. Vocabulary

### a. Definition of Vocabulary

Vocabulary is a basic element of language that someone needs in learning a language. People need to have a wide range of vocabulary to assist them in all language skills. They speak, read, listen and write.<sup>13</sup> Vocabulary is a collection of words or phrases that are usually arranged and translated sequentially. Vocabulary is a basic language, before mastering the four skills of listening, speaking, reading and writing we must learn competent English such as vocabulary, structure (grammar) and pronunciation.<sup>14</sup> Vocabulary is one of the most important parts of the English language. It is considered the most important thing for students to learn English as a foreign language. Because of their limited vocabulary, they cannot

<sup>13</sup> Nissa R, Nurchurifiani E, Febriyanti. (2021). "Improving Students' Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah". Journal Corner of Education, Linguistics, and Literature

<sup>14</sup> Taslim, Asrifan Andi, Chen Yan. "Correlation Between Student's Vocabulary Mastery and Speaking skill". JOURNAL OF ADVANCED ENGLISH STUDIES, Vol. 2, No.2, August 2019.

communicate or express their thoughts to answer other people's questions.

Vocabulary mastery is very important. Master a lot of vocabulary make a person easier to convey and receive information, even vocabulary can be used as a measure of intelligence. Vocabulary is all the words in a language that people use to convey ideas or feelings. It refers to words that are used to communicate in spoken and written language. This reason, students must be flexible in using words they recognize and understand. The goals that can be achieved by students in the process of learning vocabulary are primarily their ability to memorize words at will and recognize them in spoken and written form. Vocabulary is the knowledge of how words fit into the world.

Vocabulary is the knowledge of meaning of words. If there are no words, it will be no language because all languages have words.

That's why vocabulary mastery is the vital part of language and very necessary as the basic element of language. We should have a large number of word to communicate well. Kamil and Hiebert define vocabulary as:

Our vocabulary is the store of words we know. We actually have four kinds of vocabulary: listening, reading, speaking, and writing. These comprise, respectively, the words we understand when we hear them, the words we understand when see them, the words we

use in speaking, and the words we use in writing. Ordinarily, our speaking and writing vocabularies are smaller than our listening and reading vocabularies; that is, we understand more words that hear or read than we use when we speak and write.<sup>15</sup>

Based on statement above, the reseacher assume that vocabulary is one of components of language that must be learned first. When the student have a good vocabulary mastery, it will help students mastery all the language skills such as: listening, speking, reading, and writing. On the other sides student will more master the english language with practice more in all of language skill.

#### **b. The Importance of Learning Vocabulary**

Vocabulary is an important instructional objective for teachers of all content areas in secondary schools. Vocabulary is one of the masters in English with mastering it, students will be able to improve their knowledge, especially English. People use vocabulary to organize into sentences to express their opinions, thoughts and ideas. Vocabulary can be defined as “the words we must know to communicate effectively are speaking words (expressive vocabulary) and listening words (receptive vocabulary). A wide body of research exists on teaching and learning vocabulary. This research clearly shows that vocabulary expansion continues to be an important goal in literacy and learning. Thornbury states that vocabulary means a large

<sup>15</sup> Lu’lu’ul Maknunah. “Exploring Make a Match Technique on EFL Students’ Vocabulary Mastery”.Skripsi UIN KHAS Jember,2021.



collection of items. He added that learning vocabulary is important because it enriches one's knowledge of words.<sup>16</sup> This implies that the learner's success in learning a language does not only depend on vocabulary size but also vocabulary building.

### c. Kinds of Vocabulary

According to the Nation, there are two types of vocabulary. They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing word forms while listening or reading and picking up meaning. Productive vocabulary is used to express a meaning through speech or writing and produces the appropriate form of spoken or written words. According to Tarigan, there are seven basic vocabulary classifications. Basic vocabulary deals with words that are less likely to be adopted from other languages. They are:

- 1) Nouns: words that refer to people, things, places, plants, and animals. Example: John, Rose, cat, doctor, house, happiness, table.
- 2) Pronouns: words used in place of noun phrases. Example: I, you, we, they, she, etc.
- 3) Adjective: a word that describes a noun. Example: sad, happy, sleepy, angry, etc.
- 4) Verbs: words or phrases that express an action, event or situation. Example: walking, eating, drinking, sleeping, etc.

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<sup>16</sup> Mokodompit R, Samola N, Tuerah I. (2020). "Student Perceptions of the Use of Youtube in Vocabulary Mastery". JELLT (Journal of English Language and Literature Teaching) Vol. 5 No. 02

- 5) Adverb: a word that adds information to a verb, adjective, phrase or other adverb. Example: careful, fast, soon, already.
- 6) Preposition: a word used before a noun or pronoun to indicate a place, position, time or manner. Example: in, in, in, about, in between.
- 7) Conjunctions: words that connect words, phrases, or sentences. Example: and, for, but, nor, yet.
- 8) Interjections: short sounds, words or phrases that are spoken suddenly to express emotion. Example: watch out!, gosh!.

In this study the researcher focused on 3 kinds of vocabulary, namely nouns, adjective and verbs. This is because nouns adjective and verbs are things that students will definitely encounter and exist in a sentence.

#### **d. Vocabulary Learning Objectives**

To learn something one must know the purpose of what is learned. In this case the purpose of learning vocabulary is all the words contained in a language, the nature of the words that are owned by the speaker or writer, the words used in a field of knowledge, a list is compiled words such as a dictionary accompanied by a brief explanation through games or interactive media. Vocabulary learning is a big and ongoing task. While teachers can provide useful input and support to help students cope, in the end it is the learner who has to learn and keep learning. Learning a language means learning

vocabulary. Vocabulary is used to communicate orally and in writing while language is used to share information and ideas and convey messages.

Vocabulary is important for using formal and informal vocabulary instructions that engage students' cognitive abilities and provide opportunities for students to actually use these words. Vocabulary must be integrated with the four skills of listening, speaking, reading and writing. Based on the description above, it can be concluded that understanding vocabulary is very important as a way of understanding the relationship between language and its context, both in the context of Indonesian and English. Students are able to communicate both orally and in writing.

The goal of learning vocabulary in language learning is to improve understanding, communication, and language skills. Here are some general goals for learning vocabulary:

- 1) **Word Comprehension:** Learn the meaning of words in order to identify and understand words when reading or listening.
- 2) **More Effective Communication:** Develop vocabulary to be able to communicate more fluently and clearly in everyday conversations.
- 3) **Improved Reading Skills:** Improve reading skills by understanding the vocabulary used in more complex texts.

- 4) **Better Writing Skills:** Enrich vocabulary to improve writing skills, including the use of appropriate words and lexical variations.
- 5) **Communication in Context:** Learn to use words in appropriate contexts, so as to speak and write more effectively in certain situations, such as at work or in academic discussions.
- 6) **Cultural Understanding:** Understanding words and phrases related to the culture and traditions of the language being studied.
- 7) **Career Development:** Understand the specific vocabulary of a particular job or industry to increase career opportunities.
- 8) **Academic Achievement:** Improve vocabulary to achieve better academic performance, especially if you are studying in a formal educational context.
- 9) **Improved Thinking Skills:** A richer vocabulary can help improve your thinking and analytical skills.
- 10) **Foreign Language Development:** If you are learning a foreign language, the goal is to master the vocabulary in that language.
- 11) **Ability to Convey Ideas Clearly:** A better vocabulary helps you convey ideas, ideas, and arguments more clearly and persuasively.
- 12) **Improved Memory:** Learning vocabulary can also help strengthen memory.

### e. Technique in Teaching Vocabulary

Teaching vocabulary has been essential because it can help student in developing the four language abilities of writing, listening, reading, and speaking. They also communicate their thoughts and feelings through their vocabulary. Teachers need to be creative thinkers who are knowledgeable in the subject matter they teach.

Teachers need to have a general understanding of the vocabulary they are teaching to the students. The teacher utilizes the process of teaching vocabulary to share knowledge of pronunciation, spelling, and structure. Students can better understand the visual representation of the word accepted by using real objects and images.

### C. Research Hypothesis

According to Riak and Bill, the hypothesis is a refinement of the research problem which is the most specific problem statement “For example, you may wish to test the hypothesis that there is no difference in effectiveness between two procedures”.<sup>17</sup> The hypothesis clarifies the statistical evaluation that is fundamental to the completion of a research study.

Hypothesis in this study:

H<sub>0</sub> = “There is no significant correlation between using youtube-based videos in improving students’ vocabulary mastery and those who are not in the class”

H<sub>1</sub> = “There is significant correlation between using youtube-based videos in improving students’ vocabulary mastery and those who are not in the class”

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<sup>17</sup> Riak Gabriel.A., Bill Dut B.A. (2022). Introduction to research methodology. IJRDO - Journal of Social Science and Humanities Research.

## CHAPTER 3

### RESEARCH METHOD

#### A. Research design

In this study researcher used quantitative method. A quantitative method is one that looks at the correlations between variables to assess the correctness of objective hypotheses. In order to examine numerical data, statistical processes can be utilized to quantify these variables, usually on equipment.<sup>18</sup>

Therefore, the researcher use Quasi-experimental research. These Experiments include treatments, outcome measures, and experimental units. Nevertheless, the comparisons from which treatment-caused change is deduced are not built using random assignments. As opposed to the true-experiment research approach, this study is not as reliable. This is because there are still a lot of outside factors that are unpredictable. Although this design offers control variables, they cannot be fully used to control outside factors that influence how the experiment is carried out.

In this study, the researcher need to analyze the correlation between the use of YouTube videos in students' vocabulary mastery. This study divided students into two groups, It is the control class and the experimental class. In this research only students in the experimental group

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<sup>18</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5 th ed. (Los Angeles: SAGE Publications, 2018), 41

are got a treatment by using video youtube that will given by teacher as authentic material. It can be illustrated as:

**Table 3.1**  
**The Table of Research Design**

	Class	Pre-test	Treatment	Post-test
R	Experiment	T <sub>1</sub>	X	T <sub>2</sub>
R	Control	T <sub>1</sub>	-	T <sub>2</sub>

Notes:

T<sub>1</sub> : Student's vocabulary mastery before using youtube based-video in learning

T<sub>2</sub> : Student's vocabulary mastery after using youtube based-video in learning

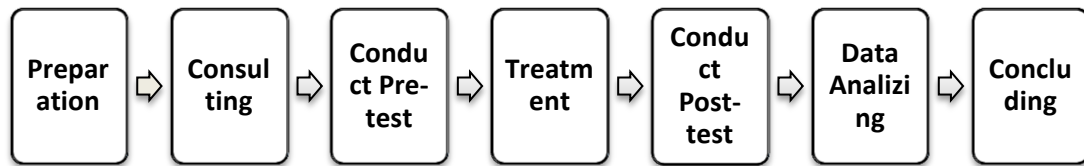
X : Teaching vocabulary by using youtube based-video

In conducting this research, the researcher give students pre-test at the begining to identify level of their vocabulary mastery. Then researcher conduct treatment only at an Experimental class and the last, reseacher was conduct a post-test. The end of the learning process in order to determine the effect of using youtube-based video on student vocabulary mastery.

The step of this research can be illustrated as follows<sup>19</sup>

<sup>19</sup> Payadnya, I Putu Ade., Jayantika, I Gusti.(2018). Panduan Penelitian Eksperiment Beserta Analisis Statistik dengan SPSS

**Picture 3.1**  
**Procces of Conducting the Reasearch**



## B. Population and Sample

### 1. Population

The population is defined as the number of cases that meet a certain set of criteria by the researcher. The population consists of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions.<sup>20</sup> The population of an object or subject is also more than just the quantity present; it also refers to all the characteristics or properties that the object or subject under study possesses.

A population is the entire set of items from which data is extracted for statistical research. It can be a group of individuals or a swarm of items. Form a data pool for the study. Population is the number of people living in a particular area at a particular time. In statistics, population refers to data about a study of interest. It can be a group of individuals, events, things, and organizations.

Based on the above explanation, the population in this research all of the seven grade students in SMPN 1 Jember. In the seven grade consist of 9 classes. There are 32 students for each class.

<sup>20</sup> Dantes,N.,Susiani, K., Tika,N. (2013). Pengaruh Model pembelajaran Quantum terhadap kecerdasan Sosio-Emotional dan Prestasi Belajar IPA Siswa Kelas v Sd



## 2. Sample

Sample is part or representative of a population studied. A sample is a smaller set of data that a researcher chooses or selects from a larger population using a predetermined selection method. Sample is part of what given a general description of the population. The sample has the same or almost the same characteristics as the population characteristics, so the sample used can represent the population being observed.

The terms sample points, sampling units, and observations are used to describe these components. Determination of the sample in this study was carried out randomly, researcher only took 10-25% of a population. The selection of the sample for this study was not randomized individually, which meant that the researcher only randomly selected 2 classes to be used as the control and experimental classes. So, the total sample in this study was 66 students.

### **C. Data Collection Technique and Research Instrument**

#### 1. Data Collection Technique

##### a. Pre-test

This study will use a pre-test before student doing the treatment.

Researcher need to know the student' vocabulary mastery before apply youtube based video. The test is consisted of 40 items in form of multiple choice.

b. Treatment

Students are given treatment after they get the pre-test. The treatment was carried out in three meetings. In each meeting the researcher shows a video taken from YouTube while teaching vocabulary. First, researcher explain the topics and then student continue the activity with learning procedures. Reseacher followed the procedures by adapted journals written by Jenkins and Dillon. Here's the procedure:

- 1) The teacher displays a video taken from YouTube
- 2) The teacher reaffirms the material presented in the video.
- 3) The teacher replays the video and asks students to mention the vocabulary or sentences in the video
- 4) The teacher invites students to interpret and distinguish which words are verbs and nouns.
- 5) The teacher gives students time to brainstorm individually or in groups to find a word that have shows on the video
- 6) The teacher helps students to brainstorm the words they know and write them on the paper.

Reseacher conduct three meeting to conduct the treatment with adapted the procedure above. In the first meeting researcher used video from Easy English<sup>21</sup>, it explain about how to describe people, place, and thing through dialogue with clear and good animation. The

<sup>21</sup> Easy English, "Describing People, Place and Things.  
<https://www.youtube.com/watch?v=IEF6rtgcZxQ>

animation can invite student to more focus on the video and they can watch that video until finish without feel bored.

Researcher replay the video in each meeting, researcher hoped it can help student to remember each vocabulary or sentence that are explained on the video. In the second and third meeting reseacher used two video from Learn English by Pocket Passport and one video from English with Mr.iwan. All video that reseacher used is a short video. Researcher assume that student will more notice the video when the video has short duration. It help the teacher to make student not feel bored when the video is shown repeatedly.

c. Post-test

The post test conducted after giving treatment. The aim of posttest was to find out the value of treatment whether it has an effect or not and also for knowing the difference score between pre-test and posttest, whether the result of posttest is better than the result of pre-test. As in the pre-test, in this testing will be carried out using 40 item of multiple-choice.

d. Scoring of the test

To score of the test, the researcher collect the score from the right answer from the student. It take from multiple choice question. Every item have a 2.5 score, so when the student have 36 right answer they will got 90 score as a final score. Researcher used score ranging from 0 to 100 by counting the correct answer and applying the formula:

**Picture 3.2**  
**Procces to Find Out the Score**

$$S = R/N \times 100$$

Noted:

R = Right answer

N = Number of test items

S = Score

**Example :**

Doni has 38 right answer

$$S = \frac{38}{40} \times 100 \Rightarrow 95$$

Based of counting with the formula above he got the 95 score

Before the researcher gave the instrument for the students.

