

**IMPROVING YOUNG LEARNERS' VOCABULARY ACHIEVEMENT IN  
USING GENERAL MEMORIZATION THROUGH REALIA**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

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OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2019**



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## **ABSTRACT**

**Ersya Pratiwi. 1502050093 “Improving Young Learner’s Vocabulary Mastery In Using General Memorization Through Realia”. Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2019**

This research was aimed to improving young learners of vocabulary mastery by using general memorization through realia. The subject of the study were the students of SMP Muhammadiyah 08 Medan Academic Year 2019/2020. There were 30 students VIII-A grade. The research of this study were conducted by using classroom action research. This research used qualitative and quantitative research. The data collecting method used interview sheet, observation, documentation, and vocabulary test. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the researcher gave the reading test before treatment and in post-test one (I) the researcher gave the treatment based on the material of vocabulary. The second cycle was conducted in two meetings including to post-test two (II), in post-test two (II) the researcher gave more treatment and information about the Vocabulary in using general memorization as learning media in teaching process. The result of this research showed that there were increased of students' vocabulary achievement. The mean of the pre-test in cycle one was 46, in post test one in cycle one was 66.3, in post test two in cycle two was 83.6, it indicated that the scores and the mean in cycle two was better than the first one

**Keywords:***Young Learners, Vocabulary, General Memorization, Realia*

## **ACKNOWLEDGEMENTS**

**بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ**

In the name of Allah SWT – The Beneficent and The Merciful.

Praise to be Allah SWT firstly, the researcher would like to thank and praise Allah SWT for blessing and guidance during the process of completing this Skripsi to finish her study in English Department, and Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The writing of this skripsi entitled “Improving Young Learners’ Vocabulary Mastery In Using General Memorization Through Realiaat VIII-A grade students of SMP Muhammmadiyah 08 Medan in Academic Year 2019/2020”. This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

Her deep love and special gratitude are also to her beloved parents Lilik Subandi and Erli Yuliar Harahap for giving their love, and also support morality, material and spiritual for the success of the researcher study, and billion thanks to all the things that they have given and always listening and understanding the researcher when up and down condition.

Her sincere thanks are expressed to her supervisor Mrs. Rita Harisma, S.Pd, M.Hum who has spent her precious time to provide her

with guidance, motivation and suggestion during the process of writing this skripsi.

In this process of completing this skripsi, the written has received many supports and helps from many people. Therefore, her would like to thanks for :

1. Mr. Dr. Agussani, M.AP as a Rector University of Muhammadiyah Sumatera Utara
2. Mr. Elfrianto, S.Pd, M.Pd as the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
3. Mrs. Dra. Hj.Syamsuyurnita, M.Pd as a vise Dean I of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
4. Mrs. Dra. Dewi Kusuma Nst, SS, M.Hum as a vise Dekan III of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
5. Mr. Mandra Saragih S.Pd, M.Hum as the head of English Department FKIP UMSU, and Mr. Pirman Ginting, S.Pd, M.Hum as the secretary of English Department FKIP UMSU for their encouragement to the research during the process of writing this skripsi.
6. The reviewer Mr. Pirman Ginting, S.Pd, M.Hum and to all lectures especially those of English Department for their guidance, advice, suggestions, encourangement during her in academic year at FKIP UMSU.

7. The Biro FKIP Staffs for their encouragement to the research during the process of writing this skripsi.
8. The researcher would like to express her special thanks to the whole family and friends for helps and supports during the proses of writing this skripsi.

Finally, the researcher hopes that this study will be useful beneficial, and it will give a contribution for the readers even the researcher realizing that this skripsi is still far from the perfectness.

Medan, September 2019  
The Researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is a foreign language in Indonesia. Indonesia's government has decided that English should be taught to students so that they can listen, speak, read, and write in English accurately. In fact, after learning English for many years most of the students cannot use English actively because they lack stock of English words. The students who have little knowledge of vocabulary will face some difficulties to understand both written language and oral language.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his/her idea in both oral written forms. It means that students of Junior High School must master English Vocabulary and its grammatical rules to be able to communication with other people.

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communication to another people. Vocabulary is needed to improve the four

language skills, namely listening, speaking, reading and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.

Based on the researchers' observation in the eighth grade at SMP Muhammadiyah 8 Medan the main problem in teaching English in school is the less of students' motivation in English because of their weakness to use vocabulary. And then the problem is related to the students' vocabulary mastery. From the interview, the students admitted that they had difficulties related to vocabulary. Although they realized this condition, it seemed that they did not give any effort to enrich vocabulary items. It could be seen when they found difficult word in the text, they did not try to guess the meaning from the context. Although the teacher discussed those texts, they just started to read. The teacher also had pointed out some difficult words and gave the meanings but the students did not memorize the words although they had jotted down the words. Students however, always get much trouble to achieve the great success in learning the skills.

Based on the problem above, the teacher should find the best or the effective technique to teach English vocabulary. Concerning to the characteristics of the young learners that they can easily get bored, need physical movements and real activities to stimulate their thinking, and respond language with the abstract rather than concrete, so it is important to create the class situation which can motivate the students to study. Media as teaching aids are needed to help the

students' understanding in vocabulary. It is also used to stimulate the students' motivation and students' interest in lesson.

With reference to the explanation above and the strong desire of finding the solution of these problems, the writer has motivation to do the research in order to improve the young learners' vocabulary mastery in using general memorization through realia.

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

Based on the class observation and interview to the teacher and students of the eight grade, there are three major factors which cause the problem in SMP Muhammadiyah 8 Medan. Those factors are described as follows:

1. The first factor is students. The students have problem in achievement vocabulary because they have low vocabulary mastery.
2. The second factor is the teacher. It seems that the teacher cannot guide the students achievement process.
3. The third factor is the teaching technique used by the teacher. It cannot facilitate the students in achievement succesful.

## **C. The Scope and Limitation**

The scope of the study will be focused on the use of media on young learner's vocabulary achievement. Young learners in this case are the eight grade students of SMP Muhammadiyah 8 Medan. The topics that are discussed by the young learners are interpreted from the available media.

## **D. The Formulation of the Problem**

Deriving from delimitation of the problem above is “How can vocabulary achievement be improved using general memorization through realia for the eighth grade students of SMP Muhammadiyah 8 Medan In Academic Year 2019/2020.

## **E. The Objective of the Study**

Based on the formulation of the problem above, the research objective is to improve young learners' vocabulary achievement in using general memorization through realia for the eighth grade students of SMP Muhammadiyah 8 Medan in Academic Year 2019/2020.

## **F. The Significance of the Study**

Regarding formulation and objective above, the significance of the research is described as follows:

### **1. Theoretically**

The result of this research is expected to give meaningful contribution for the readers. The result of the research can be helpful information for the readers so they can improve their vocabulary achievement in learning process of vocabulary and the research can enrich the literature about development of vocabulary achievement and can motivate the similar research to be developed.

### **2. Practically**

The result of this research is expected to give meaningful contribution to the teachers to provide them with an alternative to teach achievement vocabulary

also expected to motivate the teachers to be more creative so the students will hopefully the research will be beneficial for students to give them new experience in English learning, especially in learning vocabulary so they can more motivate to develop their vocabulary achievement.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theories are needed to clarify some terms to avoid misunderstanding between the writer and the readers. The following terms are needed in this study.

##### **1. English for Young Learners**

Nowdays, learning English is a vital skill which can help children avhieve their full potential in later life (Kasihani, 2007). The sooner they start learning with the right technique, the better children can learn quickly and effectively. It is important for the children to learn English which is practical and useful. Children need to practie their English as much as possible in daily life, including at home in order they are to be speaker of English.

###### **1.1 Young Learners**

Kasihani (2007:15) says that young learners are children aged six to twleve. They can be divided into two groups, they are Young Group (aged 6-8) and Older Group (aged 9-12). In term of class, they are Lower Classes (class 1,2, and 3) and Upper Classes (class 4,5 and 6). Futrher, Scott and Yterbag in Kasbolah (2007) divided them into two groups, Level one or Beginner (aged 5-7) and Level Two (aged 8-10). The Level Two Group can be called as Beginner if they start or begin to learn english at that age.

According to Piaget in Kasihani (2005:7) children intelligence is improved through their interaction with the thing in their environment. Piaget divided the development of children's intelligence into four phases, they are: (1) sensory motor intelligence stage (0-2 years old), In this stage, children behavior is focused on themselves, (2) pre-operational stage (2-8 years old) Children's intelligence is developed step by step. They enter the stage which forces them to have their own skill and knowledge, (3) concrete operational stage (8-11 years old) In this stage, children are developed by their direct interaction with the concrete thing in their environment, (4) formal stage (11-15 years old) Children intelligence entered the direction of formal and logical thinking. They can cooperate with their friends in solving problem which is found in the learning activity.

Harmer (2003:38) says that young learners learn differently from adolescents and adults in the following ways: (1) they respond to meaning even if they do not understand individual words, (2) they often learn indirectly rather than directly that they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught, (3) their understanding comes not just from explanation, but also from what they see and hear and crucially, have a chance to touch and interact with, (4) they generally display an enthusiasm for learning and curiosity about the world around them, (5) they have a need for individual attention and approval from the teacher, (6) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom, (7) they have a

limited span; unless activities are extremely engaging. They can easily get bored, losing interest after ten minutes or two.

## **1.2. Characteristics of Young Learners**

Basically, the most important goal of teaching English to young learners is to develop the curiosity and interest of English to young learners. To reach that goal, of course teacher can apply what the best strategy in teaching them. The children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc.

According to Kasihani (2005:15-20) characteristic of young learners are divided into ten points, they are: (1) children are egocentric and self centered. They like to do exercise by themselves, (2) children feel difficult to distinguish concrete and abstract thing in their environment. Thus, teachers in elementary school are suggested to introduce concrete thing before introduce the abstract thing, (3) children are imaginative and active. They usually draw the picture of the things they have imagined. They do not like to be passive in the classroom, (4) children are easy to feel bored in learning process, (5) children like colorful and cheerful situation. The learning activity which contains color and picture will make them happy, (6) children like story and picture, (7) In 8-10 years old, children have good demand to speak, (8) children like to speak about what they have and what happened in their life, (9) last but not least, the important thing must be remembered is that elementary students are active learners. They learn by doing.