The researcher tried out the instrument earlier in order to examine it is validity and reliability.

## 2. Research Intrument

### a. Validity

Validity is assessing how accurate the research method is in the process of measuring what it wants to measure. The accuracy of the validity refers to the conclusions or interpretations from the tests that have create. Research that has high validity means research that has results according to the nature, characteristics, and real variations. Validity measures the extent to which results can correctly measure

what should be measured. Validity is also used to check the results, how good and in accordance with existing theory.

In conducting the instrument test, Researcher made 40 multiple-choice question which have been discussing with English teacher before carried out the instrument test. This test tested in class that have get the material which be tested.

In this research, the researcher used Product Moment Correlation with help of IBM SPSS Statistics. By looking at the Correlated item, the value is called r count, and then comparing r count to r table, each item can be said to be valid or invalid. If r count > r table, the item is considered valid. However if r count < r table, so the item is invalid.

Formulated as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Note:

$r_{xy}$  : correlation coefficient

x : respondent's score

y : total score of respondents

N : the number of respondents

#### b. Reliability

Reliability is used to check consistency. Reliability is an evaluation tool that is intended as a tool that gives results that are

relatively the same as its measurement if it is given to the same subject even though it is carried out at different places and times.

Reliability testing of this research was carried out using on the same level and having obtained descriptive text material previously. Therefore the researcher conducted a reliability test in a class that was not used as an experimental and control class, it is class 7G. This activity was carried out a month before the researcher conducted the pre-test and post-test. Then the researcher uses the data that has been valid after testing the validity and reliability to use on the pretest and posttest.

Therefore, researcher use the Alpha Cronbach formula with the help of IBM SPSS Statistics to measure the reliability of the instruments in this study.

#### c. Data Presentation of Validity and Realibility

The test was tried out to the non-respondent class (7 G) on April 5<sup>th</sup> 2023. The participant was 31 student. The test is consisted of 40 items in multiple choice. The score of each question was accumulated by the researcher. Then, it would be calculated by Pearson's correlation product moment (IBM SPSS Statistics 26 Version).

Thus, the result of the item validity (Apendix 4.1) which was calculated by using Pearson's correlation product moment (IBM SPSS Statistics 26 Version) as follows:

**Table 3.2**  
**The Output Data of Validity**

Item	r value	r table	
S1	0,466	0,312	valid
S2	0,327	0,312	valid
S3	0,545	0,312	valid
S4	0,728	0,312	valid
S5	0,372	0,312	valid
S6	0,411	0,312	valid
S7	0,364	0,312	valid
S8	0,466	0,312	valid
S9	0,393	0,312	valid
S10	0,585	0,312	valid
S11	0,488	0,312	valid
S12	0,529	0,312	valid
S13	0,667	0,312	valid
S14	0,731	0,312	valid
S15	0,55	0,312	valid
S16	0,449	0,312	valid
S17	0,565	0,312	valid
S18	0,406	0,312	valid
S19	0,597	0,312	valid
S20	0,515	0,312	valid
S21	0,574	0,312	valid
S22	0,451	0,312	valid
S23	0,673	0,312	valid
S24	0,428	0,312	valid
S25	0,429	0,312	valid
S26	0,459	0,312	valid
S27	0,539	0,312	valid
S28	0,329	0,312	valid
S29	0,515	0,312	valid
S30	0,583	0,312	valid
S31	0,816	0,312	valid
S32	0,321	0,312	valid
S33	0,564	0,312	valid
S34	0,572	0,312	valid
S35	0,511	0,312	valid
S36	0,644	0,312	valid

S37	0,556	0,312	valid
S38	0,639	0,312	valid
S39	0,398	0,312	valid
S40	0,522	0,312	valid

Based the data above, it can be concluded that of the 40 questions are valid. Then from the test the researcher take the questions for the pre-test and the posttest.

The second test is the reliability test of the questions by looking at the results of the validity test and then being tested again using the reliability testing steps, the results of which are as follows:

**Table 3.3**  
**The Output data of Reliability**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,911	40

The reliability coefficient categories are as follows:

1.  $0.80 < r_{11} \leq 1.00$  very high reliability
2.  $0.60 < r_{11} \leq 0.80$  high reliability
3.  $0.40 < r_{11} \leq 0.60$  moderate reliability
4.  $0.20 < r_{11} \leq 0.40$  low reliability
5.  $-1.00 \leq r_{11} \leq 0.20$  very low reliability (unreliable)

It can be concluded by looking at the results in the table above that the reliability result of the question is 0.911 which is in category



number 1, so it can be conclude that the data above have a very high level of reliability.

#### **D. Analyzing Data**

##### **1. Normality Testing**

The normality test is a statistical procedure used to determine whether the data being tested follows a normal distribution or not. The normal distribution is a symmetrical probability distribution, with a single peak and narrowing tails on either side of the peak.

How to determine the results of the normality test:

- a. Normally distributed data: If the results of the normality test show that the data being tested follows a normal distribution, then the method used is a parametric statistical method because the normal distribution assumption is met. it is characterized by a value of significance greater than 0.05
- b. Data Un-Normal Distribution: If the results of the normality test indicate that the data does not follow a normal distribution. In situations like this, parametric statistical methods are not used and replaced with alternative methods such as non-parametric statistical methods. (such as Wilcoxon-Mann-Whitney test, Kruskal-Wallis test).

In this study, reseacher used The one-sample Kolmogorov-Smirnov to determine the result of normality testing.

## 2. Homogeneity Testing

Homogeneity test is a statistical procedure used to test whether the variability or dispersion of two or more data groups is equivalent or homogeneous.

Data is said be homogeneous if it has the following characteristics:

- a. The variance or distribution of data among different groups or categories is relatively similar or equivalent. It means the difference in variability between the groups is not statistically significant.
- b. The result of a homogeneity statistical test, such as the Levene test, Bartlett test, or Brown-Forsythe test, indicates a p-value that is greater than a predetermined level of significance (usually 0.05). A positive result on this test indicates that there is not sufficiently strong statistical evidence to reject the null hypothesis that the variance between the groups is homogeneous.
- c. When the data is draw in a graph such as a box plot, all the boxes (the interquartile range) have relatively similar lengths among the groups.
- d. There are no significant outliers (data points that are very far from the other values) within the groups that could influence the difference in variability.

The goal of the homogeneity test is to ascertain whether or not the variance of the data being statistically analyzed is homogeneous. One-Way ANOVA was the formula employed in this study.

### 3. Hypothesis Testing

Hypothesis testing is a statistical procedure used to make decisions based on empirical data in order to test claims or assumptions about a larger population. It is one of the main tools in statistical analysis to draw conclusions based on existing data evidence. The hypothesis testing process involves several steps, including:

Hypothesis Formulation:

- a. Null Hypothesis ( $H_0$ ): This is the hypothesis being tested and usually states that there is no significant difference or effect.
  - 1) Alternative Hypothesis ( $H_1$  or  $H_a$ ): This is the hypothesis that usually states that there is a significant difference or effect.
  - 2) Selection of Significance Level ( $\alpha$ ): The significance level is a threshold that determine in advance to measure how much evidence is needed to reject the null hypothesis. The significance level is generally set at 0.05, which means you would reject  $H_0$  if there is more than a 5% chance that the observed outcome occurred due to chance.
- b. Data Collection: Collect the empirical data necessary to test the hypothesis.
- c. Calculation of Test Statistics: Calculates appropriate test statistics based on the type of data and analysis.
- d. Calculation of P-value (p-value): P-value is the probability that the observed result will occur if the null hypothesis is true. The smaller

the p-value, the stronger the evidence you have to reject the null hypothesis.

- e. Make a Decision: If the p-value is less than the predefined significance level, you can reject the null hypothesis and take the alternative hypothesis. If the p-value is more than the significance level, you fail to reject the null hypothesis.
- f. Conclusion: You provide a conclusion based on the results of a hypothesis test, such as "There is sufficient evidence to reject the null hypothesis" or "There is insufficient evidence to reject the null hypothesis."
- g. Interpretation: You explain the implications of the hypothesis test results in the context of the problem being researched.
- h. Reporting: The results of hypothesis tests and conclusions drawn are usually reported in scientific reports or publications.

The researcher employed Mann Whitney to evaluate the data to determine whether there is any correlation between using youtube-based video and students' vocabulary mastery in improve 7 grade students' vocabulary mastery at Junior High School 1 of Jember.

## CHAPTER 4

### FINDINGS AND DISCUSSIONS

This chapter discussed about the research findings and the analysis from the finding. It covered Description of Research Object, Data Presentation, Analysis and Hypothesis Testing, and Discussion based on the result of this research study.

#### A. Description of Research Object

In this poin, the researcher presented about the description of research object in this research. The researcher conducted the research in SMPN 1 Jember. SMPN 1 Jember is one of the public junior high schools in Jember which serves junior high school education in Jember Regency. The lessons provided cover all compulsory subjects which currently use Curriculum-13 (K-13). In this school it consists of 827 students and there are 8 classes in grade 8, 9 classes in grade 7 and 9 classes in grade 9. The researcher use two classes which were the experimental class and the control class. Those were 7C as the control class that consisted of 34 students and 7H as the experimental class that consisted of 32 students. There, English subject was taught twice in a week and the allocation of time for each meeting was 2x40 minutes.

This research was conducted from April 5th 2022 until Mei 31th 2022. Before the activities were conducted, the researcher had prepared the material and lesson plan. The researcher gave the student a kind of vocabulary test in the form of pre-test and post-test. Pre-test was conducted

before experimental class and control class got the treatment, while post-test was conducted after both classes received the treatment. The tests were given to both classes were same. Yet, the researcher gave them different treatment of the two classes which was the experimental class taught by using youtube based video while the control class using Project Based Learning(PJBL).

### **1. Description on First Meeting**

The first meeting as pretest for the Control class(7C), was held on May 23th at 7.20 – 8.00 am. In this test, the researcher asked students to answer the pretest about descriptive text that had been tested for validation before. The test consists of 40 multiple choices. In the multiple choices the right answer got 2,5 points for each number so the total point is 100.

In this meeting the class atmosphere was quiet. All students focus on the problems they are working on. Some of the students looked confused when filling out the questions.

### **2. Description on Second Meeting**

The second meeting is not much different from the first meeting. The researcher conducted a pretest in Experimental Class(7H), was held on 24th at 12.10-12.50. In this test the researcher uses the same questions as the control class. When working on the questions the students looked unenthusiastic. It is caused by the time to work on the questions that have been the time for them to rest. However, the students still worked on the questions well even before the time was up, many students had finished working on the questions.

On the same day the researcher gave treatment to students at 12.55 – 13.30. In this activity the researcher carried out treatment by showing a video of 6.56 duration repeatedly 3 times with the theme of describing things, people and places in accordance with the material in curriculum 13.

### **3. Description on Third Meeting**

The third meeting is the second meeting for the control class. At this meeting the researcher conducted learning according to the RPP that had been made using the Project Based Learning (PJBL) method. Students are given material about descriptive text with the theme of describing things, namely they learn about objects around them using the PJBL method. They were asked to write new vocabulary regarding describing things that had been learned at this meeting. This meeting was held for 2x40 minutes on May 25th 2023.

### **4. Description on Fourth Meeting**

Fourth meeting the researcher conducted the second treatment in the experimental class at 7.30 - 8.50. In this meeting the researcher implement proceduree by addapted journal from Jenkins and dillon that have explain on the treatment in chapter 3. Reseachar used 2 videos as learning media. The first video is a video with the theme of describing thing and the second video is a 1.23 minute video with the theme of describing people.

### **5. Description on Fifth Meeting**

Fifth meeting is the last meeting. In the first hour, from 7.10 – 7.50 the researcher carried out the lesson as usual, namely using the PJBL method which discussed material about describing people. When the first hour was over, the researcher continued to posttest the students. Each student was given 40 minutes to do the test.

### **6. Description on Sixth Meeting**

Sixth meeting is the last meeting on the experimental class, Same as at the fourth meeting, the researcher carried out the lesson by discussing material about descriptive text and showing videos on the theme animal that related to the material. This activity is carried out repeatedly as the step on the previous meeting which adapted from the Jenkins and dillon journal.

### **7. Description Conducting post-test**

Each student was given 40 minutes to do the test. In this last meeting the class atmosphere was different with they working on the first pre-test questions. The students looked more enthusiastic in working on the questions. They looked very confident and ready to conduct the test. It causes they have prepare more vocabulary by remember the previous material.



## B. Data Presentation

In this point, the researcher presented the data collected during this study in SMPN 1 Jember.

### 1. Student's vocabulary mastery score (Pre-test)

#### a. Experimental Class

In this class, the researcher presented the data of the pre-test in the experimental class before being taught by using youtube-based videos. The researcher has already chosen 7H became the experimental class. The class contains of 32 students, but there are 2 student was absent. While, for the student's vocabulary mastery score in the pre-test of experimental class are as follows:

**Table 4.1**  
**Pre-test Score in Experimental Class**

No	Name	Score
1	AAP	60
2	AAS	55
3	AYA	40
4	AK	70
5	ACO	90
6	ARP	70
7	AAK	40
8	APR	95
9	ATP	45
10	CAA	65
11	ENI	95
12	FAF	85
13	GMA	80
14	IND	75
15	INA	50
16	KR	85
17	MWR	65
18	MFE	45
19	MFB	90
20	MRP	80

<b>21</b>	<b>NAR</b>	<b>95</b>
<b>22</b>	<b>NAS</b>	<b>90</b>
<b>23</b>	<b>NA</b>	<b>45</b>
<b>24</b>	<b>QHH</b>	<b>97,5</b>
<b>25</b>	<b>RW</b>	<b>92,5</b>
<b>26</b>	<b>SFP</b>	<b>82,5</b>
<b>27</b>	<b>SAN</b>	<b>90</b>
<b>28</b>	<b>SNH</b>	<b>55</b>
<b>29</b>	<b>ZF</b>	<b>72,5</b>

By assesing the student's vocabulary mastery there were still some score of students that were classified as low. In this pre-test, it can be seen that the mininum score is 40.

b. Control Class

In this section, the researcher presented the data of pre-test on students' reading comprehension skill score in the control class.