They like to do a lot of activities in learning process, (10) they like working in group, especially when their intelligence development enter formal stage.

To improve young learner's ability in learning English, they must be given a variation in teaching especially in vocabulary. Teaching vocabulary by creating activities using media can avoid them from bored and make the students feel interesting and enjoyable to study English. Another reason is teaching vocabulary using media can improve their knowledge about word building. Most primary level learners will share these characteristics. So there are some important notes about children's special characteristic in learning the language. They are as following: (1) children respond the language through concrete things (visual things rather than abstract things), (2) children need physical movements and real activities to stimulate their thinking, (3) children will be enthusiastic if they are taught using fun activities or being involved in activities, (4) children love to play, and learn the best when they are enjoying themselves, (5) children will learn through something that is close to their culture, (6) children like to work together.

### **1.3 Teaching English for Young Learners**

One of the important aspects of success English for young learners is "teachers", because they are who introduce that there is another language except their language.

Teachers should realize that teaching young learners is different from teaching English for adult because of the specific characteristics they have as discussed above. So, teachers who teach young learners need to realize and to

consider those characteristics in designing class activities. The planning of class activities should involve developmentally appropriate practice which takes young learners into account of their cognitive and social needs.

Considering the different way of teaching young learners above, creative English teaching should be supported by many aspects, such as English skill which should be developed continuously, good personality (patient, kind, humorous, and energetic), and the using of good English knowledge in the classroom. Kasihani (2007) points out English young learner teachers must have good English knowledge and skills which should consider the important difference of young learner's process. The teachers should notice this following:

(1) english structure, (2) suitable vocabulary for young learner's need, (3) appropriate pronunciation, stress intonation and (4) spelling.

All those considerations are indeed very hard to be applied, over more there are no experiences which teachers have before. However this should be improved. Realizing young learner's specific interests and needs, teacher should begin to be openhearted to improve their teaching by accepting every critic and suggestion and learning more through reading or attending seminars, in order to help the learners in their English.

To cover all the aim discussed, this study notices some strategies which EYL teachers should have, namely:

- a. Kind and attractive

Teachers should like to give praise or rewards to the students for their good work. Teachers should create comfortable relationship to students and good atmosphere in classroom.

b. Energetic and creative

Teachers should be energetic and creative to encourage young learner interest and to keep their happiness because they are easily bored. Over more, young learners use their senses frequently, so teachers should give them context due to their surrounding world in order to work their sense.

c. Good at story telling

Considering the imaginative thinking of young learners, teacher may serve the learning activity through story telling which is suitable with their age and ability.

d. Humorous

Young learners are happy learners. So, fun and interesting activities will take the learners enjoy the learning process. This will help them achieve the teaching objectives.

e. Simple language

Teaching English as foreign language is different from teaching first language (e.g. Indonesian), in terms of grammar, pronunciation, spelling, stress, an intonation. Because of those differences, EYL teachers need to use simple and easily understood language.

## **2. Vocabulary**

Vocabulary is one of language aid. There is no language exist without words. Words are design or symbol of ideas he/she has, and we can share the ideas more effectively because without vocabulary is nothing to be told.

Vocabulary is one of the components supporting elements to mastery of four language skill listening, speaking, reading, and writing. The role of vocabulary can't be ignored in learning English in order to comprehend the target language. So English should be introduced earlier because the younger learner learns a foreign language, the better she/he is in producing the language.

A vocabulary is defined as all the words known and used by a particular person or specific group. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Language users construct some words to make sentences and for their communication with other people.

### **2.1 The Importance of Vocabulary**

Without grammar very little can be conveyed, without vocabulary nothing conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. While Dellar H. And Hocking D (in Thornbury, 2003:13) say that you will see most improvement if you learn more words expressions. You can say very little with grammar, but you can say almost anything with words. So a person may be judged by others based on their vocabulary.

## **2.2 Kinds of Vocabulary**

Vocabulary is very useful for anyone who is studying a foreign language. In this case, that vocabulary is one important area that should not be neglected in language and learning and it is very useful for communication with other people in spoken or written form. From the quotation above, it is concluded that vocabulary is all the words in a language, the collection of words that used by a person to write, read, speak, or write.

Vocabulary is knowledge of words and words meanings. However, vocabulary is more complex than this definition suggests. First, words come into two forms: oral and print. Oral vocabulary that we recognize and use in listening and speaking while print vocabulary that we recognized and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive.

## **2.3. Receptive Vocabulary**

Receptive vocabulary can be understood only through listening and reading. A large number of items in receptive vocabulary are words that are very low frequency. Someone does not need to know how much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word. It can be defined that receptive vocabulary contains all the words that we read or listen, but we do not use in our writing and speaking.

## **2.4. Productive Vocabulary**

Productive vocabulary involves of knowing how to pronoune the word, how to write and spell it, how to use it in correct grammatical pattern along with the words that usually collate with. Productive vocabulary means langauge items that the students understand, can pronounce correctly and use appropriately in speaking or writing.

## **3. Achievement**

Based on Oxford Advanced Learners Dictionary, AS. Hornby, “Achievement” is a thing one successfully, especially with afford and skills.Based on the taxonomy bloom (1956:16), the three aspects of learning are achievement (cognitive, affective and psychomotor).Cognitive consists of knowledge, understanding, application, analysis, synthetic and evaluation. Application includes tge method on concrete case. Analysis includes the ability to divide the small parts in to whole. Synthetic includes combining the new things into the new understanding and evaluation includes the ability to perform an opinion about something. Affective is changing behavior that ffects some lies to do something. There are acceptance, sign with the acceptance by using their senses and responds. Psychomotor, the skill to do something, ready to do it based on physic and emotion, self control and become a habit. Therefore, it is included that achievement is a success in reaching particular goal, status, or standard, especially by effort, skill and ecourage.

#### **4. General Memorization**

General memorization is a technique of knowing or understanding something by reading or reciting it until memorized. This technique is also called the memorization technique, that is the technique of storing knowledge data and information obtained in a person's brain. The stronger a person's memory, the faster he will memorize something. Similarly, in terms of the ability of the brain to accommodate information, the greater the memory capacity possessed, the more insight and knowledge that can be absorbed and obtained. Learning techniques using the memorization method and memorization are the most common techniques for every child who is studying. Especially those who are studying in formal schools. In non-vocational formal schools. In non-vocational formal schools, almost 90% subjects are studied using and applying this method. Starting from teaching techniques to the forms of evaluation used rely on memorization and memorization skills.

##### **Advantages:**

The advantages of general memorization were teacher is easy to do , knowledge obtained is usually general in nature and used in large quantities such as languages and other scientific groups that rely on memorization and memorization factors.

##### **Disadvantages:**

The disadvantages of general memorization were requires multiple repetitions, it is difficult for students who have brain capture abilities and memorize weak/slow, not applicable and tends to be theoretical, educational

elements that are highlighted are cognitive elements, does not involve many elements of motor, affection, and spiritual and balance.

## 5. Realia

Realia is a term used in library science and education to refer to certain real-life objects. In library classification systems, realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, samples, etc.), usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits.

In Education, realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In foreign language instruction, the realia has a broader meaning, which includes photos of objects from a country where the target language is spoken. The two meanings are closely related because of the support many types of libraries give to educational endeavors.

Based on excerpts from The Expert Educator (Jones, et al, 1994), realia is real things-represent the actual conditions with which the learner will live. Realia should be used whenever possible. Real things are available. The task is to locate them and put them to use in helping students learn. Examples of real things are: insects; coins; rocks; plants; pets; and stamps.

### **Advantages or Special Purpose**

The advantages of realia were experience with real things with which one will interact in life is the best learning situation possible, real objects are plentiful and available everywhere, real items can be observed and handled, providing concrete learning experiences for the students, dealing with realia motivates the learner, realia can be used as part of the evaluation system, realia learning can be extended through the use of displays.

### **Disadvantages or Limitation**

The disadvantages of realia were real things are not always readily available, realia are not always practical for use in the classroom, reflective learning is unpredictable through realia, if left sitting around the classroom, realia can be a distraction, storage and retrieval can create problems.

### **5.1 Procedure of Teaching Vocabulary Using Realia**

Realia that can be used in situational language practice is hence an essential part of the teachers' equipment. Davies et al. 1975:6-7 in Fauziati (2002:47) gives detailed information about teaching procedures to be used with Situational language teaching. The sequence of activities that propose consist of:

- a. Substitution drilling in which the teacher uses cue words (words, pictures, numbers, names, etc) to get individual student to mix the examples of the new patterns.

- b. Question-answer drilling in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.
- c. Individual imitation in which the teacher asks several individual students to repeat the model she has given in order to check their pronunciation.
- d. Choral imitation in which students all together or in large groups repeat what the teacher has said. This works best if the teacher gives a clear instruction like “repeat”, or “everybody” and hand signals to mark time and stress.
- e. Listening practice in which the teacher obtains his students’ attention and repeats an example of the patterns or word in isolation clearly, several times, probably saying it slowly at least once (Where.... is.... the...pen?), separating the words.
- f. Correction, in which the teacher indicates by shaking his head, repeating the error, etc, that there is a mistake and invites the students or a different student to correct it. Where possible the teacher does not simply correct the mistake himself. He gets students to correct themselves so they will be encouraged to listen to each other carefully.

## **5.2. Creating activities for Young Learners**

It is up to the teacher mostly to create the right activity. This is not easy and teachers should spend really quality time to think about this. It needs to be considered well. Some language activities can stir a class. Thinking about the positive way of the word “stir”, it means these activities will wake up the class,

warm them up. Of course, there activities that have the opposite effect. They may seem to settle the pupils. Before the lesson is planned, there should be considered what kind of activities should be chosen knowing the effect of them. Activities that can stir the class are, for example. Oral work, games, competition. Another aspect teachers should think about are activities which engage children's minds and which keep them physically occupied. Another factor that teacher should be in their minds is to keep the lessons simple. They often try to make their lessons varied. This is good can lead to misunderstanding. The lesson can be varied by doing lots of activities on different topics. But this can mean we may produce a lesson which is a disaster, too many activities and changing the activities all the time can destroy the lesson well. The young learners' minds have to jump from one topic to another with not much time to let things sink in effectively. Teachers should realize some important things:

1. "The teacher will not help the children to develop their capacity to concentrate if we jump inconsequently from one topic to the text.
2. There are ways of varying the oral work so that it is making different demand on the children and therefore feels different even when the topic remains the same (Halliwell, 1992:27)

Variation does not only mean changing the topics and materials but also the change of work we do. Variation comes in the forms of activity as Halliwell states. Using different methods and ways of teaching should become a regular part of our lessons. Teacher can reuse materials all the time, we can come up with new things but always the activities should be simple principle. Then they can transfer

to different topics and situations. Because you use them regularly you will quickly get to know the best way to set them up with your class. Because the classes know them, they will take to them easily when they appear. They can become truly the core of your language teaching". (Halliwell, 1992:38). The conclusion is teacher should create the activities in which children can express young learners' emotion, both positive and negative and allow each student to explore his/her own self-image and identify and helps to build self esteem. To reach the goal, teacher should choose an appropriate situation. When selecting a situation, the teacher must consider student's needs and interest and determine the language points or functions to be learned. The teachers should provide an appropriate context for students to practice what they have learned.

### **5.3.Teaching Vocabulary by Creating Activities Using Realia for Young Learners**

Vocabulary for young learners is different from that for adult one. Adults learn vocabulary from passage, while children learn vocabulary by being introduced the single words. Children learn vocabulary with the topic which relates to their surrounding world, such as home, family, parts of body, classroom, etc.

Children learn vocabulary quickly by using media, such as picture, realia, flash cards, etc/ These give context to them, so that they can keep the meaning of the words in short memory only, because they don't know which one glass or which one is water. The teaching will be more effective if the teacher gives a context, such as picture, realia, and simple sentences.

According to Kasihani (2005:48), the vocabulary learning in elementary school can be done through 4 stages, they are:

1. Introduce

Teacher introduce the words with appropriate pronunciation by using media.

2. Modeling

Teacher guides the children in learning vocabulary and give them example in introducing the words by doing model role. For example, if the teacher wants to introduce the words “cry” she/he must act as a crying man.

3. Practicing

Teacher ask the children to practice the vocabulary in order to memorize them.

4. Applying

Teacher guides students to apply the words in their daily in appropriate situation. In learning process the teacher using realia as a treatment. Teacher should determine these in order to take them easier to improve their vocabulary mastery. Besides, teacher also should determine the appropriate words to be given to them; those should relate to their surrounding world because children do not like learn about things unfamiliar to them. It's needed for the teacher also to create the right activities that can express young learners' emotion, both positive and negative and allow each student to explore his/her own self-image and identify and helps to build self-esteem. The activities are, oral, work, games, competition, demonstration. These activities can stir the class, wake up the class, and warm young learners up. In learning process, the teacher shows the media. Then teacher

pronounces the word from the colorful media first to then followed by children.

For example, the topic is animals:

A :What is this? (teacher's question)

B :Burung (students' answer)

A :What is Burung in English? Bird

B :Bird

Then the teacher asks children to listen and repeat whatever the teacher says. The activity can be in oral work.

A :Bird (teacher said)

B :Bird (students repeat)

Next step is children are asked to memorize vocabulary. Those teaching steps using media will help young learners to comprehend the word's meaning and function directly and remember them longer.

## **B. Relevant Study**

As a comparison from this study, here are some studies about Increasing the Vocabulary Achievement of Young Students in Using General Memorization Techniques through Realia. The first researcher was Compassionate K. Suyanto with the title "English For Young Learners, he suggested that one way to make EYL classes more interesting is to use teaching aids or media when the teacher teaches, one example of which is realia. Second, it is important to underline that teachers need to be creative and can make, imitate, adapt, select, and use the

media appropriately as needed. Third, in learning activities, the media can assist teachers in delivering teaching materials so that they are clearer and easier for students to understand.

### **C. Conceptual Framework**

Introducing of English to primary school in Indonesia began formally in 1994. There is a belief that the young learners. They are better in learning English, as a foreign language. The government's policy made English become a compulsory in primary school, and it get a positive response from the society.

There are several factors that should be paid more attention. These factors may also determine the success of the introduce of English in primary schools. The factors are among, others, motivation, language attitude, learning strategies, socioeconomic background, and importantly the quality of the teachers. There is no well trained teacher of EYL (English Young Learners) so it important for education institutional and teachers training institutes to train the EYL teachers so the success of English language education in primary schools can be achieved.

Another aspect teacher should think about are children own characteristics which are different with adults. The characteristics over their ways of thinking, their attitude, etc. They also prevail to the children's way of learning language. This, of course, influences the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them. As known that children can easily get bored so the teacher should have the

variation ways in teaching them. One of the ways to create the young learners class more interesting is through media in teaching learning process.

Media is everything which can be used for the stimulus of mind, feeling, attention, and progress the students so that can push the happening of process learn themselves. On learning activities concrete and colorful media can help the teacher in conveying the teaching materials because it can increase young learners' interest to study so the student will clearly understand will clearly understand the topic. Further, media can take young learners to improve their words or vocabulary mastery.

Vocabulary is an important aspect on learning English. How well one can communicate with English is partly dependent on how many vocabulary they have mastered. Since it is very important in the teaching of English, the English teacher provides a lot of attempts to help the students achieve a lot of vocabulary. Therefore, it expected that young learners' vocabulary achievement will improve media.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location and Time of the Research**

This research was conducted at SMP Muhammadiyah 8 Medan Jl. Utama No. 170, Kota Matsum II, Medan Area, Kota Medan, Sumatera Utara, 20215. This research was conducted in Juny 2019 at SMP Muhammadiyah 8 Medan.

The researcher chosen this location, because the researcher found this problem that the students still had weakness at vocabulary achievement, the similiar research had never been conducted yet in this school, her mother's friend is teacher from this school, and it made her easy to get data, and the last suitable for ability and limitation of time and finance.

#### **B. Subject of the Researach**

The subject of this research were the students of class VIII SMP Muhammadiyah 8 Medan, consisted of three classes: they are VIII-A, VIII-B, VIII-C. The subject was taken only one class (VIII-A) which consisted of 30 students. Other individuals who provide information on the subject under reseach were classified as informant. They are the English teacher, students (VIII-A) and principal of SMP Muhammadiyah 08 Medan.

#### **C. Research Design**

This research was conducted by applying Classroom Action Reasearch. According to Harmer (2003:334), action research is the name given a series of

procedures teachers could engage in and either because they wish to improve aspects of their teaching, or because they wish to evaluate the success of certain activities and procedures.

John Elliot says that action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the values expressed in their practice more consistent with their educational values they espouse, record their work in a form which is readily available and understandable by other teachers, and thus develop a shared theory of teaching by researching practice.

In other words, action research can be defined as a study of social situation with a view to improve the quality of action within it. Action research is done to make an improvement in the class. In the classroom action research procedure using Kurt Lewin's design concern to four phases namely: (1) Planning, (2) Action, (3) Observation, (4) Reflection.

## ACTION RESEARCH PROTOCOL

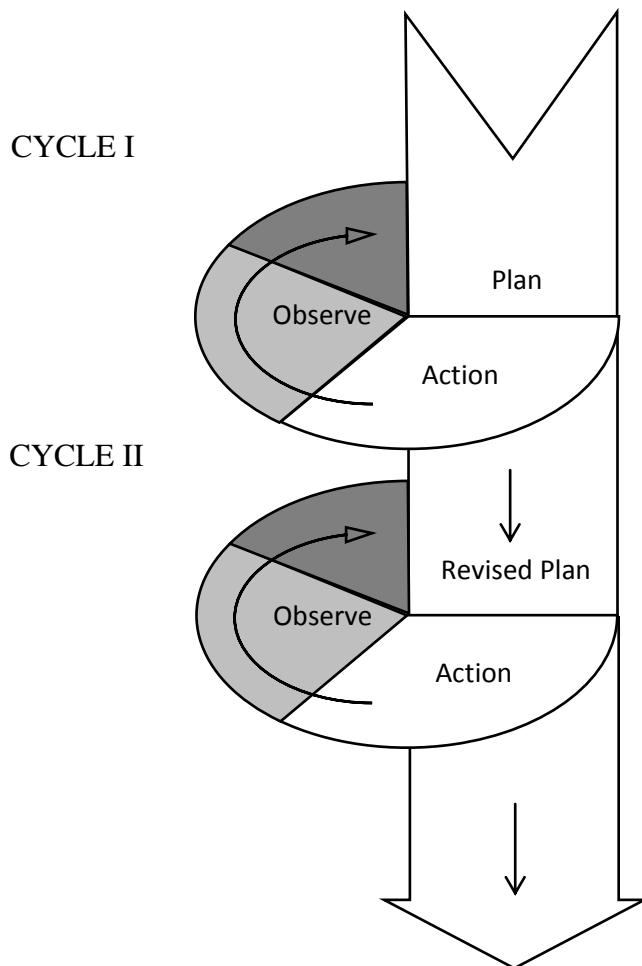


Figure I : Action Research Protocol after Kemmis (cited in Hopkins, 1985)

### Cycle I

In the first cycle, the researcher was conducted two meetings and four steps.

Cycle 1 was conducted based on the problems that found in pre-test and interview sheet. In pre-test, it was found that students' vocabulary score was still low and interviewed with the students, it was found that students felt difficult to learn, memorize, understand the meaning and comprehend the use of vocabulary in communication.

## **1. Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about learners' vocabulary mastery. In planning of action research, research had been prepared : (a) Made the lesson plan, (b) Material about vocabulary, (c) Sources of material, (d) Made learning media, (e) Exercise as the instrument of collecting data general memorization. All the material above used by researcher to teach the students in the class.

## **2. Action**

In the first cycle the researcher as the teacher did some action such as :

### **Introduction :**

- a. The teacher gave information about what they would discuss,
- b. The teacher asked the students about their knowledge of their vocabulary mastery

### **Core Activities**

The teacher explain about learners' vocabulary and the material in the text

- a. The teacher asked the students about their knowledge about material
- b. The teacher gave to the students some of the difficult words
- c. The teacher and students discussed about the meaning of the words based on the test.

### **Closing**

The teacher and students concluded the material together to know how far the students understand about the material.