**Table 4.2**  
**Pre-test Score in Control Class**

<b>No</b>	<b>Name</b>	<b>Score</b>
<b>1</b>	<b>AAG</b>	<b>67,5</b>
<b>2</b>	<b>AIP</b>	<b>85</b>
<b>3</b>	<b>BSZ</b>	<b>97,5</b>
<b>4</b>	<b>DSK</b>	<b>65</b>
<b>5</b>	<b>EPP</b>	<b>60</b>
<b>6</b>	<b>GCR</b>	<b>95</b>
<b>7</b>	<b>HYI</b>	<b>50</b>
<b>8</b>	<b>HS</b>	<b>75</b>
<b>9</b>	<b>JSM</b>	<b>40</b>
<b>10</b>	<b>KDM</b>	<b>70</b>
<b>11</b>	<b>KRP</b>	<b>75</b>
<b>12</b>	<b>KJA</b>	<b>52,5</b>
<b>13</b>	<b>MFF</b>	<b>55</b>
<b>14</b>	<b>MHB</b>	<b>65</b>
<b>15</b>	<b>MNF</b>	<b>40</b>
<b>16</b>	<b>MRR</b>	<b>55</b>
<b>17</b>	<b>NRP</b>	<b>70</b>
<b>18</b>	<b>NIF</b>	<b>95</b>
<b>19</b>	<b>NTA</b>	<b>55</b>

20	MAP	45
21	RNB	80
22	RGR	45
23	SDA	90
24	SPP	90
25	TNI	95
26	VSS	80
27	WAE	50
28	ZAA	95
29	KB	55
30	SCA	60

Based on the data both class has the similar on the minimum score.

It was 40, it means that the both class has a low score on the pre-test.

## 2. Student's vocabulary mastery score (Post-test)

### a. Experimental Class

**Table 4.3**  
**Post-test Score in Experimental Class**

No	Name	Score
1	AAP	95
2	AAS	97,5
3	AYA	95
4	AK	95
5	ACO	95
6	ARP	60
7	AAK	55
8	APR	95
9	ATP	90
10	CAA	90
11	ENI	95
12	FAF	85
13	GMA	80
14	IND	95
15	INA	97,5
16	KR	95
17	MWR	75
18	MFE	90
19	MFB	70
20	MRP	95
21	NAR	97,5

22	NAS	95
23	NA	85
24	QHH	90
25	RW	85
26	SFP	80
27	SAN	95
28	SNH	97,5
29	ZF	90

b. Control Class

**Table 4.4**  
**Post-test Score in Control Class**

No	Name	Score
1	AAG	70
2	AIP	95
3	BSZ	95
4	DSK	70
5	EPP	50
6	GCR	95
7	HYI	85
8	HS	55
9	JSM	90
10	KDM	50
11	KRP	90
12	KJA	97,5
13	MFF	75
14	MHB	85
15	MNF	90
16	MRR	70
17	NRP	70
18	NIF	80
19	NTA	95
20	MAP	55
21	RNB	97,5
22	RGR	90
23	SDA	55
24	SPP	95
25	TNI	80
26	VSS	95
27	WAE	90
28	ZAA	75
29	KB	95
30	SCA	90

## 1. Normality Testing

The normality test aims to test whether the distribution of sample data in this study follows or deviates from the normal distribution. Reseacher used One-Sample Kolmogorov Smirnov Test for testing data normality via SPSS. The data is said to be normal data if the significance value is greater than 0.05 on the other hand if the significance value is less than 0.05 it means that the data is un-normal.

Result of testing the normality of the pre-test and posttest data can be seen as follows:

**Table 4.5**  
**The Output of Normality Testing**

Tests of Normality							
CLASS		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL BELJAR SISWA	pre-test Experimental Class	,138	29	,166	,911	29	,019
	postest Experimental Class	,251	29	,000	,760	29	,000
	pre-test Control Class	,134	30	,177	,933	30	,059
	postest Control Class	,223	30	,001	,856	30	,001

a. Lilliefors Significance Correction

Interpretation of normality test:

- a. Based on the output above, it is known that the significant value (Sig) data on the Shapiro-wilk tests  $<0.05$ , it can be concluded that the research data is UNNORMAL

- b. Because the research data is not normally distributed, we can use non-parametric statistical tests (Wilcoxon test and Man Whitney test) to analyze research data.

## 2. Homogeneity

Homogeneity test is useful for testing a set of data to find out whether the data is homogeneous or heterogeneous. Taken from the pre-test and posttest data the homogeneity results are as follows:

**Table 4.6**  
**Result of Homogeneity Testing**

		<b>Test of Homogeneity of Variance</b>			
		Levene Statistic	df1	df2	Sig.
HASIL BELJAR SISWA	Based on Mean	5,492	3	114	,001
	Based on Median	4,457	3	114	,005
	Based on Median and with adjusted df	4,457	3	112,166	,005
	Based on trimmed mean	5,876	3	114	,001

Based on the output above, it is known that the significant value (Sig) based on the Mean is  $0.01 < 0.05$ , so it can be concluded that the variance of the post-test data for the experimental and control classes is not the same or heterogeneous.

Thus, one of the requirements of the independent sample t-test is not fulfilled, then the next method will use an alternative method using the Mann Whitney U test.

## C. Analysis and Hypothesis Testing

Analyzing data collection was carried out to find out the comparison between the experimental class and the control class as a hypothesis test. The

scores compared between the two classes were obtained through the post-test scores. Researcher used non-parametric analysis with the Mann Whitney formula with SPSS version 26. Researcher used asymp.Sig (2-tailed) 0.05 as a significant level, if the results of the Mann Whitney test  $< 0.05$ , it means that it can be concluded that there is a significant correlation in the scores between the experimental and control classes. Conversely, if the results of the Mann Whitney test  $> 0.05$ , it means that it can be concluded that there is no significant correlation in the results of the scores between the experimental and control classes. Scores are taken from the post-test scores of the two classes.

**Table 4.7**  
**Result of Hypothesis Testing**

#### **Mann-Whitney Test**

		<b>Ranks</b>		
	<b>CLASS</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
HASIL BELJAR SISWA	postest Experimental Class	29	34,55	1002,00
	postest Control Class	30	25,60	768,00
	Total	59		

#### **Test Statistics<sup>a</sup>**

	<b>HASIL BELJAR SISWA</b>
Mann-Whitney U	303,000
Wilcoxon W	768,000
Z	-2,040
Asymp. Sig. (2-tailed)	,041

a. Grouping Variable: CLASS

Based on the output of the "test statistic" it is known that the value obtained from asymp.Sig (2-tailed) is  $0.041 < 0.05$ , it can be concluded that

the "hypothesis 0 is rejected". Thus it can be said that there is significant correlation in student learning outcomes between classes that use YouTube-based videos and those that do not use YouTube-based videos. The results of this study can be concluded that there is a correlation between classes that use YouTube based-video as media and classes that do not use them.

#### **D. Discussion**

This research was conducted to find out how the influence of using YouTube-based videos on students' vocabulary mastery in grade seven at SMPN 1 Jember in the 2022/2023 academic year. Researcher use pre-test and posttest to collect data. The test was carried out in the experimental class and control class. The collected data were analyzed using non-parametric statistical analysis with SPSS version 26.

Based on the step of this research, the first step in collecting data begins with conducting a pre-test. In this step, students take the test directly, it could be said that in this process students are not given time to re-study material about descriptive text. This is because the pre-test process was carried out at the first meeting so they did not have any preparation beforehand. In this process, many students got low. It was cause they had not any preparation. The student who had not preparation said that they felt that the questions were difficult, some students just filled on questions that had pictures and short question.

The next step is treatment, they are very serious about following the learning. They compete with each other when researcher give quizzes and



assignments, they also play an active role in implementing this process. On this step researcher conduct a learning activity by using two lesson plan. Reseacher used PJBL method with step that usually use when they learn with their teacher on the control class. On the other class which is experimental class, reseacher use youtube based-video as a media and implementation the step that has been explain on the chapter 3.

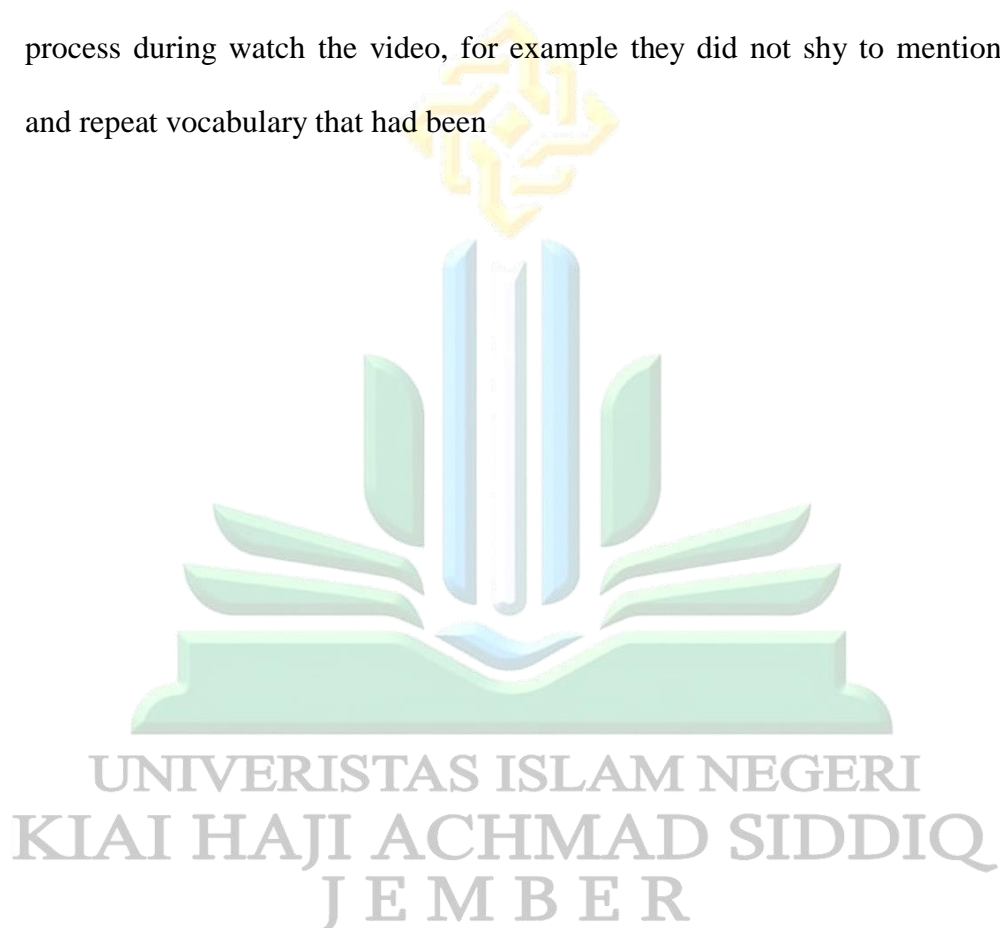
After carrying out the treatment, they prepare themselves to do a posttest as the end of the meeting that will be held. Here they compete with each other to get maximum scores. In this process they are very confident because they have a week to remember the material they have received.

Based on the analyzed the data using the Mann-Whitney formula to find out whether there were differences in the scores obtained by the control class and the experimental class using YouTube-based video as a media.

Based on the result asymp.Sig (2-tailed) is  $0.041 < 0.05$ , it can be concluded that the "hypothesis 0 is rejected". Thus it can be said that there is a significant correlation in student learning outcomes between classes that use YouTube-based videos and those that do not use YouTube-based videos.

Classify the result above supported by some previous research which also found YouTube media to be an effective tool that can help the students understand and comprehend the English language or in this case, the mark English vocabulary better. The majority of the students found YouTube to be helpful in improving their comprehension of the English vocabulary. In addition, the significant difference in the scores of the pre-tests and post-tests

demonstrates integrating YouTube-based video has improved the students' vocabulary mastery to recognize and comprehend the target vocabulary better.<sup>22</sup> Besides, the proof gotten from the statistical calculation, the researcher could also see some advantages of using Youtube-based in teaching vocabulary. During research, the students looked enjoy the learning process during watch the video, for example they did not shy to mentioned and repeat vocabulary that had been



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<sup>22</sup> Heriyanto, Dwi. (2015). "The Effectiveness of Using Youtube for Vocabulary Mastery". Vol.6 No.1.

## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter contains conclusions and research suggestions. The conclusion summarizes all the discussions of this research that have been discussed in the previous chapter, while suggestions from researcher are referred to research findings, discussion, and conclusions of this research study.

#### A. Conclusion

Based on the results of this study; The both classes that were used as research objects both experienced an increase in vocabulary mastery. The results of the normality test that has been carried out, the data obtained is not normally distributed. Looked at the homogeneity test it was found that the data obtained was heterogeneous. In statistics, heterogeneous data does not meet the requirements for the independent sample t-test, which causes researcher to use an alternative formula to analyze it.

Researcher used non-parametric analysis with the Mann Whitney formula with SPSS version 26. Researcher used asymp.Sig (2-tailed) 0.05 as a significant level, if the results of the Mann Whitney test  $< 0.05$ , it means that it can be concluded that there is a significant difference in the scores between the experimental and control classes. Conversely, if the results of the Mann Whitney test  $> 0.05$ , it means that it can be concluded that there is no significant correlation in the results of the scores between the experimental and control classes. Scores are taken from the post-test scores of the two classes.

Based on the hypothesis testing, the result of Man Whitney test is obtained asymp.Sig (2-tailed) is  $0.041 < 0.05$ . It could be said that H1 was accepted and H0 was rejected. It could be conclude that there is a significant correlation between using youtube-based video and students' vocabulary mastery in improve 7 grade students' vocabulary mastery.

On the other hand the use of YouTube videos is consistent with previous research which indicates that the youtube be an interesting and interacting media to accompany students increase their vocabulary mastery. Youtube make a student familiar with a lot of vocabulary from watch the video. It make student unconsciously memorize a new vocabulary. The use of YouTube-based videos as media, they seem to focus on learning. Students watch the video with focus. Students pay close attention to the displayed footage. The pupils' facial expressions also suggest that they appear to like watching the film, which adds to the enjoyable atmosphere of learning.

## **B. Suggestion**

Based on the results described in this research study, researcher offers some suggestions for teachers as well as future researcher.

### **1. For teachers**

The researcher suggests that teachers can use YouTube-based videos as an alternative media for teaching students about learning English. This media is believed to be effective in attracting students' attention so that learning does not seem monotonous. In addition, teachers can take

advantage of YouTube media for students to use when studying at home. It also makes them happier when learning English.

2. For students

They ought to remain engaged in the learning process and shed the notion that learning English is boring and difficult. When we learn in the class, use the time to play an active role by asking questions and more focus on the activities being carried out. Students must be active in class. Students must follow the teacher's instructions carefully and neatly so that they can get a great understanding results. As a result, the learning experience at school becomes more enjoyable and interesting.

3. For further researcher

The researcher suggests that future researcher can use this research as a reference for conducting research by changing the strategy used, and also suggested in developing this research in finding the use of YouTube-based media.