## **1. Observation**

The observation was done to observe how the students' behavior and what the students' problem during the teaching-learning process. Most of the students had participant effectively during teaching and learning process and also when they did general memorization in class although some of them still lack of understanding about vocabulary. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know about the students' activity could be seen in documentation which were taken by researcher during the teaching-learning process in classroom. The researcher could see the students enjoyable, interested and enthusiastic than before.

## **2. Reflection**

Based on the result of the score of the test in cycle one (I) and also observation, action of increasing was needed. Actually, students' score in test of cycle one (I) was improved than the score of pre-test, but it was needed more increasing in their vocabulary mastery to solve their problems in material because some of them still confused and difficult to understand the meaning of the words.

These phases were applied to each cycle. If the result of the first cycle failed, it was continued to the next cycle by renew the previous steps to find out the problem solving. The new cycle should improve the result of the teaching. If the new planning increased young learners' vocabulary achievement, the cycle had to

stop. If it would not increase the young learner's vocabulary achievement, the cycle will be continued on the next cycles until the result determined is reached.

## **Cycle II**

The researcher did the second cycle because the result of teaching process did not reach the goal determined. The purpose of the second cycle is to improve or prove the data in the first cycle. The second cycle also consist of the four steps such as planning, action, observation, and reflection. There are some activities will be done in the planning:

### **1. Planning**

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching reading. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students' more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

### **2. Action**

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing, in this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher were:

## **Introduction**

1. The teacher gave information about what they would discuss
2. The teacher asked the students about their knowledge of vocabulary mastery

## **Core Activities**

1. The teacher explained about the material that they have and would be discussed
2. The teacher gave more examples about the material which the teacher explained about vocabulary mastery
3. The teacher explained about the rule of general memorization.
4. The teacher gave students some of the difficult words, and ask them one by one to come in front of the class to memory the difficult words.
5. The teacher gave to the students some of text using the realia as learning media.
6. The students discussed and answered the questions based on the text

## **Closing**

The teacher and students' concluded the material together to know how far the students' understood about the material

## **3. Observation**

The observation was still done for the last time. The activity of students' were observed and it showed that most of the students' did not have problems anymore about vocabulary. They liked to learn about learning vocabulary mastery

in using general memorization and realia as learning media which was given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

#### **4. Reflection**

Having checked the young learners' vocabulary mastery giving test to them, it was found that the students' score showed increasing. Based on the observation and the result of their test, researcher conducted that the students' could improve their vocabulary mastery in using general memorization. The students' score in the second cycle had improved than in the first cycle.

#### **D. Instrument of Research**

In collecting the data, the writer used interview, observation, diary notes, and test about vocabulary in collecting the data. The completely explanation as follows:

##### **1. Interview**

The interview is done to know the effectiveness of the action. The researcher interview the students and the English teacher about the activities in the teaching and learning process. in this case, the researcher held the interview with the teaching and learning process. in this case, the researcher held the interview with the English teacher and the VIII-1 stdents about the use of realia in vocabulary class. The researcher ask the teacher some question relate to class activities, class condition, students behavior and the students proficiency level in

vocabulary. For example, the researcher ask the teacher how the explain the material to the students. The researcher also interview some students by asking them questions about class activities. For example, the researcher ask the students about their difficulties in understanding word.

## **2. Observation**

The observation is done to get the information that is needs. The researcher collect the data by observig the class situation and condition in the teaching learning process. Researcher sit at the back of the classroom and note down the class activities in the teaching and learning process. The researcher is collect the data by done observation and note down everything that can be each by the researcher sense in this activity.

## **3. Test**

The test used in this research is pre-test and post-test. The pre-test was done before implementing realia in vocabulary. It is to measure students' vocabulary mastery at first. Meanwhile, the post-test is implemented after using realia game in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

## **E. Technique of Analyzing Data**

This research used qualitative and quantitative research. The analysis qualitative data used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action Research (CAR).

The quantitative data there was a vocabulary test and it was about 10 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula

$$S = \frac{R}{N} \times 100\%$$

Where:

S = score of the test

R = the number of correct answer N = the number of question

To know the mean of the students' score for each cycle, the following formula was applied:

$$X = \frac{\Sigma x}{N} \times 100\%$$

Where:

X : the mean of the students

$\Sigma x$  : the total score

N : the number of the students

$$P = \frac{R}{T} \times 100\%$$

Where:

P : the percentage of students who get the point up to 70

R : the number of students who get point up to 70

T : the total number of student

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The data was analyzed by qualitative and quantitative data. The quantitative data were taken from observation sheet, interview, documentation and reading test. This research was conducted in one class with 30 students. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the teacher was gave the reading test before treatment and in post-test one (I) the teacher gave the treatment base on the material of Vocabulary Text. The second cycle was conducted in two meetings including to post-test two (II), in post-test two (II) the teacher gave more treatment and information about learners' vocabulary of teaching process in using general memorization through realia as learning so in the last meeting of each cycle, the students conducted the test and the post test. The qualitative data were taken from mean of students' score in taking vocabulary test.

##### **1. The Qualitative Data**

###### **a. Observation**

The researcher observed the students situation, condition and what problem was found during the teaching- learning process in every meetings. The researcher

filled the observation sheet in order to know the students activities during teaching learning process which learners' vocabulary in using general memorization was applied to improving young learners' vocabulary mastery, it also was done to know how the interaction between the teacher, researcher and students. From the observation, the researcher noted that the students were excited, active and enthusiastic in learning vocabulary in using general memorization through realia as learning media.

#### **b. Interview**

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also has done after implemented the teacher and the students. This interview also has done after implemented the strategy. From the students and teacher answer interview showed that there were differences feeling before and after the implemented of the strategy.

The teacher felt the learning process was more active and young learners' vocabulary mastery increased after the strategy implemented. The students also showed that they felt pleasure, more interested and enjoyed learning.

#### **c. Documentation**

Photography is one of source a documentation of responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher and researcher taught the students in front of the classroom, it was taken when the students did reading test, and during

the teaching-learning process in the classroom. From the photo will be found that the students' were active and enthusiastic during the teaching-learning process.

## **2. The Quantitative Data**

The qualitative data were taken from the result of the test has given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle.

### **Pre -Test**

In the Pre-test the students' score included to the low result, because in pre-test the students did not understand yet about the material and still shy to ask the teacher and researcher, it gaveinfluece in students' achievement. From the table showed that in the pre-test there were not students who able to pass the passing grade 70.

### **Post- Test I**

In the Post- Test one(I)in the first cycle the students' score got increasing. In the post-test one (I) students had given the reaction to pay more attention to the teacher and asked the material they did not know, and the reactionof the students gave influence in students' achievement to increase. From the table it showed than in the post-test one (I) there were some students who able to pass the passing grade 70.

## **Post –Test II**

In the post- test two (II) in the second cycle the students' score got increasing. In the post-test two (II) students gave the positive reaction and more motivated in doing the test, the students also using general memorization to created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in post-test two (II) were students who pass the passing grade, it means more than young learners' could improved their vocabulary mastery in using general memorization.

## **B. Data Analysis**

### **1. The Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

#### **a. The First Cycle**

The first cycle was done in two meetings, the details were below:

##### **Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic whichdiscussed was about learners' vocabulary mastery. In planning of action research, research had been prepared : (1) made the lesson plan, (2) material about vocabulary, (3) sources of material, (4) made learning media, (5) exercise as the instrument of collecting data general memorization, (6) all the material above used by researcher to teach the students in the class.

## **Action**

In the first cycle the researcher as the teacher did some action such as :

### Introduction :

1. The teacher gave information about what they would discuss
2. The teacher asked the students about their knowledge of their vocabulary mastery

### **Core Activities**

1. The teacher explain about learners' vocabulary and the material in the text
2. The teacher asked the students about their knowledge about material
3. The teacher gave to the students some of the difficult words
4. The teacher and students discussed about the meaning of the words based on the test.

### **Closing**

1. The teacher and students concluded the material together to know how far the students understand about the material.

## **Observation**

The observation was done to observe how the students behavior and what the students problem during the teaching-learning process. Most of the students had participant effectively during teaching and learning process and also when they did general memorization in class although some of them still lack of understanding about vocabulary. They were enthusiastic and anjoyable about the

topic which discussed by teacher in classroom. They also seriously to answer the exercise.

To know about the students activity could be seen in documentation which took by researcher during the teaching-learning process in classroom. The researcher could see the students enjoyable, interested and enthusiastic than before.

### **Reflection**

Based on the result of the score of the test in cycle one (I) and also observation, action of increasing was needed. Actually, students' score in test of cycle one (I) was improved than the score of pre-test, but it was needed more increasing in their vocabulary mastery to solve their problems in material because some of them still confused and difficult to understand the meaning of the words.

In the second cycle, researcher as teacher improved their vocabulary mastery by gave more explanation about the meaning of the words.

### **b. The Second Cycle**

After doing the first cycle, the students' problem were found and it gave information about the young leraners' vocabulary mastery in mastering the words. Therefore, researcher had a good motivationthat wasconducted the second cycle of action research which was carried out in two meetings, it was expected that the second cycle of action research would get better than first cycle. In this cycle,

researcher gave the motivation and also more explanation about the material. The second cycle of action research as follows :

### **Planning**

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching reading. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students' more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

### **Action**

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing, in this part, the lesson plan that had been arranged was implemented well in the classroom. In these steps, there were some activities done by the researcher were:

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6. The students discussed and answered the questions based on the text

### **Closing**

The teacher and students concluded the material together to know how far the students understood about the material

### **Observation**

The observation was still done for the last time. The activity of students' were observed and it showed that most of the students' did not have problems anymore about vocabulary. They liked to learn about learning vocabulary mastery in using general memorization and realia as learning media which was given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

### **Reflection**

Having checked the young learners' vocabulary mastery giving test to them, it was found that the students' score showed increasing. Based on the observation and the result of their test, researcher conducted that the students'

could improve their vocabulary mastery in using general memorization. The students' score in the second cycle had improved than in the first cycle.

## **2. The Quantitative Data**

The data was taken test that gave to the students in the last of each cycle. Based on the result of every meetings and the test in every cycle which have been conducted, it was found that the students' score kept improving since the first until the last meeting, it can be seen from students' score increased from the pre-test, post-test in cycle one (I) until the post-test of cycle two (II) was higher than the post-test of cycle one (I). the result showed the increasing of the students' scores from the pre-test to the post-test of cycle one (I), post-test of cycle one (I) to post-test cycle two (II). In the first test (pre-test) the students got the score  $\geq 70$  were 0 students 30 students (0%). In the second test (post-test cycle I) the students who got the score  $\geq 70$  were 14 students of 30 students (46.66%). In the third test (post-test in cycle II) the students who got the score  $\geq 70$  were 29 students of 30 students (96.66%). The increasing of post-test of cycle one(I) to the post-test cycle two(II) were about 50%.

## **C. Research Finding**

The result indicated that there was an increasing on the students vocabulary mastery in using general memorization. The mean of the first cycle were 66.3 it was good enough. The mean of second cycle were 83.6 it indicated that the scores and the mean in second cycle were better than the first cycle. The

percentage of students who got point  $\geq 70$  also grew up. In the pre-test, the students who got point  $\geq 70$  up were 0 students (0%). In the post- test of cycle one (I) students who got point  $\geq 70$  up were 14 students (46.66%) it means that there were an increasing about 46.66%. The post-test of cycle two (II), students who got point 70 to up there were 29 students (96.66%) and the increasing were about 50%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 96.66%. In other words, the students' reading comprehension improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the observation sheet, interview and photography evidence. All of these data indicated that the students gave their attitude and responses during teaching-learning process. Observation sheet for the students, it could be conducted that the Students' were active during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the words and some of them were shy and afraid for asking what they don't know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting and enjoyed in learning vocabulary mastery, and from documentation it was found that the students were active and enthusiastic in following teaching-learning process. In this based on the result of quantitative and qualitative data, it could be conducted that general memorization through realia as learning media could improve young learners'

vocabulary mastery especially for VIII-A grade students at SMP Muhammadiyah 08 Medan.

#### **D. Discussion**

This research was conducted to find out the improving young learners' vocabulary in using general memorization through realia. The general memorization was one of the method that could be used by the teacher in teaching English to improve the students' vocabulary mastery.

The research that had been done by the researcher indicated that general memorization was affective or could be used in teaching vocabulary. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle one (I) and post-test of cycle two (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the general memorization helped the students' to understanding the subject easily.

Based on quantitave data could be seen the students' vocabulary mastery improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students activity during teaching-learning process. The data could be seen from observation sheet, interview and documentation that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task in using general memorization and that created the supportive situation during taeching-learning process.

So, it could be conducted that the result of the research showed that the implementation of general memorization could improve the young learners' vocabulary mastery, it could be seen from the quantitative and qualitative data by prove the students score got better in the post-test of first cycle that the pre-test, and the post-test of cycle second cycle got better than the first cycle. Another could be seen from the qualitative data that showed the students were active, spirit and enthusiastic in teaching-learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **1. Conclusion**

After analyzing the data, the writer found that students' vocabulary achievement is improved from vocabulary test in cycle I to vocabulary test in cycle II. It meant that there is improvement in students' vocabulary achievement affected by word walls strategy. It can be seen from the improvement of the students' mean score vocabulary test in cycle one and vocabulary test in cycle two. The students' score continuously improved in each test. Therefore, it can be concluded that general memorization could improve students' vocabulary mastery.

#### **2. Suggestion**

This research showed that the implementation of general memorization could improved young learners' vocabulary mastery especially for students VIII-A grade of SMP Muhammadiyah 08 Medan. There were following suggestion offered :

1. For the principal of SMP Muhammadiyah08 Medan, it is useful to make an instructional concept in English subject especially in teaching vocabulary mastery in using general memorization.
2. For the English teacher, it is useful to general memorization as one of the alternative way in teaching vocabulary mastery to make a variation in teaching

vocabulary so that the students did not get bored in learning English especially in learning vocabulary mastery.

3. For the students, they will feel more spirit, interest and motivated in learning vocabulary mastery so they can understand the material, they can enrich their knowledge and can improve their vocabulary masteryin using general memorization.

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## **Appendix I**

Lesson Plan (cycle I)

### **SIKLUS 1 PERTEMUAN 1 DAN 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : SMP Muhammadiyah 08 Medan**

**Kelas / Semester : VIII / I**

**Mata Pelajaran : Bahasa Inggris**

**Materi : Vocabulary (Reading)**

**Waktu : 2 x 40 menit**

#### **Standar Kompetensi :**

Reading

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

#### **Kompetensi Dasar :**

- 1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

#### **A. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- a. Mengidentifikasi gagasan utama dari teks berbentuk deskripsi
- b. Menentukan gambaran umum dari teks
- c. Menentukan informasi yg tersurat
- d. Menentukan makna kata dari teks
- e. Menentukan tujuan komunikasi dari teks

## **B. Materi Pembelajaran**

1. Vocabulary berkaitan dengan giraffe : fruits, animal, profession
2. Spelling & Pronunciation
3. Tujuan Komunikasi dari teks
4. Present Tense : A giraffe is a mammal
5. Contoh teks Deskripsi

<b>Langkah Retorika</b>	<b>Contoh Teks</b>
<b>Identification</b>	A giraffe is a mammal.
<b>Description</b>	<p>It's about six meters tall. It eats leaves. It has a big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometer per hour or stay to fight with its strong legs.</p>

## **C. Metode Pembelajaran**

- a. Tanya jawab
- b. Diskusi

#### **D. Langkah –Langkah Kegiatan Pembelajaran**

##### **a. Kegiatan Pendahuluan**

- 1. Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan
- 2. Siswa merespon pertanyaan guru tentang kehadiran
- 3. Berpartisipasi aktif dalam proses pembelajaran
- 4. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
- 5. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai
- 6. Menyampaikan cakupan materi dan penilaianya

##### **b. Kegiatan Inti**

- 1. Siswa membaca teks deskripsi selama 15 menit
- 2. Siswa mencari kata-kata yang sulit dalam teks
- 3. Siswa menemukan arti kata yang sulit
- 4. Siswa mempelajari tujuan komunikatif dan langkah retorika teks deskripsi
- 5. Siswa membahas kalimat present tense
- 6. Siswa menjawab pertanyaan bacaan

##### **c. Kegiatan Akhir**

- 1. Siswa memperhatikan simpulan tentang hal-hal yang diajarkan guru
- 2. Siswa memberi refleksi/komentar tentang hal-hal yang telah dipahami maupun hal-hal yang dipelajari baik yg menyenangkan atau tidak menyenangkan

3. Siswa diberi tugas terstruktur untuk memamtapkan kompetensi
4. Siswa memperhatikan harapan harapan dan nasihat yg disampaikan guru
5. Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya.

**E. Sumber dan Media Pembelajaran**

- a. Buku teks relevan
- b. Gambar Proffesion, Animal
- c. Kamus

**F. Tugas terstruktur**

Siswa mengidentifikasi langkah retorika dari buku B. Inggris di perpustakaan

**G. Penilaian**

Indikator Pencapaian Kompetensi

Penilaian Teknik : Tes Tulis

Bentuk : Uraian Instrumen

- a. Rubrik Penilaian

Score	Penilaian
2	Isi benar, tata bahasa benar
1	Isi benar, tata bahasa kurang tepat
0,5	Isi kurang tepat, tat bahasa kurang tepat
0	Isi salah, tata bahasa salah

- b. Pedoman Penilaian

1. Tiap nomor yang benar diberi nilai 2
2. Jumlah score maksimal  $2 \times 5 = 10$
3. Perhitungan nilai akhir adalah sebagai berikut:

Nilai akhir = Perolehan score x score ideal (10)

Total score maksimal

Guru Bahasa Inggris,

Medan, Agustus 2019

Mahasiswa Peneliti

**ELVI, S.PD**

**ERSYA PRATWI**  
**NPM: 1502050093**

## **Appendix II**

Lesson Plan (cycle II)

**SIKLUS 2 PERTEMUAN 3 DAN 4**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : SMP Muhammadiyah 08 Medan**

**Kelas / Semester : VIII / I**

**Mata Pelajaran : Bahasa Inggris**

**Materi : Vocabulary (Reading)**

**Waktu : 2 x 40 menit**

**Standar Kompetensi :**

Reading

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

**Kompetensi Dasar :**

1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

### **A. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- a. Mengidentifikasi gagasan utama dari teks berbentuk deskripsi
- b. Menentukan gambaran umum dari teks
- c. Menentukan informasi yg tersurat
- d. Menentukan makna kata dari teks
- e. Menentukan tujuan komunikasi dari teks

## **B. Materi Pembelajaran**

1. Vocabulary berkaitan dengan giraffe : fruits, animal, profession
2. Spelling & Pronunciation
3. Tujuan Komunikasi dari teks
4. Present Tense : A giraffe is a mammal
5. Contoh teks Deskripsi

<b>Langkah Retorika</b>	<b>Contoh Teks</b>
<b>Identification</b>	A giraffe is a mammal.
<b>Description</b>	<p>It's about six meters tall. It eats leaves. It has a big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometer per hour or stay to fight with its strong legs.</p>

## **C. Metode Pembelajaran**

- a. Tanya jawab
- b. Diskusi

## **D. Langkah –Langkah Kegiatan Pembelajaran**

### **a. Kegiatan Pendahuluan**

1. Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan
2. Siswa merespon pertanyaan guru tentang kehadiran
3. Berpartisipasi aktif dalam proses pembelajaran
4. Guru mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
5. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai
6. Menyampaikan cakupan materi dan penilaianya

### **b. Kegiatan Inti**

1. Siswa membaca teks deskripsi selama 15 menit
2. Siswa mencari kata-kata yang sulit dalam teks
3. Siswa menemukan arti kata yang sulit
4. Siswa mempelajari tujuan komunikatif dan langkah retorika teks deskripsi
5. Siswa membahas kalimat present tense
6. Siswa menjawab pertanyaan bacaan

### **c. Kegiatan Akhir**

1. Siswa memperhatikan simpulan tentang hal-hal yang diajarkan guru
2. Siswa memberi refleksi/komentar tentang hal-hal yang telah dipahami maupun hal2 yang dipelajari baik yg menyenangkan atau tidak menyenangkan
3. Siswa diberi tugas terstruktur untuk memamtapkan kompetensi
4. Siswa memperhatikan harapan harapan dan nasihat yg disampaikan guru
5. Mempersiapkan materi yang akan dibahas pada pertemuan berikutnya.