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## DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Raiyatul Jannah

Student's Number : T20196104

Study Program : English Education Departement

Institution : UIN Kiai Haji Achmad Siddiq Jember

Declare that this thesis entitled “**THE USE OF YOUTUBE-BASED VIDEOS TO IMPROVE 7 GRADE STUDENT’S VOCABULARY MASTERY**” is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

UNIVERSITAS  
KIAI HAJI ACHMAD  
SIDDIQ JEMBER

Jember, 5 September 2023

I declare



**RAIYATUL JANNAH**

**NIM. T20196104**

f. Appendix 1 Matrix of Research

Matrix research

Title	Variable	Indicator	Data Resources	Research method	Research Focus
The use of youtube-based videos to improve 7 grade student's vocabulary mastery at junior high school 1 jember	1. Youtube-based video in english learning 2. Vocabulary mastery	1. Goal 2. Advantage 3. Disadvantage  1. Noun 2. Verb 3. Adjective	1. Respondents: Seven grade junior high school students  2. Informants: a. English Teacher b. Head master c. Administration staf	1. <b>Type of research :</b> Experimental research design  2. <b>Data collection Technique :</b> - Observation - Pre test - Treatment - Post test  3. <b>Data analysis method :</b> Pearson product moment  $r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$  Note: $r_{xy}$ = correlation coefficient $\sum x$ = amount of variable data x $\sum y$ = amount of variable data y $\sum xy$ = amount of multiplication variable data x and y n = amount of sample	Correlation between using YouTube-based videos and students' vocabulary mastery in improve 7 grade students' vocabulary mastery

g. Appendix 2 Research Licence Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Jalan Dewi Sartika 1 Kaliwates Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196104  
Nama : RAIYATUL JANNAH  
Semester : Semester sembilan  
Program Studi : TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai "The use of youtube-based videos to improve 7 grade student's vocabulary mastery" selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Syaiful Bahri, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Maret 2023

an. Dekan,  
Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER



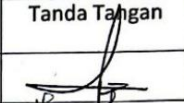
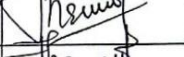
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## h. Appendix 3 Research Journal

### Research Journal

#### THE USE OF YOUTUBE-BASED VIDEOS TO IMPROVE 7 GRADE STUDENT'S VOCABULARY MASTERY

#### SMPN 1 Jember Tahun 2023

No	Tanggal	Deskripsi Kegiatan	Informan	Tanda Tangan
1.	13/03/2023	Perizinan penelitian	Rachmad S.Pd	
2.	05/04/2023	Uji coba instrumen	Emmy Juliawati, S.S	
3.	23/05/2023	Pelaksanaan Pretest	Emmy Juliawati, S.S	
4.	24/05/2023	Treatment 1	Emmy Juliawati, S.S	
5.	26/05/2023	Treatment 2	Emmy Juliawati, S.S	
6.	30/05/2023	Treatment 3	Emmy Juliawati, S.S	
7.	25/05/2023	Meeting 1 Control class	Emmy Juliawati, S.S	
8.	29/05/2023	Meeting 2 Control class	Emmy Juliawati, S.S	
10.	31/05/2023	Pelaksanaan Post Test	Emmy Juliawati, S.S	
11.	12/06/2023	Meminta surat keterangan selesai penelitian	Rachmad S.Pd	

Jember, 12 Juni 2023





Kepala Sekolah



**Drs. Syaiful Bahri, M.Pd**  
NIP. 196401091985011002

K

i. Appendix 4 Research Finish Letter

	<b>PEMERINTAH KABUPATEN JEMBER</b> <b>DINAS PENDIDIKAN</b> UPTD SATUAN PENDIDIKAN <b>SMP NEGERI 1 JEMBER</b>	
Jln. Dewi Sartika No.1 Jember. 68137, Telp. (0331) 486988		
website : <a href="http://www.smpnegeri1jember.sch.id">http://www.smpnegeri1jember.sch.id</a> email : <a href="mailto:infosmpn1jember@gmail.com">infosmpn1jember@gmail.com</a>		
<hr/>		
Nomor : 800/093/310.02/20523851/2023	Jember, 13 Juni 2023	
Lamp : -		
Perihal : <b>Telah Melaksanakan Penelitian</b>		
Kepada		
Yth. : Dekan Fakultas Tarbiyah		
Universitas Islam Negeri KIAI HAJI ACHMAD SIDDIQ		
Jalan Mataram No 1 Mangli		
Di		
<b>Jember</b>		
Menindak lanjuti surat saudara Nomor : B-1095/In.20/3.a/PP.009/03/2023 tanggal 13 Maret 2023 perihal Permohonan Ijin Penelitian, maka dengan ini kami <i>Menerangkan</i> nama :		
N a m a	: <b>RAIYATUL JANNAH</b>	
N I M	: T20196104	
Jurusan	: Fakultas Tarbiyah dan Ilmu keguruan	
Program Studi	: TADRIS BAHASA INGGRIS	
Telah melakukan Penelitian penyusunan Skripsi tentang "THE USE YOUTUBE-BASED VIDIOS IMPROVE 7 GRADE STUDENT'S VOCABULARY MASTERY" selama 14 hari di lingkungan SMP Negeri 1 Jember.		
Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.		
<b>Kepala UPTD SATDIK</b> Jember		
 		
<b>Des. SYAIFUL BAHRI, M.Pd</b> NIP. 19640109 198501 1002		

K

j. Appendix 5 Validation of Instrument

**Validation of Instrument**

No	Category of Validity	Indicator	Score			
			1	2	3	4
1	Content Validity	1) The material is related to Syllabus of seventh grade students				✓
		2) The material is related to basic competition (KD) of seventh grade students				✓
		3) The content of the material and topic are appropriate with grade and school level			✓	
		4) The media is appropriate with the material			✓	
		5) The media is appropriate with the student's target skill			✓	
2	Face validity	1) The component are relevant to measure student's vocabulary mastery				✓
		2) The measurement method seem useful for measuring student's vocabulary mastery				✓

English Teacher of SMPN 1 Jember



Emmy Juliwati, S.S

K

### Validation of Instrument

Instructions:

1. Put a check mark (√) in the column according to your opinion.
2. If there is a need to be revised, please in the column "note".

No	Category of Validity	Indicator	Score				Note
			1	2	3	4	
1	Content Validity	1) The material is related to Syllabus of seventh grade students				√	
		2) The material is related to basic competition (KD) of seventh grade students				√	
		3) The content of the material and topic are appropriate with grade and school level				√	
		4) The media is appropriate with the material			√		
		5) The media is appropriate with the student's target skill			√		
2	Face validity	1) The component are relevant to measure student's vocabulary mastery				√	
		2) The measurement method seem useful for measuring student's vocabulary mastery			√		

Skala Penilaian:

1= tidak valid

2= kurang valid

3= valid

4= sangat valid

Validator



**Dr. Ninuk Indrayani, M.Pd.**  
NIP. 197802102009122002

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## k. Appendix 6 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) I

Satuan Pendidikan : SMP Negeri 1 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/I ( satu )  
Tema : Descriptive Text  
Alokasi Waktu : 2 x 40 menit

#### A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.  
KI.2 Menghargai dan menghayati 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.  
KI.3 Memahami pengetahuan (faktual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
KI.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, 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

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1. Mengidentifikasi fungsi sosial terkait “Describe Thing, Animal, People and Place Around” 3.4.2. Mengidentifikasi struktur teks terkait “Describe Thing, Animal, People and Place Around” 3.4.3. Mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, and Place People Around You” 3.4.4. Menggunakan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	4.4.1. Menyusun kalimat sederhana terkait “Describe Thing, Animal, People and Place Around You”

sesuai konteks.	
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### C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People and Place Around You” dengan tepat.
2. Peserta didik dapat mengidentifikasi fungsi sosial terkait “Describe Thing, Animal, People, and Place Around You” dengan tepat.
3. Peserta didik dapat mengidentifikasi struktur teks terkait “Describe Thing, Animal, People and Place Around You” dengan tepat.
4. Peserta didik dapat mengidentifikasi unsur kebahasaan terkait “Describe Thing, Animal, People and Place Around You” dengan tepat.
5. Peserta didik dapat mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People and Place Around You” dengan tepat.

### D. MATERI PEMBELAJARAN

#### Descriptive Text

**Definition of Descriptive Text** Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

**Generic Structure** (Bagaimana Teks disusun) of Descriptive Text When writing descriptive text, there are some generic structures. The arrangement is:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

#### Purpose of Descriptive text

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place.

#### Language Feature of Descriptive Text

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

#### Word Focus

Sweetheart	Roommate	Great	Large	Cozy
New	Small	Share	Pretty	Meet
Messy	Leaves	Floor	Eat	Supportive
Kitchen	Comfortable	Bright	Spicy	Watching
Hungry	Little	Nearby	Delicious	High
Short	Experience	Flaky	Interesting	Live

### E. METODE PEMBELAJARAN

Pendekatan : Saintifik

Metode : Diskusi

Model/Strategi : Project Based Learning (displays youtube-based videos repeatedly)

**F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

- Media : Power Point
- Alat/Bahan : Papan tulis, spidol, laptop, proyektor
- Sumber Belajar :
- Lembar Kerja Peserta Didik (LKPD) kelas VII
- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris “When English Rings the Bell” Kelas VII, Kemendikbud.
- [http://www.talentschool.sch.id:8250/talentspedia/storage/blog\\_file/Descriptive%20Text%20Grade%207.pdf](http://www.talentschool.sch.id:8250/talentspedia/storage/blog_file/Descriptive%20Text%20Grade%207.pdf)
- Video youtube : <https://www.youtube.com/watch?v=IEF6rtgcZxQ>

**G. KEGIATAN PEMBELAJARAN**

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"> <li>1. Orientasi <ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> </li> <li>2. Apersepsi dan Motivasi <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya.</li> <li>• Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan.</li> <li>• Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari.</li> <li>• Menjelaskan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).</li> </ul> </li> </ol>	5 menit
Kegiatan Inti 1	<p><b>Pre-test</b> Siswa diberikan test berbentuk pilihan ganda dan uraian dengan tujuan mengukur seberapa banyak pembendaharaan kosa kata yang mereka miliki</p>	55 menit

Kegiatan Inti 2	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>Guru menampilkan video <a href="https://www.youtube.com/watch?v=IEF6rtgcZxQ">https://www.youtube.com/watch?v=IEF6rtgcZxQ</a> sebanyak 2x</li> <li>Peserta didik mengamati tayangan video</li> </ol> <p><b>Menanyakan (Critical Thinking)</b></p> <ol style="list-style-type: none"> <li>Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati.</li> <li>Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi “Descriptive Text”.</li> <li>Guru meminta peserta didik menulis kata kosa-kata terkait descriptive text</li> <li>Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan.</li> </ol> <p><b>Menalar/mengasosiasi.</b></p> <ol style="list-style-type: none"> <li>Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan.</li> <li>Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami.</li> <li>Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan.</li> <li>Guru meminta peserta didik untuk menulis note untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran</li> </ol>	15 menit
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Penutup	<ol style="list-style-type: none"> <li>1. Refleksi <ul style="list-style-type: none"> <li>• Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari pada hari itu.</li> <li>• Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas.</li> </ul> </li> <li>2. Penutup dan Salam <ul style="list-style-type: none"> <li>• Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious).</li> </ul> </li> </ol>	5 menit
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#### H. PENILAIAN

Siswa diminta mengerjakan soal yang berbentuk uraian  
*setiap item score maximal yang didapat adalah 2, dan score total maximal yang didapat adalah 60*

#### Contoh penilaian

NO	VERB		NOUN				ADJECTIVE					
	Aspek Penilaian		Skor		Aspek Penilaian		Skor		Aspek Penilaian		Skor	
	Vocabulary	Meaning	1	2			1	2			1	2
1	Run	Lari		√								
2	Swim	Makan	√									
TOTAL			3				20				18	
Contoh penghitungan score => 3(total score verb)+20(total score noun)+18(total score adjective) = 41(score max = 60)												

No	Aspek Penilaian	Skor	
		1	2
1	Penulisan vocabulary, arti, klasifikasi benar		√

2	Penulisan vocabulary benar, arti salah	√	
3	Penulisan vocabulary salah, penulisan klasifikasi dan arti benar	√	

$$\text{Nilai akhir} = \frac{\text{nilai perolehan}}{\text{total score}} \times 100 = > \frac{40+60}{100} \times 100 = 100$$

Mengetahui,

Jember, 5 Mei 2023

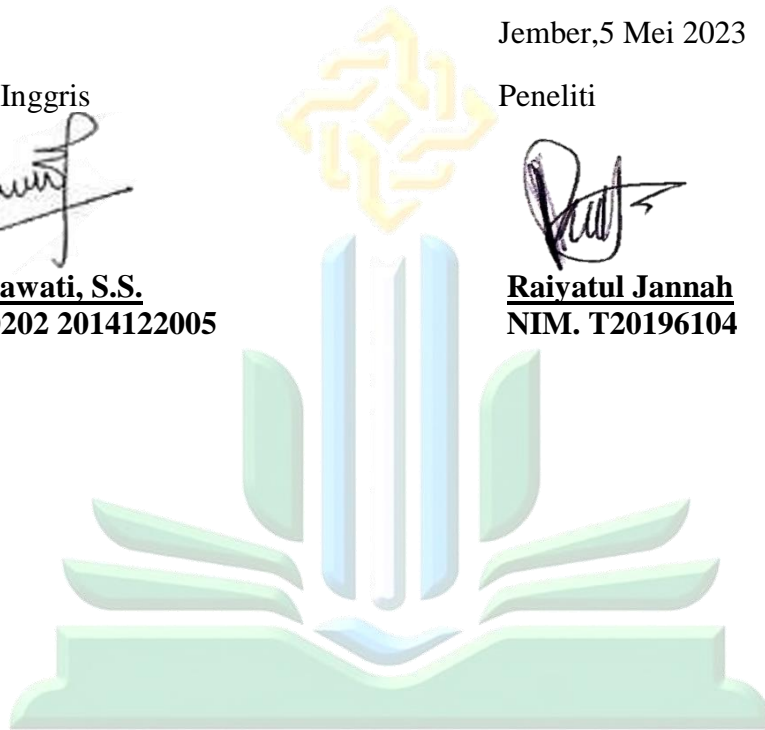
Guru Bahasa Inggris

Peneliti




**Emmy Juliawati, S.S.**  
NIP. 19750202 2014122005

**Raiyatul Jannah**  
NIM. T20196104



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) II

Satuan Pendidikan : SMP Negeri 1 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/I ( satu )  
Tema : Describing Thing and People  
Alokasi Waktu : 2 x 40 menit

### A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati 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.
- KI.3 Memahami pengetahuan (faktual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, 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

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.	3.4.5. Mengidentifikasi fungsi sosial terkait “Describe Thing, Animal, People Around”. 3.4.6. Mengidentifikasi struktur teks terkait “Describe Thing, Animal, People Around” 3.4.7. Mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People Around You” 3.4.8. Menggunakan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.2. Menyusun kalimat sederhana terkait “Describe Thing, Animal, People Around You”

### C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People Around You” dengan tepat.
2. Peserta didik dapat mengidentifikasi fungsi sosial terkait “Describe Thing, Animal, People Around You” dengan tepat.
3. Peserta didik dapat mengidentifikasi struktur teks terkait “Describe Thing, Animal, People Around You” dengan tepat.
4. Peserta didik dapat mengidentifikasi unsur kebahasaan terkait “Describe Thing, Animal, People Around You” dengan tepat.
5. Peserta didik dapat mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People Around You” dengan tepat.