**E. Sumber dan Media Pembelajaran**

- a. Buku teks relevan
- b. Gambar Profesional, Animal
- c. Kamus

**F. Tugas terstruktur**

Siswa mengidentifikasi langkah retorika dari buku B. Inggris di perpustakaan

**G. Penilaian**

Indikator Pencapaian Kompetensi

Penilaian Teknik : Tes Tulis

Bentuk : Uraian Instrumen

- a. Rubrik Penilaian

Score	Penilaian
2	Isi benar, tata bahasa benar
1	Isi benar, tata bahasa kurang tepat
0,5	Isi kurang tepat, tata bahasa kurang tepat
0	Isi salah, tata bahasa salah

- b. Pedoman Penilaian

1. Tiap nomor yang benar diberi nilai 2
2. Jumlah score maksimal  $2 \times 5 = 10$
3. Perhitungan nilai akhir adalah sebagai berikut:

Nilai akhir = Perolehan score x score ideal (10)

Total score maksimal

Medan, Agustus 2019

Guru Bahasa Inggris,

Mahasiswa Peneliti

**ELVI, S.PD**

**ERSYA PRATWI**  
**NPM: 1502050093**

**Appendix III**

## Pre-Test

**Topic** : Vocabulary Test

**Nama** :

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII/I

**Alokasi Waktu** : 10 menit

**Jumlah Soal** : 10 Butir

**Bentuk Soal** : Pilihan Berganda

Choose the correct answer with crossing (X) a, b, c, or d



1.

Yuda's shirt is dirty. Yuda is very ..... now.

- a. Confuse      c. Sad
- b. Happy        d. Charm



2.

Afghan is a tailor. He makes.....

- a. Clothes      c. Computer
- b. Belt            d. Ice Cream



3.

My mother always reads ..... every morning

- a. Radio        c. Magazine
- b. Book          d. Newspaper



- 4.
- We often watch ..... in the evening
- a. Newspaper c. Magazine  
b. Radio d. Television



- 5.
- The students write their lesson on the .....

- a. Chair c. Whiteboard  
b. Table d. Cupboard



- 6.
- Reza buy medicine in the .....

- a. Library c. Dispensary  
b. Mall d. School



- 7.
- Dinda reads the English book in the .....
- a. Library c. Canteen  
b. Market d. Bathroom

- a. Leaves c. Shoes  
b. Hair d. Belt



- 9.
- The carpet is ..... I want to clean it
- a. Large c. Dirty  
b. Shiny d. Soft



- 8.
- Ridho is a barber. He cut .....



10.

Grind together salt, sugar, pepper and coriander. Kata salt bermakna .....

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

## **ANSWER KEY POST TEST I**

**1. C**

**2. A**

**3. D**

**4. D**

**5. C**

**6. A**

**7. B**

**8. C**

**9. C**

**10. A**

## **Appendix IV**

### **Post-Test I**

**(cycle I)**

**Topic : Vocabulary Test**

**Nama :**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : VIII/I**

**Alokasi Waktu : 10 menit**

**Jumlah Soal : 10 Butir**

**Bentuk Soal : Pilihan Berganda**

**Choose the correct answer with crossing (X) a, b, c, or d**



1.

Yuda's shirt is dirty. Yuda is  
very ..... now.

- a. Confuse      c. Sad
- b. Happy        d. Charm



2.

Afgan is a tailor. He  
makes.....

- a. Clothes      c. Computer
- b. Belt            d. Ice Cream



3. My mother always reads .....  
every morning
- a. Radio      c. Magazine  
b. Book      d. Newspaper



6. The students write their  
lesson on the .....
- a. Chair      c. Whiteboard  
b. Table      d. Cupboard



4. We often watch ..... in the  
evening
- c. Newspaper    c. Magazine  
d. Radio        d. Television



7. Reza buy medicine in the .....
- c. Library      c. Dispensary  
d. Mall         d. School



5. Dinda reads the English book  
in the .....
- c. Library      c. Canteen  
d. Market      d. Bathroom



8. Ridho is a barber. He cut .....
- c. Leaves      c. Shoes  
d. Hair         d. Belt



9.

The carpet is ..... I want to  
clean it

- c. Large      c. Dirty
- d. Shiny      d. Soft



10.

Grind togethet salt, sugar,  
pepper and coriander. Kata  
salt bermakna .....

- c. Garam      c. Merica
- d. Pala      d.Gula

## **ANSWER KEY POST TEST I**

**1. C**

**2. A**

**3. D**

**4. D**

**5. C**

**6. C**

**7. A**

**8. B**

**9. C**

**10. A**

## **Appendix V**

### **Post-Test II**

**(cycle II)**

**Topic : Vocabulary Text**

**Nama :**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : VIII/I**

**Alokasi Waktu : 10 menit**

**Jumlah Soal : 10 Butir**

**Bentuk Soal : Pilihan Berganda**

**I. Choose the correct answer with crossing (X) a, b, c, or d**



1.

Naila calls a ..... for cut grass  
in her garden

- a. Carpenter c. Farmer
- b. Gardener d. Speaker



2.

Indah ..... the match in  
National Olimpiade. She is  
very happy

- a. Jumped c. Lost
- b. Won d. Celebrated



3.

If you study hrd, you will be  
..... in your examination

- a. Unsuccess c. Success
- b. Sad d. Stupid



6.

We often hear ... in the  
morning

- a. Newspaper c. Magazine
- b. Radio d. Television



4.

I went dentist yesterday  
because my ..... were in pain

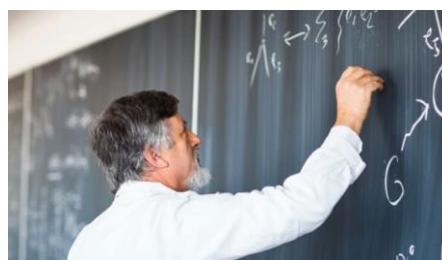
- a. Hands c. Fingers
- b. Teeth d. Ears



7.

Ridho is chef. He makes....

- a. Shoes c. BBQ
- b. Bag d. Belt



5.

The teacher write the lesson  
on the ...

- a. Chair c. Floor
- b. Cupboard d. Blackboard



8.

The garden so .... I want clean  
it

- a. Large c. Dirty
- b. Shiny d. Soft



9.

Eca : I want to wear my white gown to Rachel's party.  
What do you think?

Lia : I think the red pink is better

Eca : Ok. I will .... the pink gown

- a. Wrap      c. Wear
- b. Go      d. Give



10.

Cut up onion and chilli into small pieces.

Kata bergaris bawah

bermakna ....

- a. Potongan    c. Bentuk
- b. Pekerjaan    d. Pilihan

## **ANSWER KEY POST TEST II**

**1. A**

**2. B**

**3. C**

**4. B**

**5. D**

**6. B**

**7. C**

**8. A**

**9. C**

**10. A**

## Appendix VI

### The Students Score During Cycle I (Pre-Test and Post-Test I) and Cycle II (Post-Test II)

NO	INITIAL OF THE STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	ALG	50	70	90
2	MR	50	70	80
3	HRR	50	70	80
4	MEH	30	60	70
5	MRR	50	70	90
6	ZF	50	70	90
7	WA	60	80	90
8	SP	30	50	60
9	HK	30	60	80
10	MU	50	70	90
11	RA	30	50	70
12	PN	50	60	90
13	FR	30	50	70
14	NH	50	70	80
15	AKN	60	80	90
16	NF	50	70	80
17	BS	30	50	70
18	CB	40	60	80
19	DAF	40	60	80
20	FS	50	70	90
21	SS	50	70	80
22	AR	30	50	80
23	VS	50	70	90
24	AT	50	70	100
25	SD	60	80	90
26	IE	40	60	80
27	PP	50	70	90
28	MH	50	70	90
29	IR	60	80	100
30	AL	60	80	90
	TOTAL	x = 1380 X = 46	x = 1990 X = 66.3	x = 2510 X = 83.6

## Appendix VII

### The Students Test Result in Pre-Test

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10		
1	ALG	✓	✓	✓		✓				✓		50	FAILED
2	MR	✓		✓		✓			✓	✓		50	FAILED
3	HRR	✓	✓	✓		✓			✓			50	FAILED
4	MEH	✓					✓	✓				30	FAILED
5	MRR	✓		✓		✓			✓	✓		50	FAILED
6	ZF	✓		✓		✓			✓	✓		50	FAILED
7	WA	✓	✓	✓		✓			✓	✓		60	FAILED
8	SP	✓	✓			✓						30	FAILED
9	HK	✓	✓			✓						30	FAILED
10	MU	✓	✓	✓		✓		✓		✓		50	FAILED
11	RA	✓					✓	✓				30	FAILED
12	PN			✓	✓			✓	✓	✓	✓	50	FAILED
13	FR	✓					✓	✓				30	FAILED
14	NH			✓	✓			✓	✓	✓	✓	50	FAILED
15	AKN	✓	✓	✓		✓			✓	✓		60	FAILED
16	NF			✓	✓			✓	✓	✓	✓	50	FAILED
17	BS	✓					✓	✓				30	FAILED
18	CB	✓		✓			✓			✓		40	FAILED
19	DAF	✓	✓	✓						✓		40	FAILED
20	FS			✓	✓			✓	✓	✓	✓	50	FAILED
21	SS	✓		✓		✓			✓	✓		50	FAILED
22	AR	✓					✓	✓				30	FAILED
23	VS	✓		✓		✓			✓	✓		50	FAILED
24	AT	✓		✓		✓			✓	✓		50	FAILED
25	SD	✓	✓	✓		✓			✓	✓		60	FAILED
26	IE	✓	✓				✓	✓				40	FAILED
27	PP	✓	✓	✓	✓			✓				50	FAILED
28	MH	✓	✓	✓					✓	✓		50	FAILED
29	IR	✓	✓	✓		✓			✓	✓		60	FAILED
30	AL	✓	✓	✓		✓			✓	✓		60	FAILED
TOTAL												x = 1380 X = 46	

## Appendix VIII

### The Students Test Result in Post-Test I (cycle I)

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10		
1	ALG	✓	✓	✓			✓		✓	✓	✓	70	PASSED
2	MR	✓		✓			✓	✓	✓	✓	✓	70	PASSED
3	HRR	✓	✓	✓			✓		✓	✓	✓	70	PASSED
4	MEH	✓						✓	✓	✓	✓	60	FAILED
5	MRR	✓		✓			✓	✓	✓	✓	✓	70	PASSED
6	ZF	✓		✓			✓	✓	✓	✓	✓	70	PASSED
7	WA	✓	✓	✓			✓		✓	✓	✓	80	PASSED
8	SP	✓	✓	✓	✓	✓						50	FAILED
9	HK	✓	✓			✓			✓	✓	✓	60	FAILED
10	MU	✓	✓	✓			✓		✓	✓	✓	70	PASSED
11	RA	✓						✓	✓	✓	✓	50	FAILED
12	PN			✓	✓			✓	✓	✓	✓	60	FAILED
13	FR	✓						✓	✓	✓	✓	50	FAILED
14	NH			✓	✓	✓		✓	✓	✓	✓	70	PASSED
15	AKN	✓	✓	✓			✓	✓	✓	✓	✓	80	PASSED
16	NF			✓	✓	✓		✓	✓	✓	✓	70	PASSED
17	BS	✓						✓	✓	✓	✓	50	FAILED
18	CB	✓		✓				✓	✓	✓	✓	50	FAILED
19	DAF	✓	✓	✓					✓	✓	✓	60	FAILED
20	FS			✓	✓	✓		✓	✓	✓	✓	70	PASSED
21	SS	✓	✓	✓	✓	✓			✓	✓		70	PASSED
22	AR	✓						✓	✓	✓	✓	50	FAILED
23	VS	✓		✓			✓	✓	✓	✓	✓	70	PASSED
24	AT	✓		✓			✓	✓	✓	✓	✓	70	PASSED
25	SD	✓	✓	✓			✓	✓	✓	✓	✓	80	PASSED
26	IE	✓	✓					✓	✓	✓	✓	60	FAILED
27	PP	✓	✓		✓	✓			✓	✓	✓	70	PASSED
28	MH	✓	✓	✓			✓		✓	✓	✓	70	PASSED
29	IR	✓	✓	✓			✓		✓	✓	✓	80	PASSED
30	AL	✓	✓	✓			✓		✓	✓	✓	80	PASSED
TOTAL												$x = 1990$ $X = 66.3$	

## Appendix IX

### The Students Test Result in Post-Test II (cycle II)

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10		
1	ALG	✓	✓		✓		✓	✓	✓	✓	✓	80	PASSED
2	MR		✓	✓	✓		✓	✓	✓	✓	✓	80	PASSED
3	HRR		✓			✓	✓	✓	✓	✓	✓	70	PASSED
4	MEH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
5	MRR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
6	ZF		✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
7	WA	✓	✓	✓	✓	✓				✓		60	FAILED
8	SP	✓	✓			✓	✓	✓	✓	✓	✓	80	PASSED
9	HK	✓	✓	✓	✓		✓	✓	✓	✓	✓	90	PASSED
10	MU	✓			✓	✓	✓	✓	✓	✓	✓	70	PASSED
11	RA		✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
12	PN	✓	✓	✓			✓	✓	✓	✓	✓	70	PASSED
13	FR			✓	✓	✓	✓	✓	✓	✓	✓	80	PASSED
14	NH		✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
15	AKN	✓			✓	✓	✓	✓	✓	✓	✓	80	PASSED
16	NF	✓			✓	✓		✓	✓	✓	✓	70	PASSED
17	BS	✓			✓	✓	✓	✓	✓	✓	✓	80	PASSED
18	CB	✓	✓	✓		✓	✓	✓	✓	✓	✓	80	PASSED
19	DAF	✓	✓		✓	✓	✓	✓	✓	✓	✓	90	PASSED
20	FS	✓	✓	✓	✓	✓	✓	✓		✓	✓	80	PASSED
21	SS	✓			✓	✓	✓	✓	✓	✓	✓	80	PASSED
22	AR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
23	VS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100	PASSED
24	AT	✓	✓	✓	✓		✓	✓	✓	✓	✓	90	PASSED
25	SD	✓	✓	✓	✓	✓		✓	✓	✓	✓	80	PASSED
26	IE	✓	✓		✓	✓	✓	✓	✓	✓	✓	80	PASSED
27	PP		✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
28	MH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	100	PASSED
29	IR		✓	✓	✓	✓	✓	✓	✓	✓	✓	90	PASSED
TOTAL												x = 2510 X = 83.6	

## Appendix X

### Observation Sheet of Students' Activity (cycle I Meeting 1-2)

#### OBSERVATION SHEET

#### The observation sheet of Students' Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teacher's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of general memorization	4	4	4	Very good
7	The students can improve their vocabulary mastery	3	4	3.5	Good
	<b>Total of average</b>			<b>27</b>	

Note :

1 = Bad      2 = Enough    3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27}{7} = 3.85 = \text{Very good}$$

**OBSERVATION SHEET**  
**The observation sheet of Students' Activity in (cycle) II**

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	4	4	4	Very good
6	The students can follow the rule of general memorization	3	4	3.5	Good
7	The students can improve their vocabulary mastery	4	4	4	Very good
	<b>Total of average</b>			<b>27.5</b>	

Note :

1 = Bad      2 = Enough    3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

## Appendix XI

### Observation Sheet of Students' Activity (cycle II Meeting 1-2)

#### OBSERVATION SHEET

#### The observation sheet of Teacher Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teacher's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of general memorization	3	4	3.5	Good
7	The students can improve their vocabulary mastery	3	3	3	Good
	<b>Total of average</b>			<b>26</b>	

Note :

1 = Bad      2 = Enough    3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{26}{7} = 3.71 = \text{Very good}$$

**OBSERVATION SHEET**  
**The observation sheet of Teacher Activity in (cycle) II**

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of general memorization	4	4	4	Very good
7	The students can improve their vocabulary mastery	4	4	4	Very good
	<b>Total of average</b>	<b>27.5</b>			

Note :

1 = Bad      2 = Enough    3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

## **Appendix XII**

### **Interview sheet with the students**

#### **Before implementing general memorization**

- The researcher : Selamat pagi semuanya..
- The students : Selamat pagi Miss
- The researcher : Ok sebelumnya Miss mau bertanya bagaimana pendapat kalian tentang bahasa inggris, terutama pada saat kalian membaca sebuah text khususnya pembelajaran Vocabulary ?
- The students I : Kalo menurut aku sih, bahasa inggris itu susah Miss
- The students II : Kalo membacanya bisa Miss, Cuma mengartikannya banyak yang susah kata-katanya Miss
- The students III : Kadang bingung Miss cara bacanya gimana
- The students IV : setelah selesai membaca saya tidak paham Miss, karna banyak yang nggak tau artinya
- The students V : Bosan Miss belajar bahasa inggris karna gitu-gitu aja

**Interview sheet with the students**  
**After implementing feedback strategy**

(I)

- The researcher : Selamat pagi Ahmad
- The students I : Selamat pagi Miss
- The researcher : Ok sekarang Miss mau bertanya bagaimana pendapat Ahmad setelah kita belajar bahasa inggris menggunakan general memorization yaitu pada saat kalian memahami vocabulary yang kita lakukan tadi?
- The students I : Kalo menurut aku Miss menyenangkan
- The researcher : Selanjutnya apakah general memorization ini memotivasi kamu dalam memahami vocabulary?
- The students I : Kalo aku sih iya Miss, karna kita harus membaca text nya dengan baik supaya memdapatkan feedback yang bagus dari teman lain Miss
- The researcher : pertanyaan Miss yang terakhir, apakah menurut kamu general memorization ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students I : membuat kelas menjadi aktif Miss karna kami harus benar benar memahami kosa kata yang sulit

## (II)

- The researcher : Selamat pagi M.Rafli
- The students I : Selamat pagi Miss
- The researcher : Ok sekarang Miss mau bertanya bagaimana pendapat Rafli setelah kita belajar bahasa inggris menggunakan general memorization yaitu pada saat kalian memahami vocabulary yang kita lakukan tadi?
- The students I : Kalo menurut aku seru banget, karna membuat jadi semangat membaca Miss
- The researcher : Selanjutnya apakah general memorization ini memotivasi kamu dalam memahami vocabulary?
- The students I : Iyalah Miss, karan kami harus membaca text nya dengan bagus
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu ini membuat suasgeneral memorization ini kelas menjadi aktif atau bagaimana ?
- The students I : Aktif Miss

### (III)

- The researcher : Selamat pagi Haikal
- The students I : Selamat pagi Miss
- The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Haikal setelah kita belajar bahasa inggris menggunakan general memorization yaitu pada saat kalian memahami general memorization yang kita lakukan tadi?
- The students I : Bagus Miss kami jadi kompak dan harus bertanggungjawab terhadap kosa kata sulit yang kami harus hafalkan
- The researcher : Selanjutnya apakah general memorization ini memotivasi kamu dalam memahami vocabulary?
- The students I : Iya Miss memotivasi kami untuk membaca dan menghafalkannya dengan baik dan benar, karna semakin bagus cara membacanya akan mendapatkan nilai yang baik juga Miss
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu general memorization ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students I : Kami menjadi lebih aktif Miss karna kami harus menghafalkan dengan baik untuk mendapatkan nilai yang juga dari Miss

## **Appendix XIII**

### **Interview sheet with the English teacher**

- The researcher : Assalamualaikum, Good morning Mam ?
- The Teacher : walaikumsalam, Morning..
- The researcher : Ok Mam, I'd like to ask you some questions about my research method, especially the using general memorization to improving students' vocabulary mastery through realia as my learning media, so what do you think about that Mam ?
- The teacher : I think that is very interesting because I found that many students' get some motivation because of that strategy and enjoy following reading process
- The researcher : Next, do you think that general memorization can motivate your students' vocabulary mastery ?
- The teacher : Yes of course, because I see this method can give motivation to the students, everybody I found active and more enthusiastic to reading learning
- The researcher : Do you think the general memorization can improve your students vocabulary mastery ?
- The teacher : I think yes, because of this method we can see general memorization such as motivation and by giving the good feedback for students' will be more enthusiastic so I think that can improve their vocabulary mastery.
- The researcher : And thelast, do you want to try this method in teaching-learning process especially to learning vocabulary ?
- The teacher : Why not, it is a good to repair my method in teaching-learning process and can improve students vocabulary mastery.
- The researcher : Ok thank you so much Mam