### D. MATERI PEMBELAJARAN

#### How to Describe People Around Us

1. Physical Appearance
2. Personality Characteristics
3. Job

#### Word focus

Fat	flat	Pointed	Cashier
Thin	Tall	Oval	Doctor
Plump	Short	Thick	Fireman
Young	Curly	Handsome	Dentist
Old	Wavy	Cute	Friendly
Long hair	Straight hair	Smart	Lazy

#### Example

#### Mrs. Aprin

Mrs. Aprin is my aunt. She is my father's sister. Her job is a nurse. Now, she works in a hospital near his place.

Mrs. Aprin is about 30s. She has a son and a little daughter, Desta and Devi. Mrs. Aprin is stocky and he has heart-shaped face. She has a bit curly black hair and wears glasses. She has fair complexion. Now, she takes a lot of exercises to make her body slimmer.

She is a good mother for her children and a good nurse for her patient. She always can manage her time to get quality time with her children although she is busy. She loves her children more than anything in her life.

#### Describing thing around us

#### Word focus

wellies	tent	titanium	bought
made of	light	metal	easy
fabric	handle	rubber	flashlight



## E. METODE PEMBELAJARAN

Pendekatan : Saintifik

Metode : Diskusi

Model/Strategi : Project Based Learning (displays youtube-based videos repeatedly)

## F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- Media : Power Point
  - Alat/Bahan : Papan tulis, spidol, laptop, proyektor
  - Sumber Belajar :
  - Lembar Kerja Peserta Didik (LKPD) kelas VII
  - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris “When English Rings the Bell” Kelas VII, Kemendikbud.
  - [http://www.talentschool.sch.id:8250/talentaedia/storage/blog\\_file/Descriptive%20Text%20Grade%207.pdf](http://www.talentschool.sch.id:8250/talentaedia/storage/blog_file/Descriptive%20Text%20Grade%207.pdf)
  - Video youtube
1. <https://www.youtube.com/watch?v=opLbQ0eHXOY> (Thing)
  2. <https://www.youtube.com/watch?v=CU3Wqb3eadc> (people)

## G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"><li>1. Orientasi<ul style="list-style-type: none"><li>• Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).</li><li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li><li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li></ul></li><li>2. Apersepsi dan Motivasi<ul style="list-style-type: none"><li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya.</li><li>• Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan.</li><li>• Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari.</li><li>• Menjelaskan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).</li></ul></li></ol>	10 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"><li>1. Guru menampilkan video</li><li>2. a. <a href="https://www.youtube.com/watch?v=opLbQ0eHXOY">https://www.youtube.com/watch?v=opLbQ0eHXOY</a> (Thing) b. <a href="https://www.youtube.com/watch?v=CU3Wqb3eadc">https://www.youtube.com/watch?v=CU3Wqb3eadc</a> (people)</li><li>3. Peserta didik mengamati tayangan video</li><li>4. Guru menampilkan slide PPT materi “The people Around Us”.</li></ol>	65 menit

	<p>5. Peserta didik mengamati tayangan slide tentang “The people Around Us”.</p> <p><b>Menanyakan (Critical Thinking)</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati.</li> <li>2. Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi “The Thing and people Around Us”.</li> <li>2. Guru meminta peserta didik menulis kata kosa-kata terkait descriptive text</li> <li>3. Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan.</li> </ol> <p><b>Menalar/mengasosiasi.</b></p> <ol style="list-style-type: none"> <li>1. Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk menarik kesimpulan.</li> <li>2. Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami.</li> <li>3. Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan.</li> <li>2. Guru meminta peserta didik untuk menulis note untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran</li> </ol>	
<p>Penutup</p>	<ol style="list-style-type: none"> <li>3. Refleksi <ul style="list-style-type: none"> <li>• Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari pada hari itu.</li> <li>• Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas.</li> </ul> </li> <li>4. Penutup dan Salam <ul style="list-style-type: none"> <li>• Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious).</li> </ul> </li> </ol>	<p>5 menit</p>

## H. PENILAIAN

Describe and make short descriptive text about your best friend or your favourite thing!

Rubrik Penilaian Keterampilan  
- Writing Assessment (Students' Assignment)  
Students' Name :  
SIN :

No	Description	Score
1.	Kesesuaian Jawaban dengan materi	
2.	Berkontribusi	
	<b>Total</b>	

*Description:*

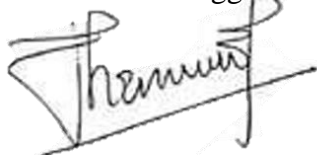
Interval Nilai	Predikat	Keterangan
86-100	A	Sangat Baik
71-85	B	Baik
56-70	C	Cukup
<55	D	Kurang

KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Mengetahui,

Jember, 5 Mei 2023

Guru Bahasa Inggris



**Emmy Juliawati, S.S.**  
NIP. 19750202 2014122005

Peneliti



**Raiyatul Jannah**  
NIM. T20196104

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) III

Satuan Pendidikan : SMP Negeri 1 Jember  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/I ( satu )  
Tema : Describing Animal  
Alokasi Waktu : 2 x 40 menit

### A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati 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.
- KI.3 Memahami pengetahuan (faktual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, 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

Kompetensi Dasar	Indikator Pencapaian Komunikasi
3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.	3.4.9. Mengidentifikasi fungsi sosial terkait “Describe Thing, Animal, People Around”. 3.4.10. Mengidentifikasi struktur teks terkait “Describe Thing, Animal, People Around” 3.4.11. Mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People Around You” 3.4.12. Menggunakan ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.3. Menyusun kalimat sederhana terkait “Describe Thing, Animal, People Around You”

### C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People Around You” dengan tepat.
2. Peserta didik dapat mengidentifikasi fungsi sosial terkait “Describe Thing, Animal, People Around You” dengan tepat.
3. Peserta didik dapat mengidentifikasi struktur teks terkait “Describe Thing, Animal, People Around You” dengan tepat.
4. Peserta didik dapat mengidentifikasi unsur kebahasaan terkait “Describe Thing, Animal, People Around You” dengan tepat.
5. Peserta didik dapat mengidentifikasi contoh-contoh kata dan kalimat terkait “Describe Thing, Animal, People Around You” dengan tepat.

### D. MATERI PEMBELAJARAN

How to Describe Animal Around Us

#### 1. Singular noun

A singular noun is a noun that refers to only one person, place, thing, or idea

An example of a singular noun is cat, which represents one cat

#### 2. Plural noun

A plural noun is a noun that refers to more than one person, place, thing, or idea.

#### 3. Pronoun

#### 4. Name

#### 5. Size, Colour, Food

#### 6. Characteristics, habitat

### E. METODE PEMBELAJARAN

Pendekatan : Saintifik

Metode : Diskusi

Model/Strategi : Project Based Learning (displays youtube-based videos repeatedly)

### F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- Media : Power Point
  - Alat/Bahan : Papan tulis, spidol, laptop, proyektor
  - Sumber Belajar :
    - Lembar Kerja Peserta Didik (LKPD) kelas VII
    - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris “When English Rings the Bell” Kelas VII, Kemendikbud.
    - [http://www.talentschool.sch.id:8250/talentapedia/storage/blog\\_file/Descriptive%20Text%20Grade%207.pdf](http://www.talentschool.sch.id:8250/talentapedia/storage/blog_file/Descriptive%20Text%20Grade%207.pdf)
    - Video youtube
- <https://www.youtube.com/watch?v=mmnmHmSwKZc> (animal)

## G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"> <li>1. Orientasi <ul style="list-style-type: none"> <li>• Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama).</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> </li> <li>2. Apersepsi dan Motivasi <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya.</li> <li>• Menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan.</li> <li>• Bertanya jawab terkait apa yang siswa ketahui tentang materi yang akan dipelajari.</li> <li>• Menjelaskan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).</li> </ul> </li> </ol>	10 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menampilkan video <a href="https://www.youtube.com/watch?v=mmnmHmSwKZc">https://www.youtube.com/watch?v=mmnmHmSwKZc</a> (animal)</li> <li>2. Peserta didik mengamati tayangan video</li> </ol> <p><b>Menanyakan (Critical Thinking)</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan pada peserta didik untuk menanyakan bagian yang tidak dipahami dari apa yang diamati.</li> <li>2. Guru membantu peserta didik merumuskan pertanyaan (memancing) peserta didik agar berfikir kritis.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta peserta didik untuk mendiskusikan atau bertukar pendapat antar teman, guna menemukan hal baru (pendapat baru) terkait materi “The Animal Around Us”.</li> <li>2. Guru meminta peserta didik menulis kata kosa-kata terkait descriptive text</li> <li>3. Peserta didik memahami apa yang mereka dapat dari diskusi yang dilakukan.</li> </ol> <p><b>Menalar/mengasosiasi.</b></p> <ol style="list-style-type: none"> <li>1. Guru mengarahkan agar peserta didik dapat menghubungkan data/informasi yang diperoleh untuk</li> </ol>	65 menit

	<p>menarik kesimpulan.</p> <ol style="list-style-type: none"> <li>2. Guru meminta peserta didik untuk menarik kesimpulan dari materi yang telah mereka pahami.</li> <li>3. Guru menyediakan sumber-sumber belajar, lembar kerja (worksheet), media, alat peraga/peralatan eksperimen, dan sebagainya.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan materi yang telah mereka pahami ke kelas secara lisan.</li> <li>2. Guru meminta peserta didik untuk menulis note untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>5. Refleksi <ul style="list-style-type: none"> <li>•Setelah 5 proses pembelajaran dilaksanakan, guru beserta peserta didik menyimpulkan materi yang telah dipelajari pada hari itu.</li> <li>•Menyampaikan tugas rumah jika waktu tidak memungkinkan untuk memberi tugas tersebut saat di kelas.</li> </ul> </li> <li>6. Penutup dan Salam Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious).</li> </ol>	5 menit

## H. PENILAIAN

### a. Jenis/teknik Penilaian

LK. Describe the picture and make short sentence

### b. Bentuk Instrument

LK I. Describe this picture with correct word!

LK II. Make short sentence from the picture!

Rubrik Penilaian Keterampilan

- Writing Assessment (Students' Assignment)

Students' Name :

SIN :

No	Description	Score
1.	Kesesuaian Jawaban dengan materi	
2.	Berkontribusi	
	<b>Total</b>	

*Description:*

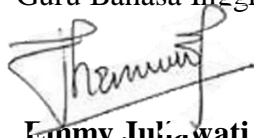
Interval Nilai	Predikat	Keterangan
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86-100	A	Sangat Baik
71-85	B	Baik
56-70	C	Cukup
<55	D	Kurang

Mengetahui,

Jember, 5 Mei 2023

Guru Bahasa Inggris



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Peneliti



**Raiyatul Jannah**  
NIM. T20196104



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## 1. Appendix 7 Blueprint

### BLUEPRINT Junior High School 1 Jember 2023

**Program Studi** : Bahasa Inggris  
**Kelas** : 7  
**Kurikulum Acuan** : Kurikulum 2013  
**Materi** : Descriptive Text

**Bentuk Soal** : Pilihan ganda & Essay  
**Alokasi Waktu** : 60 menit  
**Jumlah Soal** : 40 pilihan ganda  
15 Essay

No	Indikator Soal	Klasifikasi	Nomor Soal
1	Disajikan soal mengenai describing animal, siswa dapat menentukan adjective yang tepat pada soal	Adjective	1,21
2	Disajikan soal mengenai describing people, siswa dapat menentukan verb yang tepat pada soal	Verb	2,3, 26,30
3	Disajikan soal mengenai descriptive text, siswa dapat menentukan sinonim/antonim yang tepat pada soal	Adjective	4, 34,35, 37,38
4	Disajikan soal mengenai describing people, siswa dapat menentukan ciri-ciri yang tepat pada soal	Adjective	5
5	Disajikan soal mengenai describing animal, siswa dapat menentukan ciri-ciri yang tepat pada soal	Noun	6,7, 24,25
6	Disajikan soal mengenai describing thing, siswa dapat menentukan adjective yang tepat pada soal	Adjective	8,29

7	Disajikan soal mengenai describing people, siswa dapat menentukan ciri-ciri yang tepat pada soal	Noun, Adjective	9, 11, 22,27,28, 39,40
8	Disajikan soal mengenai describing people, siswa dapat menentukan ciri-ciri yang tepat pada soal	Adjective	10
9	Disajikan soal mengenai describing thing, siswa dapat menentukan ciri-ciri yang tepat pada soal	Adjective	12,
10	Disajikan soal mengenai describing people, siswa dapat menentukan ciri-ciri yang tepat pada soal	Verb	13, 33
11	Menentukan vocabulary sesuai dengan clasifikasinya	Verb, Adjective	14, 15,31
12	Disajikan soal mengenai describing people, siswa dapat menentukan vocabulary yang tepat pada soal	Noun	16, 32
13	Disajikan soal mengenai describing thing, siswa dapat menentukan vocabulary yang tepat pada soal	Adjective, Verb, Noun	17,23,36
14	Disajikan soal mengenai describing place, siswa dapat menentukan vocabulary yang tepat pada soal	Noun	18
15	Mengurutkan alphabet dengan tepat	Noun	19
16	Disajikan soal mengenai describing place, siswa dapat menentukan vocabulary yang tepat pada soal	Verb	20

**m. Appendix 8 Pretest and post-test instrument**

**Pre-test**

**Name** : .....  
**Class** : .....  
**Subject** : .....

**I. Choose the correct answer by crossing (x) a,b,c or d!**

1. Elephants are ..... animals. They are strong, too.  
A. Thick  
B. Beautiful  
C. Big  
D. Bright
2. The student's duty is to ..... in the school.  
A. Teach  
B. Study  
C. Make  
D. Work
3. I am so hungry. So, I ..... a meal.  
A. Prepare  
B. Walk  
C. Kick  
D. Wear
4. The synonym of huge?  
A. Big  
B. Awesome  
C. Small  
D. Little
5. Look at the picture?



Which one is TRUE about the picture?

- A. He is wearing sandals
- B. He is holding a stick
- C. he has no tie
- D. He is pretty

6. This is a ...



It has black and white color.

- A. Zebra
  - B. Kangaroo
  - C. Panda
  - D. Cow
7. A . . . . has beautiful wings.
- A. Bee
  - B. Fly
  - C. Dragonfly
  - D. Butterfly
8. Teguh : This fried chicken is my favorite.  
Hilda : I like it too. This fried chicken is very .....
- A. Delicious
  - B. Bitter
  - C. Salty
  - D. Dangerous
9. Grant is a tailor. He makes.....
- A. Clothes
  - B. Bread
  - C. Book
  - D. Ice cream
10. What does Maria look like?

My sister's name is Maria and she is 23 years old and she works in an office. She's tall and has long, brown, wavy hair and she has green eyes. Maria sometimes wears red glasses and she often reads books in the library. When she doesn't read, you can sometimes find her in the gym. She likes to exercise two or three times a week. Because she likes to exercise, she is thin, strong and healthy. She is also a very funny person and she loves to talk with people and make them laugh, so she has lots of friends. Maria has a big, friendly smile and I think she is a beautiful person. Everyone loves her and, of course, I am very happy that she is my older sister!

- A. She is tall, has long wavy hair, and has black eyes
  - B. She is beautiful, friendly, and funny
  - C. She is tall, thin, with green eyes and long, brown, wavy hair
  - D. She is young, tall, thick, with green eyes and short brown hair
11. My grandfather always reads ..... every morning.
- A. Radio
  - B. Computer
  - C. Television
  - D. Newspaper

12. A sweater is ...  
A. Made of metal  
B. Made of wool  
C. Made of wood  
D. Made of glass

13. Angel's doll is broken. Angel is very ..... now.  
A. Charm  
B. Happy  
C. Sad  
D. Confused

14. Choose the word that show the verb  
A. Eat  
B. Bread  
C. Tea  
D. Fan

15. Which words are show a adjective?  
A. Eat  
B. Fat  
C. Walk  
D. Pizza

16. Tiara went to market, she found her .... (sepupu)  
A. Daughter  
B. Aunt  
C. Cousin  
D. Mother

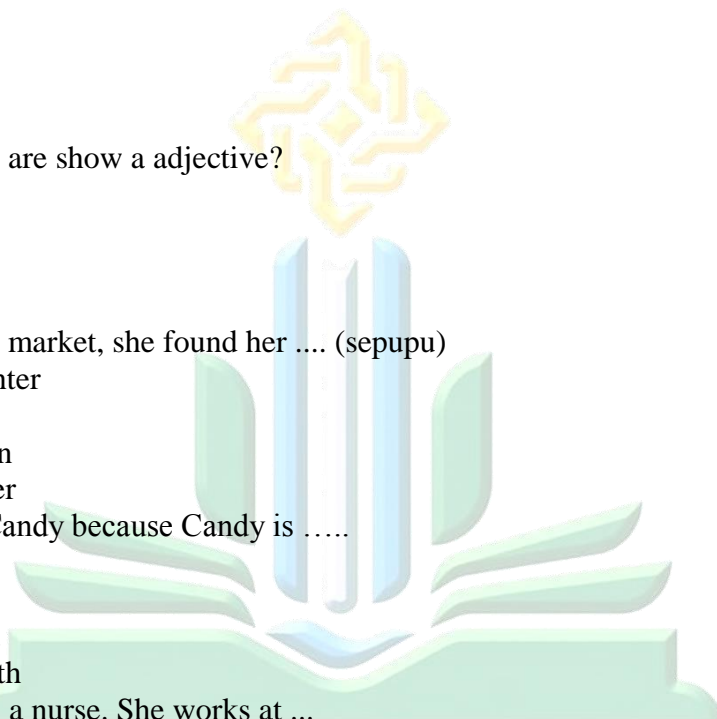
17. Caca eats a Candy because Candy is .....  
A. Salty  
B. Small  
C. Sweet  
D. Smooth

18. My mother is a nurse. She works at ...  
A. Garden  
B. Police office  
C. Hospital  
D. Market

19. Arrange these jumbled letters into meaningful  
S - r - s - s - i - c - o - s  
A. Scissros  
B. Scsisors  
C. Scissors  
D. Scissor

20. Do you..... to Temple every time?  
A. Go  
B. Run  
C. Sad  
D. Listen

21. Whales are big, but ants are ...  
A. Huge  
B. Small



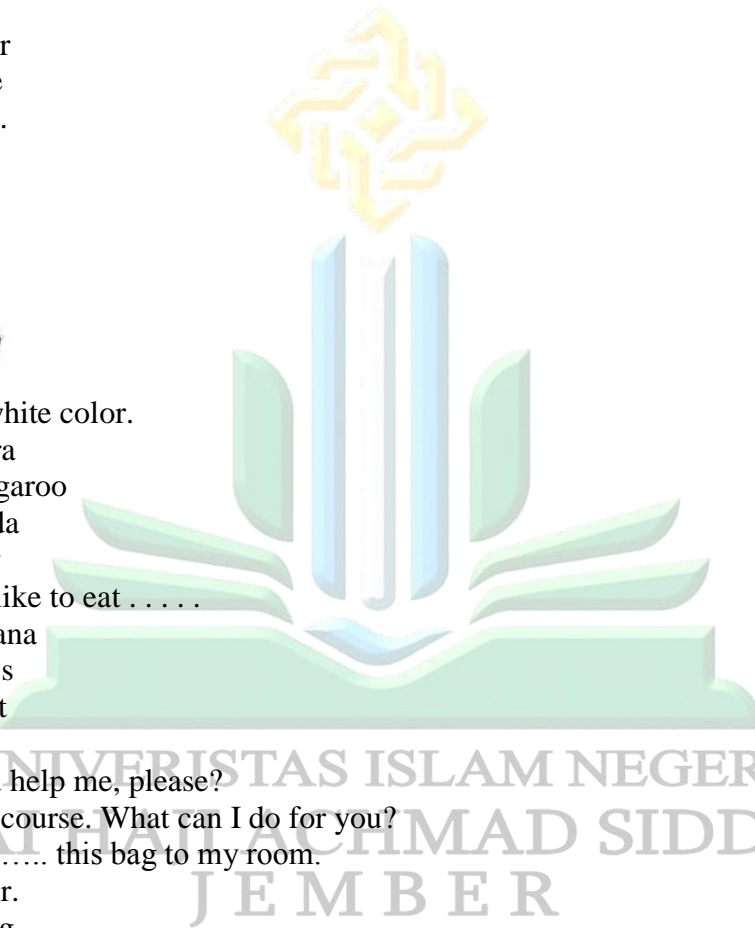
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HAJI ACHMAD SIDDIQ  
JEMBER

- C. Great  
D. Large
22. I can't hear anything since my ..... are sick.  
A. Eyes  
B. Ears  
C. Nose  
D. Mouth
23. Lani : I want to wear my white gown to Amanda's party. What do you think?  
Dewi : I think the red one is better.  
Lani : Ok. I will ..... the red gown  
A. Wrap  
B. Go  
C. Wear  
D. Give
24. This is a ...

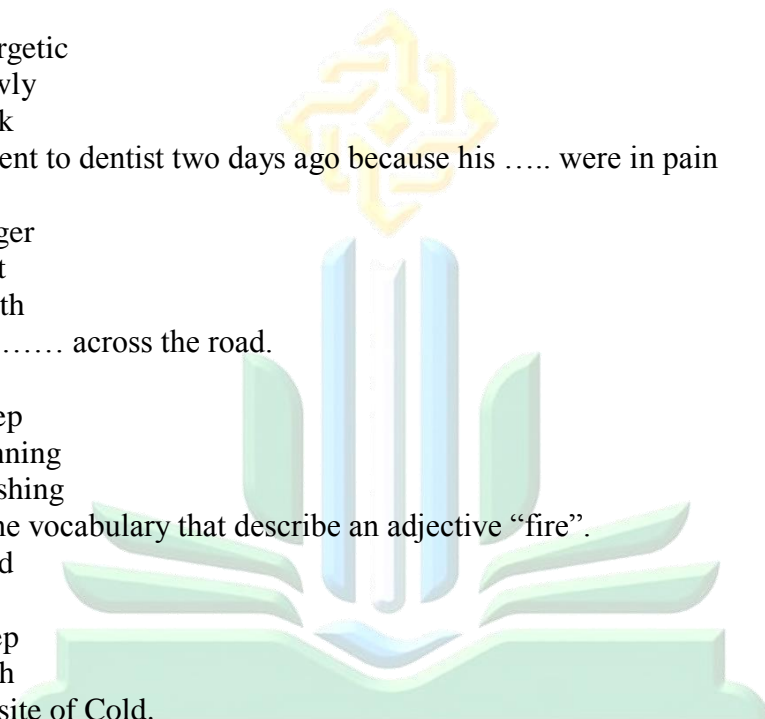


It has black and white color.

- A. Zebra  
B. Kangaroo  
C. Panda  
D. Cow
25. Monkeys like to eat .....  
A. Banana  
B. Grass  
C. Meat  
D. Rice
26. A : Can you help me, please?  
B : Yes, of course. What can I do for you?  
A : Please, ..... this bag to my room.  
B : Yes, Sir.  
A. Bring  
B. Help  
C. Give  
D. Has
27. We must call the ... to catch the robber.  
A. Hospital  
B. Post office  
C. Police  
D. Ambulance
28. My father is reading ... in the office now.  
A. A newspaper  
B. A television  
C. A speaker  
D. A radio



29. A mirror is ...  
A. Made of metal  
B. Made of wool  
C. Made of wood  
D. Made of glass
30. Maya ..... the match in Olympic Games. She is so happy.  
A. Won  
B. Lost  
C. jumped  
D. celebrated
31. Which words are show a verb?  
A. fat  
B. energetic  
C. slowly  
D. walk
32. Dennis went to dentist two days ago because his ..... were in pain  
A. Ear  
B. Finger  
C. Feet  
D. Teeth
33. Donald is..... across the road.  
A. Sad  
B. Sleep  
C. Running  
D. Washing
34. Choose the vocabulary that describe an adjective "fire".  
A. Cold  
B. Hot  
C. Deep  
D. High
35. The apposite of Cold.  
A. Sweet  
B. Hot  
C. High  
D. Tall
36. Keisya need a ... to write her exam  
A. Eraser  
B. Pencil  
C. Pencil case  
D. Ruler
37. The apposite of safe  
A. Safety  
B. Dangerous  
C. Terrible  
D. Smooth
38. The opposites of light?  
A. Huge  
B. Alone  
C. Bright  
D. Dark



Please answer the question for number 39 and 40

My friend Tim

His name is Tim. He is a .....(39) person and he is average height. He has got light brown .....(40) and short fair hair. He lives in Nottingham, which is a city in the UK. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. When He is not at work, he likes to play tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.

39.   A. Play                            B. At                            C. Slim                            D. Eyes  
40.   A. Eyes                            B. Cat                            C. Loud                            D. Play



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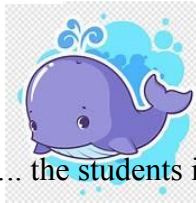


## Postest

Name : .....  
Class : .....  
Subject : .....

### I. Choose the correct answer by crossing (x) a,b,c or d!

- Whales are big, but ants are ...  
A. Huge  
B. Small  
C. Great  
D. Large
- The teacher's duty is to ..... the students in the school.  
A. Teach  
B. Play  
C. Make  
D. Work
- I am so thirsty. So, I ..... a orange juice.  
A. Run  
B. Walk  
C. Drink  
D. Wear
- The synonym of small?  
A. Big  
B. Awesome  
C. huge  
D. Little
- Look at the picture?



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Which one is TRUE about the picture?

- He is wearing sandals
- He is holding a stick
- he has no tie
- He is pretty

6. This is a ...



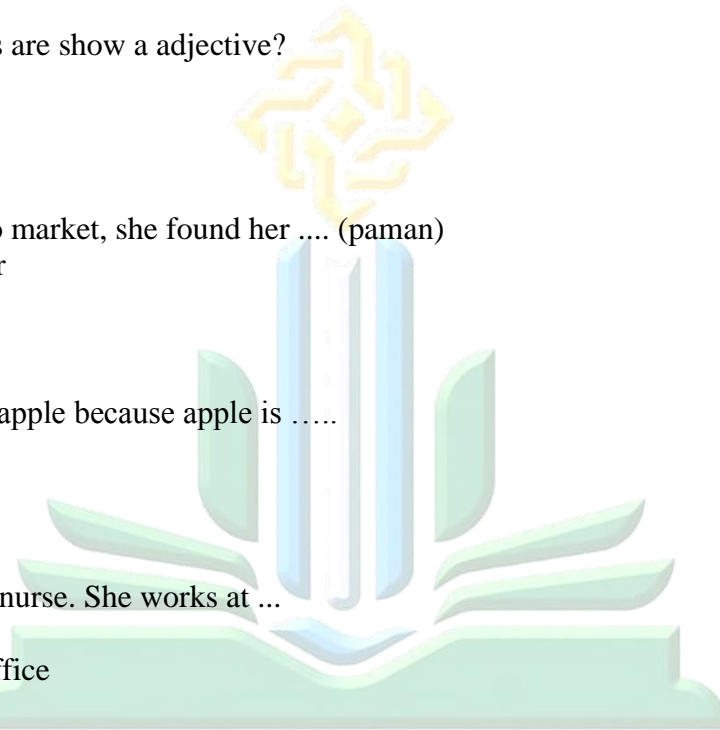
It has very large feet.

- A. Zebra
  - B. Kangaroo
  - C. Panda
  - D. Cow
7. A . . . . has four legs.
- A. Bee
  - B. Fly
  - C. Cat
  - D. Butterfly
8. Teguh : This candy is my favorite.  
Hilda : I like it too. This candy is very .....
- A. Sweet
  - B. Bitter
  - C. Salty
  - D. Dangerous
9. Gadis is a barista. He makes.....
- A. Clothes
  - B. Bread
  - C. Book
  - D. Coffee
10. What does Sam look like?

My brother's name is Sam and he is only ten years old. He's an elementary school student in grade four. He is younger and shorter than I am, but he says that he is the tallest person in his class. Sam has short, red hair, freckles, big ears, and a small mouth. He doesn't wear glasses. Unfortunately, he doesn't like to study very much. He thinks it's much better to watch TV and play video games. His favorite game is called 'Monster Shark Attack!' He says that he wants to be an airline pilot when he grows up. Sometimes, on weekends, his friends come over to our home to play. Sam is my brother, and I like him, but sometimes he's a little lazy and a little noisy!

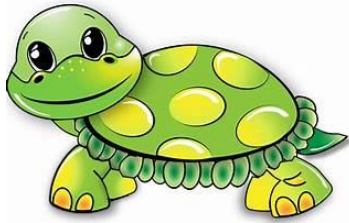
- A. He doesn't like to study very much
  - B. He's an elementary school student in grade four
  - C. He is a little lazy and a little noisy
  - D. He has short, red hair, freckles, big ears
11. My Mother always use a ... to make a letter.
- A. Radio
  - B. Computer
  - C. Television
  - D. Newspaper
12. A pencil is ...
- A. Made of metal
  - B. Made of wool

- C. Made of wood  
D. Made of glass
13. Tia buy a new car. Tia is very ..... now.  
A. Cold  
B. Happy  
C. Sad  
D. Confused
14. Choose the word that show the verb  
A. Great  
B. Bread  
C. Swim  
D. Fan
15. Which words are show a adjective?  
A. Car  
B. Thin  
C. Walk  
D. Pizza
16. Tiara went to market, she found her .... (paman)  
A. Daughter  
B. Aunt  
C. Uncle  
D. Mother
17. Cika eats an apple because apple is .....  
A. Salty  
B. Bitter  
C. Sweet  
D. Smooth
18. My aunt is a nurse. She works at ...  
A. Garden  
B. Police office  
C. Hospital  
D. Market
19. Arrange these jumbled letters into meaningful  
B e a r - a - e  
A. Bear  
B. Baer  
C. Reab  
D. Rabe
20. Do you..... to the radio every night?  
A. Go  
B. Run  
C. Sad  
D. Listen
21. Elephant are big, but bee are ...  
A. Huge  
B. Small  
C. Great  
D. Large
22. I can't see anything since my ..... are sick.