## Appendix XIV

### The Students' AttendanceList During The Research

No	Initial of Students	Meeting			
		1	2	3	4
1	ALG	✓	✓	✓	✓
2	MR	✓	✓	✓	✓
3	HRR	✓	✓	✓	✓
4	MEH	✓	✓	✓	✓
5	MRR	✓	✓	✓	✓
6	ZF	✓	✓	✓	✓
7	WA	✓	✓	✓	✓
8	SP	✓	✓	✓	✓
9	HK	✓	✓	✓	✓
10	MU	✓	✓	✓	✓
11	RA	✓	✓	✓	✓
12	PN	✓	✓	✓	✓
13	FR	✓	✓	✓	✓
14	NH	✓	✓	✓	✓
15	AKN	✓	✓	✓	✓
16	NF	✓	✓	✓	✓
17	BS	✓	✓	✓	✓
18	CB	✓	✓	✓	✓
19	DAF	✓	✓	✓	✓
20	FS	✓	✓	✓	✓
21	SS	✓	✓	✓	✓
22	AR	✓	✓	✓	✓
23	VS	✓	✓	✓	✓
24	AT	✓	✓	✓	✓
25	SD	✓	✓	✓	✓
26	IE	✓	✓	✓	✓
27	PP	✓	✓	✓	✓
28	MH	✓	✓	✓	✓
29	IR	✓	✓	✓	✓
30	AL	✓	✓	✓	✓

## **Appendix XV**

### **Students' Name and Initial**

No	Initial of The Students	The Initial of The Students
1	ALG	ALG
2	MR	MR
3	HRR	HRR
4	MEH	MEH
5	MRR	MRR
6	ZF	ZF
7	WA	WA
8	SP	SP
9	HK	HK
10	MU	MU
11	RA	RA
12	PN	PN
13	FR	FR
14	NH	NH
15	AKN	AKN
16	NF	NF
17	BS	BS
18	CB	CB
19	DAF	DAF
20	FS	FS
21	SS	SS
22	AR	AR
23	VS	VS
24	AT	AT
25	SD	SD
26	IE	IE
27	PP	PP
28	MH	MH
29	IR	IR
30	AL	AL

## **Appendix XVI**

### **Photography Evidence (Documentation)**







**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

**Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ersya Pratiwi  
NPM : 1502050093  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS

IPK= 3,46

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving Young Learners' Vocabulary Achievement in Using General Memorization through Realia	
	The Effect of Using SQ4R Technique on reading Comprehension	
	The Contribution of Self-Esteem to the Students' Speaking Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapan terima kasih.

Medan, 13 Maret 2019  
Hormat Pemohon,

Ersya Pratiwi

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

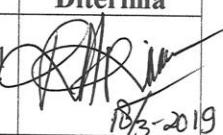


MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

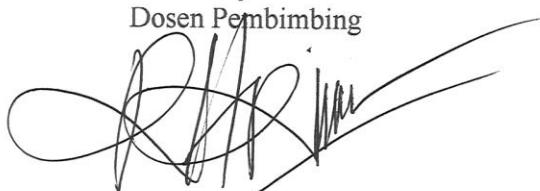
Dengan ini saya:

Nama Mahasiswa : Ersya Pratiwi  
NPM : 1502050093  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Improving Young Learners' Vocabulary Achievement in Using General Memorization through Realia	 13-03-2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan  
kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



Rita Harisma, S.Pd, M.Hum

Medan, 13 Maret 2019  
Hormat Pemohon,



Ersya Pratiwi



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

**Form K-2**

Kepada : Yth.Bapak/ Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Ersya Pratiwi  
NPM : 1502050093  
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Improving Young Learners' Vocabulary Achievement in Using General  
Memorization through Realia

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Rita Harisma, S.Pd, M.Hum 

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapan terima kasih.

Medan, 24 April 2019  
Hormat Pemohon,

  
Ersya Pratiwi

**Keterangan**

- Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas  
- Duplikat untuk Ketua / Sekretaris Jurusan  
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2211 /II.3/UMSU-02/F/2019

Lamp : ---

H a l : Pengesahan Projek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan projek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Ersya Pratiwi

N P M : 1502050093

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : Improving Young Learners' Vocabulary Achievement in Using General Memorization Thru Realia.

Pembimbing : Rita Harisma, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Projek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 21 Mei 2020

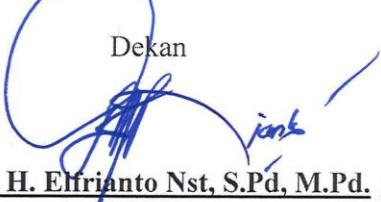
Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :

Medan, 17 Ramadhan 1440 H

21 Mei 2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.   
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ersya Pratiwi  
N.P.M : 1502050093  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Young Learners' Vocabulary Achievement in Using General Memorization Through Realia

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh  
Pembimbing

Rita Harisma, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu, Tanggal 22, Bulan Mei, Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Ersya Pratiwi  
N.P.M : 1502050093  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Young Learners' Vocabulary Achievement in Using General Memorization Through Realia

No	Masukan dan Saran
Judul	<i>Achievement → Mastery</i>
Bab I	<i>Revise : check the proposal (revised one)</i>
Bab II	<i>Revise : check the revised proposal</i>
Bab III	<i>Revise : check the revised proposal</i>
Lainnya	<i>Reference : writing system.</i>
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting)

Dosen Rembimbing

(Rita Harisma, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)



**UMSU**

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MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Ersya Pratiwi

N.P.M : 1502050093

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : Improving Young Learners' Vocabulary Mastery in Using General Memorization Through Realia

Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 22 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : [http://www.fkip\\_umsu.ac.id](http://www.fkip_umsu.ac.id) E-mail: fkip@umsu.ac.id

**SURAT PERNYATAAN**

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Ersya Pratiwi  
N.P.M : 1202050093  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Young Learners' Vocabulary Achievement in Using General Memorization Through Realia

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2019

Hormat saya

Yang membuat pernyataan,



Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ersya Pratiwi  
N.P.M : 1502050093  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Young Learners' Vocabulary Achievement in Using General Memorization Through Realia

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh  
Pembimbing

Rita Harisma, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Bila menjawab surat ini agar disebutkan  
nomor dan tanggallnya

Nomor : 4697/II.3/UMSU-02/F/2019  
Lamp : ---  
H a l : Mohon Izin Riset

Medan, 15 Dzulqaidah 1440 H  
18 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMP Muhammadiyah 08 Medan  
di-  
Tempat

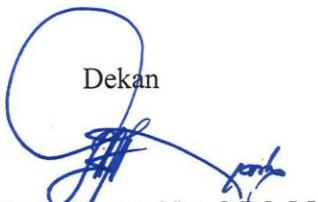
Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Ersya Pratiwi  
N P M : 1502050093  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Improving Young Learners' Vocabulary Mastery in Using General Memorization Through Realia.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
Dr. H. Elfyianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

\*\* Pertinggal \*\*



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN DAERAH MUHAMMADIYAH KOTA MEDAN  
SMP SWASTA MUHAMMADIYAH - 8 DIAKUI**  
**(SK. Depdikbud No. B 07.1235, 9 Januari 1991)**

Alamat : Jl. Utama No. 170 Kel. Kotamatum II Kec. Medan Area Telp. (061) 7351566 Medan 20215



**SURAT KETERANGAN**

Nomor : 019/III.4/KET/F/2019

Kepala Sekolah SMP Muhammadiyah 08 Medan Kecamatan Medan Area, Kelurahan Kotamatsum II, Propinsi Sumatera Utara, maka dengan ini menerangkan bahwa :

Nama : ERSYA PRATIWI  
NPM : 1502050093

Benar nama tersebut diatas telah mengadakan Riset di SMP Muhammadiyah 08 Medan berdasarkan Surat Universitas Muhammadiyah Sumatera Utara dengan Nomor : 4690/II.3/UMSU-02/F/2019 Tanggal 18 Juli 2019 dengan judul "**IMPROVING YOUNG LEARNERS' VOCABULARY MASTERY IN USING GENERAL MEMORIZATION THROUGH REALIA**".

Demikianlah surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Nasruun minallah wa fathun qoriib.

Wassalamu'alaikum wr.wb.

Medan, 4 September 2019

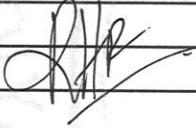
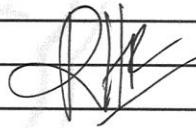


JL. UTAH NO. 170  
KOTAMATSUM II  
KECAMATAN MEDAN AREA  
Telp. (061) 7351566  
MEDAN 20215

WASSALAMU'ALAIKUM WR.WB.

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Ersya Pratiwi  
 N.P.M : 1502050093  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Improving Young Learners' Vocabulary Achievement in Using General Memorization Through Realia

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16 April 2019	Chapter I - Background - Identification of the problem - The significance of the study	
13 May 2019	Chapter II - Theoretical framework - Relevant Study - Conceptual framework	
17 May 2019	Chapter III - Research design - Technique of Analyzing Data .	
20 May 2019	Acc to Seminar Proposal	

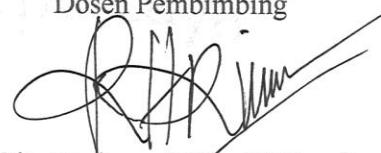
Medan, 20 Mei 2019

Diketahui oleh:  
 Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing



(Rita Harisma, S.Pd., M.Hum.)



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MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Ersya Pratiwi  
N.P.M : 1502050093  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Young Learners' Vocabulary Mastery in Using General Memorization through Realia

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12 - 09 - 2019	- Chapter IV - V	
18 - 09 - 2019	- Chapter I, II, III	
21 - 09 - 2019	- Abstract - Acknowledgment - References - Table of content	
22 - 09 - 2019	Finishing	
24 - 09 - 2019	Acc to have green table	

Medan, 24 September 2019

Diketahui oleh:  
Ketua Program Studi

(Mandra Saragih, S.Pd, M.Hum)

Desen Pembimbing

(Rita Harisma, S.Pd, M.Hum)