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- A. Eyes
  - B. Ears
  - C. Nose
  - D. Mouth
23. Lani : I want to buy white gown. What do you think?  
 Dewi : I think the red one is better.  
 Lani : Ok. I will ..... the red gown
- A. Wrap
  - B. Go
  - C. Wear
  - D. Buy
24. This is a ...



It has four legs.

- A. Zebra
  - B. Turtle
  - C. Panda
  - D. Cow
25. Goat like to eat .....
- A. Banana
  - B. Grass
  - C. Meat
  - D. Rice
26. A : Can you help me, please?  
 B : Yes, of course. What can I do for you?  
 A : May i ... your handphone to call my father.  
 B : Yes, Sir.
- A. Bring
  - B. Help
  - C. Give
  - D. Borrow

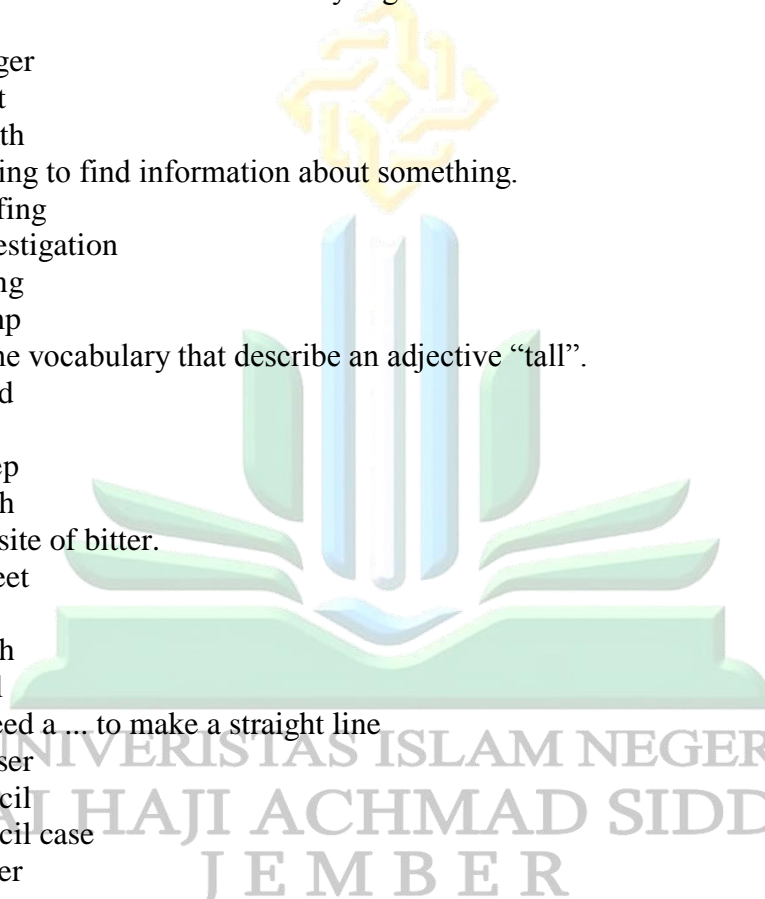
27. We must call the ... to pick up the patient.
- A. Hospital
  - B. Post office
  - C. Police
  - D. Bus station
28. My father is watching ... in the office now.
- A. A newspaper
  - B. A television
  - C. A speaker
  - D. A radio

29. A table is
- A. Made of metal
  - B. Made of wool
  - C. Made of wood



- D. Made of glass
30. Maya ..... the match in Olympic Games. She is so sad.  
A. Won  
B. Lost  
C. Jumped  
D. celebrated
31. Which words are show a verb?  
A. Fat  
B. Smart  
C. Fur  
D. Run
32. Dennis went to ENT Doctor two days ago because his ..... is sick  
A. Ear  
B. Finger  
C. Feet  
D. Teeth
33. .... is trying to find information about something.  
A. Surfing  
B. Investigation  
C. Bring  
D. Jump
34. Choose the vocabulary that describe an adjective "tall".  
A. Cold  
B. Hot  
C. Deep  
D. High
35. The apposite of bitter.  
A. Sweet  
B. Hot  
C. High  
D. Tall
36. Keisya need a ... to make a straight line  
A. Eraser  
B. Pencil  
C. Pencil case  
D. Ruler

37. The apposite of beautiful  
A. Unsafe  
B. Dangerous  
C. Ugly  
D. Smooth
38. The opposites of tiny?  
A. Huge  
B. Alone  
C. Bright  
D. Dark



Please answer the question for number 39 and 40

My friend Tim

His name is Tim. He is a slim person and he is average height. He has got light brown eyes and short fair hair. He lives in Nottingham, which is a city in the UK. He works at Debenhams in Nottingham, and he really .....(39) his job. He is a sales manager for the sports clothing department. When He is not at work, he likes to .....(40) tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.

39.   A. play                      B. real                      C. wrong                    D. enjoys  
40.   A. hair                        B. play                      C. slim                       D. at



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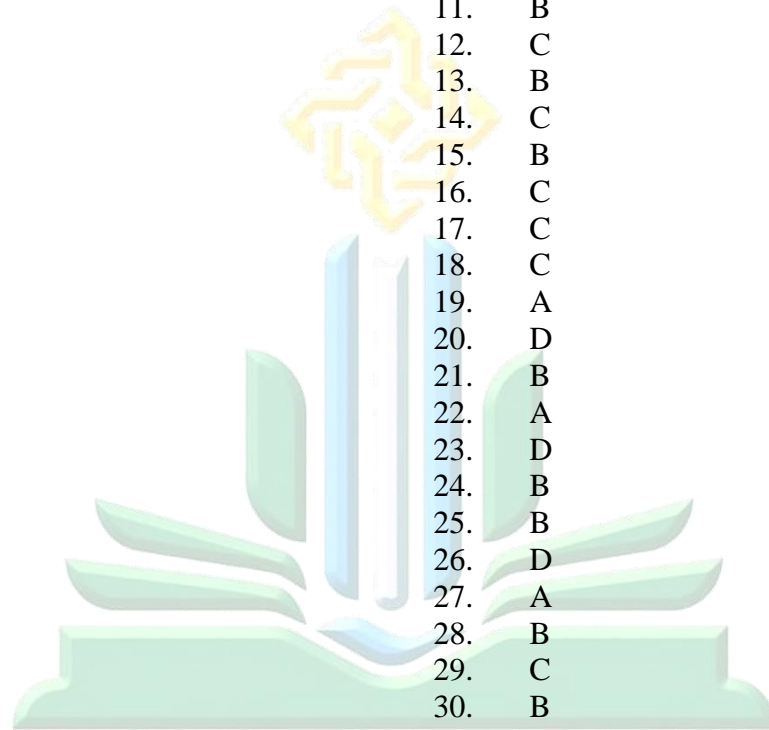
**Key answer**

**PRETEST**

1. C
2. B
3. A
4. A
5. B
6. D
7. D
8. A
9. A
10. C
11. D
12. B
13. C
14. A
15. B
16. C
17. C
18. C
19. C
20. A
21. B
22. B
23. C
24. C
25. A
26. A
27. C
28. A
29. D
30. A
31. D
32. D
33. C
34. B
35. B
36. B
37. B
38. D
39. C
40. A


**POSTEST**

1. B
2. A
3. C
4. D
5. D
6. B
7. C
8. A
9. D
10. D
11. B
12. C
13. B
14. C
15. B
16. C
17. C
18. C
19. A
20. D
21. B
22. A
23. D
24. B
25. B
26. D
27. A
28. B
29. C
30. B
31. E
32. A
33. B
34. D
35. A
36. D
37. C
38. A
39. D
- 40. B**



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## n. Appendix 9 Example of Result Pretest and Posttest Experimental Class

6. This is a ...  
  
 It has very large feet.  
 A. Zebra  
 B. Kangaroo  
 C. Panda  
 D. Cow

7. A ... has four legs.  
 A. Bee  
 B. Fly  
 C. Cat  
 D. Butterfly

8. Teguh : This candy is my favorite.  
 Hilda : I like it too. This candy is very ....  
 A. Sweet  
 B. Bitter  
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9. Gadis is a barista. He makes ....  
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 A. He doesn't like to study very much  
 B. He's an elementary school student in grade four  
 C. He is a little lazy and a little noisy  
 D. He has short, red hair, freckles, big ears

Posttest

Name : .....  
 Class : .....  
 Subject : .....


I. Choose the correct answer by crossing (x) a,b,c or d!

1. Whales are big, but ants are ...  
 A. Huge  
 B. Small  
 C. Great  
 D. Large  


2. The teacher's duty is to .... the students in the school.  
 A. Teach  
 B. Play  
 C. Make  
 D. Work

3. I am so thirsty. So, I .... a orange juice.  
 A. Run  
 B. Walk  
 C. Drink  
 D. Wear

4. The synonym of small?  
 A. Big  
 B. Awesome  
 C. huge  
 D. Little

5. Look at the picture?  
  
 Which one is TRUE about the picture?  
 A. He is wearing sandals  
 B. He is holding a stick  
 C. He has no tie  
 D. He is pretty


19. Arrange these jumbled letters into meaningful  
 B - r - a - e  
 A. Bear  
 B. Baer  
 C. Reab  
 D. Rabe

20. Do you ..... to the radio every night?  
 A. Go  
 B. Run  
 C. Sad  
 D. Listen

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 Dewi : I think the red one is better.  
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25. Goat like to eat .....  
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 D. Newspaper

12. A pencil is ...  
 A. Made of metal  
 B. Made of wool  
 C. Made of wood  
 D. Made of glass

13. Tia buy a new car. Tia is very .... now.  
 A. Cold  
 B. Happy  
 C. Sad  
 D. Confused

14. Choose the word that show the verb  
 A. Great  
 B. Bread  
 C. Swim  
 D. Fan

15. Which words are show a adjective?  
 A. Car  
 B. Thin  
 C. Walk  
 D. Pizza

16. Tiara went to market, she found her ... (paman)  
 A. Daughter  
 B. Aunt  
 C. Uncle  
 D. Mother

17. Cika eats an apple because apple is ....  
 A. Salty  
 B. Bitter  
 C. Sweet  
 D. Smooth

18. My aunt is a nurse. She works at ...  
 A. Garden  
 B. Police office  
 C. Hospital  
 D. Market




33. ... is trying to find information about something.
- Surfing
  - Investigation
  - Bring
  - Jump
34. Choose the vocabulary that describe an adjective "tall".
- Cold
  - Hot
  - Deep
  - High
35. The opposite of bitter.
- Sweet
  - Hot
  - High
  - Tall
36. Keiwa need a ... to make a straight line.
- Eraser
  - Pencil
  - Pencil case
  - Ruler
37. The opposite of beautiful
- Unsafe
  - Dangerous
  - Ugly
  - Smooth
38. The opposites of tiny?
- Huge
  - Alone
  - Bright
  - Dark

Please answer the question for number 39 and 40

**My friend Tim**

His name is Tim. He is a slim person and he is average height. He has got light brown eyes and short fair hair. He lives in Nottingham, which is a city in the UK. He works at Debenhams in Nottingham, and he really ..... (39) his job. He is a sales manager for the sports clothing department. When he is not at work, he likes to ..... (40) tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.

39. A. play B. real C. wrong D. enjoys  
40. A. hair B. play C. slim D. at

- Grass
  - Meat
  - Rice
26. A : Can you help me, please?  
B : Yes, of course. What can I do for you?  
A : May I ... your handphone to call my father.  
B : Yes, Sir.
- Bring
  - Help
  - Give
  - Borrow
27. We must call the ... to pick up the patient.
- Hospital
  - Post office
  - Police
  - Bus station
28. My father is watching ... in the office now.
- A newspaper
  - A television
  - A speaker
  - A radio
29. A table is
- Made of metal
  - Made of wool
  - Made of wood
  - Made of glass
- 
30. Maya ..... the match in Olympic Games. She is so sad.
- Won
  - Lost
  - Jumped
  - celebrated
31. Which words are show a verb?
- Fat
  - Smart
  - Slowly
  - Run
32. Dennis went to ENT Doctor two days ago because his ..... is sick
- Ear
  - Finger
  - Feet
  - Teeth

6. This is a ...



It has very large feet.

- Zebra
  - Kangaroo
  - Panda
  - Cow
7. A ..... has four legs.
- Bee
  - Fly
  - Cat
  - Butterfly
8. Teguh : This candy is my favorite.  
Hilda : I like it too. This candy is very .....
- Sweet
  - Bitter
  - Salty
  - Dangerous
9. Gadis is a barista. He makes.....
- Clothes
  - Bread
  - Book
  - Coffee
10. What does Sam look like?


My brother's name is Sam and he is only ten years old. He's an elementary school student in grade four. He is younger and shorter than I am, but he says that he is the tallest person in his class. Sam has short, red hair, freckles, big ears, and a small mouth. He doesn't wear glasses. Unfortunately, he doesn't like to study very much. He thinks it's much better to watch TV and play video games. His favorite game is called 'Monster Shark Attack!' He says that he wants to be an airline pilot when he grows up. Sometimes, on weekends, his friends come over to our home to play. Sam is my brother, and I like him, but sometimes he's a little lazy and a little noisy!

- He doesn't like to study very much
- He's an elementary school student in grade four
- He is a little lazy and a little noisy
- He has short, red hair, freckles, big ears

**Postest**

Name : .....  
Class : .....  
Subject : English

**I. Choose the correct answer by crossing (x) a,b,c or d!**

1. Whales are big, but ants are ...
- Huge
  - Small
  - Great
  - Large
- 
2. The teacher's duty is to .... the students in the school.
- Teach
  - Play
  - Make
  - Work
3. I am so thirsty. So, I ..... a orange juice.
- Run
  - Walk
  - Drink
  - Wear
4. The synonym of small?
- Big
  - Awesome
  - huge
  - Little
5. Look at the picture?



Which one is TRUE about the picture?

- He is wearing sandals
- He is holding a stick
- he has no tie
- He is pretty

19. Arrange these jumbled letters into meaningful

B - r - a - e

- A. Bear
  - B. Baer
  - C. Reab
  - D. Rabe
20. Do you..... to the radio every night?
- A. Go
  - B. Run
  - C. Sad
  - D. Listen
21. Elephant are big, but bee are ...
- A. Huge
  - B. Small
  - C. Great
  - D. Large
22. I can't see anything since my ..... are sick.
- A. Eyes
  - B. Ears
  - C. Nose
  - D. Mouth
23. Lani : I want to buy white gown. What do you think?  
Dewi : I think the red one is better.  
Lani : Ok. I will ..... the red gown
- A. Wrsp
  - B. Go
  - C. Wear
  - D. Buy
24. This is a ...



It has four legs.

- A. Zebra
  - B. Turtle
  - C. Panda
  - D. Cow
25. Goat like to eat.....
- A. Banana

11. My Mother always use a ... to make a letter.

- A. Radio
  - B. Computer
  - C. Television
  - D. Newspaper
12. A pencil is ...
- A. Made of metal
  - B. Made of wool
  - C. Made of wood
  - D. Made of glass
13. Tia buy a new car. Tia is very ..... now.
- A. Cold
  - B. Happy
  - C. Sad
  - D. Confused
14. Choose the word that show the verb
- A. Great
  - B. Bread
  - C. Swim
  - D. Fan
15. Which words are show a adjective?
- A. Car
  - B. Thin
  - C. Walk
  - D. Piza
16. Tara went to market, she found her .... (paman)
- A. Daughter
  - B. Aunt
  - C. Uncle
  - D. Mother
17. Cika eats an apple because apple is .....
- A. Salty
  - B. Bitter
  - C. Sweet
  - D. Smooth
18. My aunt is a nurse. She works at ...
- A. Garden
  - B. Police office
  - C. Hospital
  - D. Market

33. .... is trying to find information about something.

- A. Surfing
  - B. Investigation
  - C. Bring
  - D. Jump
34. Choose the vocabulary that describe an adjective "tall".
- A. Cold
  - B. Hot
  - C. Deep
  - D. High
35. The apposite of bitter.
- A. Sweet
  - B. Hot
  - C. High
  - D. Tall
36. Keisya need a ... to make a straight line
- A. Eraser
  - B. Pencil
  - C. Pencil case
  - D. Ruler
37. The apposite of beautiful
- A. Unsafe
  - B. Dangerous
  - C. Ugly
  - D. Smooth
38. The opposites of tiny?
- A. Huge
  - B. Alone
  - C. Bright
  - D. Dark

Please answer the question for number 39 and 40

My friend Tim

His name is Tim. He is a slim person and he is average height. He has got light brown eyes and short fair hair. He lives in Nottingham, which is a city in the UK. He works at Debenhams in Nottingham, and he really .....(39) his job. He is a sales manager for the sports clothing department. When He is not at work, he likes to .....(40) tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.

39. A. play B. real C. wrong D. enjoys  
40. A. hair B. play C. slim D. at

- B. Grass
- C. Meat
- D. Rice

26. A : Can you help me, please?

B : Yes, of course. What can I do for you?

A : May I ... your handphone to call my father.

B : Yes, Sir.

- A. Bring
  - B. Help
  - C. Give
  - D. Borrow
27. We must call the ... to pick up the patient.
- A. Hospital
  - B. Post office
  - C. Police
  - D. Bus station

28. My father is watching ... in the office now.

- A. A newspaper
- B. A television
- C. A speaker
- D. A radio

29. A table is

- A. Made of metal
- B. Made of wood
- C. Made of wood
- D. Made of glass



30. Maya ..... the match in Olympic Games. She is so sad.

- A. Won
- B. Lost
- C. Jumped
- D. celebrated

31. Which words are show a verb?

- A. Fat
- B. Smart
- C. Slowly
- D. Run

32. Dennis went to ENT Doctor two days ago because his ..... is sick

- A. Ear
- B. Finger
- C. Feet
- D. Teeth

6. This is a ...



It has black and white color.

- A. Zebra
- B. Kangaroo
- C. Panda
- D. Cow

7. A ... has beautiful wings.

- A. Bee
- B. Fly
- C. Dragonfly
- D. Butterfly

8. Teguh : This fried chicken is my favorite.

Hilda : I like it too. This fried chicken is very ....

- A. Delicious
- B. Bitter
- C. Salty
- D. Dangerous

9. Grant is a tailor. He makes.....

- A. Clothes
- B. Bread
- C. Book
- D. Ice cream

10. What does Maria look like?

My sister's name is Maria and she is 23 years old and she works in an office. She's tall and has long, brown, wavy hair and she has green eyes. Maria sometimes wears red glasses and she often reads books in the library. When she doesn't read, you can sometimes find her in the gym. She likes to exercise two or three times a week. Because she likes to exercise, she is thin, strong and healthy. She is also a very funny person and she loves to talk with people and make them laugh, so she has lots of friends. Maria has a big, friendly smile and I think she is a beautiful person. Everyone loves her and, of course, I am very happy that she is my older sister!

- A. She is tall, has long wavy hair, and has black eyes
- B. She is beautiful, friendly, and funny
- C. She is tall, thin, with green eyes and long, brown, wavy hair
- D. She is young, tall, thick, with green eyes and short brown hair

11. My grandfather always reads ..... every morning.

- A. Radio

- B. Scissors
- C. Scissors
- D. Scissor

20. Do you..... to Temple every time?

- A. Go
- B. Run
- C. Sad
- D. Listen

21. Whales are big, but ants are ...

- A. Huge
- B. Small
- C. Great
- D. Large

22. I can't hear anything since my ..... are sick.

- A. Eyes
- B. Ears
- C. Nose
- D. Mouth

23. Lani : I want to wear my white gown to Amanda's party. What do you think?

Dewi : I think the red one is better.

Lani : Ok. I will ..... the red gown

- A. Wrap
- B. Go
- C. Wear
- D. Give

24. This is a ...



It has black and white color.

- A. Zebra
- B. Kangaroo
- C. Panda
- D. Cow

25. Monkeys like to eat .....

- A. Banana
- B. Grass
- C. Meat

### Pre-test

Name : Olga Nurrosyha Cahya  
Class : 7  
Subject : English

### I. Choose the correct answer by crossing (x) a,b,c or d!

1. Elephants are ..... animals. They are strong, too.

- A. Thick
- B. Beautiful
- C. Big
- D. Bright

2. The student's duty is to ..... in the school.

- A. Teach
- B. Study
- C. Make
- D. Work

3. I am so hungry. So, I ..... a meal.

- A. Prepare
- B. Walk
- C. Kick
- D. Wear

4. The synonym of huge?

- A. Big
- B. Awesome
- C. Small
- D. Little

5. Look at the picture?



Which one is TRUE about the picture?

- A. He is wearing sandals
- B. He is holding a stick
- C. he has no tie
- D. He is pretty

- B. Computer
- C. Television
- D. Newspaper

12. A sweater is ...

- A. Made of metal
- B. Made of wool
- C. Made of wood
- D. Made of glass

13. Angel's doll is broken. Angel is very ..... now.

- A. Charm
- B. Happy
- C. Sad
- D. Confused

14. Choose the word that show the verb

- A. Eat
- B. Bread
- C. Tea
- D. Fan

15. Which words are show a adjective?

- A. Eat
- B. Fat
- C. Walk
- D. Pizza

16. Tiara went to market, she found her .... (sepupu)

- A. Daughter
- B. Aunt
- C. Cousin
- D. Mother

17. Caca eats a Candy because Candy is .....

- A. Salty
- B. Small
- C. Sweet
- D. Smooth

18. My mother is a nurse. She works at ...

- A. Garden
- B. Police office
- C. Hospital
- D. Market

19. Arrange these jumbled letters into meaningful

- S - r - s - s - i - c - o - s
- A. Scissors

- B. Sleep  
 C. Running  
 D. Washing
34. Choose the vocabulary that describe an adjective "fire".  
 A. Cold  
 B. Hot  
 C. Deep  
 D. High
35. The opposite of Cold.  
 A. Sweet  
 B. Hot  
 C. High  
 D. Tall
36. Keisya need a ... to write her exam  
 A. Eraser  
 B. Pencil  
 C. Pencil case  
 D. Ruler
37. The opposite of safe  
 A. Safety  
 B. Dangerous  
 C. Terrible  
 D. Smooth
38. The opposites of light?  
 A. Huge  
 B. Alone  
 C. Bright  
 D. Dark

Please answer the question for number 39 and 40

My friend Tim

His name is Tim. He is a .....(39) person and he is average height. He has got light brown .....(40) and short fair hair. He lives in Nottingham, which is a city in the UK. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. When He is not at work, he likes to play tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.

39. A. Play B. At  C. Slim D. Eyes  
 40. A. Eyes B. Cat C. Loud D. Play

- D. Rice
26. A. Can you help me, please?  
 B. Yes, of course. What can I do for you?  
 A. Please, ... this bag to my room.  
 B. Yes, Sir  
 A. Bring  
 B. Help  
 C. Give  
 D. Has
27. We must call the ... to catch the robber.  
 A. Hospital  
 B. Post office  
 C. Police  
 D. Ambulance
28. My father is reading ... in the office now.  
 A. A newspaper  
 B. A television  
 C. A speaker  
 D. A radio
29. A mirror is ...  
 A. Made of metal  
 B. Made of wool  
 C. Made of wood  
 D. Made of glass
30. Maya ... the match in Olympic Games. She is so happy.  
 A. Won  
 B. Lost  
 C. jumped  
 D. celebrated
31. Which words are show a verb?  
 A. fat  
 B. energetic  
 C. slowly  
 D. walk
32. Dennis went to dentist two days ago because his ... were in pain  
 A. Ear  
 B. Finger  
 C. Feet  
 D. Teeth
33. Donald is ... across the road.  
 A. Sad

6. This is a ...



It has black and white color.

- A. Zebra  
 B. Kangaroo  
 C. Panda  
 D. Cow
7. A ... has beautiful wings.  
 A. Bee  
 B. Fly  
 C. Dragonfly  
 D. Butterfly
8. Teguh : This fried chicken is my favorite.  
 Hilda : I like it too. This fried chicken is very ...  
 A. Delicious  
 B. Bitter  
 C. Salty  
 D. Dangerous
9. Grant is a tailor. He makes.....  
 A. Clothes  
 B. Bread  
 C. Book  
 D. Ice cream
10. What does Maria look like?

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- A. She is tall, has long wavy hair, and has black eyes  
 B. She is beautiful, friendly, and funny  
 C. She is tall, thin, with green eyes and long, brown, wavy hair  
 D. She is young, tall, thick, with green eyes and short brown hair

11. My grandfather always reads ... every morning.  
 A. Radio

Pre-test

Name : Anna Ayu Putri  
 Class : 7  
 Subject : English


I. Choose the correct answer by crossing (x) a,b,c or d!

1. Elephants are ..... animals. They are strong, too.  
 A. Thick  
 B. Beautiful  
 C. Big  
 D. Bright
2. The student's duty is to ..... in the school.  
 A. Teach  
 B. Study  
 C. Make  
 D. Work
3. I am so hungry. So, I ..... a meal.  
 A. Prepare  
 B. Walk  
 C. Kick  
 D. Wear
4. The synonym of huge?  
 A. Big  
 B. Awesome  
 C. Small  
 D. Little
5. Look at the picture?



Which one is TRUE about the picture?

- A. He is wearing sandals  
 B. He is holding a stick  
 C. he has no tie  
 D. He is pretty

- B. Scissors  
 C. Scissors  
 D. Scissor
20. Do you..... to Temple every time?  
 A. Go  
 B. Run  
 C. Sad  
 D. Listen
21. Whales are big, but ants are ...  
 A. Huge  
 B. Small  
 C. Great  
 D. Large
22. I can't hear anything since my ..... are sick.  
 A. Eyes  
 B. Ears  
 C. Nose  
 D. Mouth
23. Lani : I want to wear my white gown to Amanda's party. What do you think?  
 Dewi : I think the red one is better.  
 Lani : Ok. I will ..... the red gown  
 A. Wrap  
 B. Go  
 C. Wear  
 D. Give
24. This is a ...  
  
 It has black and white color.  
 A. Zebra  
 B. Kangaroo  
 C. Panda  
 D. Cow
25. Monkeys like to eat .....  
 A. Banana  
 B. Grass  
 C. Meat

- B. Computer  
 C. Television  
 D. Newspaper
12. A sweater is ...  
 A. Made of metal  
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13. Angel's doll is broken. Angel is very ..... now.  
 A. Charm  
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 C. Sad  
 D. Confused
14. Choose the word that show the verb  
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 D. Mother
17. Caca eats a Candy because Candy is ....  
 A. Salty  
 B. Small  
 C. Sweet  
 D. Smooth
18. My mother is a nurse. She works at ...  
 A. Garden  
 B. Police office  
 C. Hospital  
 D. Market
19. Arrange these jumbled letters into meaningful  
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 D. Washing
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 B. Hot  
 C. Deep  
 D. High
35. The apposite of Cold.  
 A. Sweet  
 B. Hot  
 C. High  
 D. Tall
36. Kelsya need a ... to write her exam  
 A. Eraser  
 B. Pencil  
 C. Pencil case  
 D. Ruler
37. The apposite of safe  
 A. Safety  
 B. Dangerous  
 C. Terrible  
 D. Smooth
38. The opposites of light?  
 A. Huge  
 B. Alone  
 C. Bright  
 D. Dark
- Please answer the question for number 39 and 40  
 My friend Tim  
 His name is Tim. He is a .....(39) person and he is average height. He has got light brown .....(40) and short fair hair. He lives in Nottingham, which is a city in the UK. He works at Debenhams in Nottingham, and he really enjoys his job. He is a sales manager for the sports clothing department. When He is not at work, he likes to play tennis with his friend Joe. At the weekends, he sometimes takes his family to Manchester to visit his mum.
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 40. A. Eyes B. Cat C. Loud D. Play

- D. Rice
26. A : Can you help me, please?  
 B : Yes, of course. What can I do for you?  
 A : Please, ..... this bag to my room.  
 B : Yes, Sir.  
 A. Bring  
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 A. fat  
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 D. walk
32. Dennis went to dentist two days ago because his ..... were in pain  
 A. Ear  
 B. Finger  
 C. Feet  
 D. Teeth
33. Donald is..... across the road.  
 A. Sad

**o. Appendix 10 Documentation**



**Picture 1 Instrumen Testing**



**Picture 2. Pre-test Control Class**



**Picture 3. Pre-test Experiment Class**



**Picture 4. Treatment 1 Experiment Class**



**Picture 5. Meeting 1 Control Class**





**Picture 6. Treatment 2 Experiment Class**



**Picture 7. Meeting 2 Control Class**



**Picture 8. Treatment 2 Experiment Class**



**Picture 9. Posttest Control Class**



**Picture 10. Posttest Experiment Class**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

## CURRICULUM VITAE



Name : Raiyatul Jannah  
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### EDUCATION DETAILS

2007-2013 : SDN Blindungan 1 Bondowoso  
2013-2016 : MTSN 2 Bondowoso  
2016-2019 : MAN Bondowoso  
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