

**THE EFFECT OF APPLYING WORD WALL METHOD ASSISTED BY FLASH
CARD IN THE STUDENTS' ACHIEVEMENT ON VOCABULARY
AT EIGHT GRADE OF SMP MUHAMMADIYAH 07
AT ACADEMIC YEARS 2017/2018**

SKRIPSI

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For the Degree of Sarjana Pendidikan (S.Pd)
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By:

FATH AZMI AHYANA
NPM. 1302050065



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

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This research was aimed to find out Word wall method in the students' achievement on vocabulary. The sample of this research was eight grade of SMP Muhammadiyah 07 Medan at Academic Year 2017/2018. It consisted of two classes included of experimental group 25 students and control group 25 students as respondents. This research was conducted by using true experimental research. The instrument of the research was multiple choice tests including pre-test and post-test. In addition, there were pre-test, treatment or teaching and post-test in both of the groups. The result of t-test was 4.80 and the t-table was 2.01 which used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table ($4.80 > 2.01$), it show that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of applying Word Wall method assisted by Flash Card on the students' achievement in Vocabulary. Moreover, the students more enjoyable and deep understand in material. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in Vocabulary.

Keywords: Vocabulary, Word wall, and Flash Card.

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Medan, October 2017
The Reseacher
Fath Azmi Ahyana
NPM. 1302050065

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CHAPTER 1

INTRODUCTION

A. The Background of Study

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. According to Joseph (2011) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. The reality is that native speakers continue to learn new words while English Language learners face the double challenge of building that language gap.

In addition, Gardener (2009) state that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured, how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Vocabulary knowledge in young children directly affects their later success in learning to read. Children who enter school with limited vocabulary knowledge fall even further behind over time in reading fluency and comprehension. In educational unit oriented curriculum (KTSP), it is expected that students mastering many vocabularies in english learning. In edition the students have to able understanding many words to deliver a message. Besides, students vocabulary affects their ability to understand and comprehen a text. The students have to

master vocabulary well to make them easier produce many words in conversation. And the students must be able communicate in english wich can be increase their vocabulary.

But in fact, based on the experience of research, many students were lazy to memorize all the unfamiliar words that they heard and read in the text. In other words, the students were feel bored and had low motivation because the teacher used the traditional method. In addition, the students had difficulties in understanding or comprehending the meaning of unfamiliar words. And the students had less self confident to produce english word if they make mistake, sometimes their friends laugh when they heard a unic sound. Based on the problem above, so the researcher found method to solve the problem in teaching vocabulary, namely **word walls method** and flash card as a media. According to Franciska (2012) A word wall in a classroom is a powerful instructional tool to strengthen content vocabulary. A word wall is an organized collection of word (and sometimes phrases) displayed on a wall or other space in the classroom.

Based on the explanation above, the purpose of this research to find out significant affect of word wall method on the students' achievement vocabulary and this research was be conducted under the title "**The Effect of Applying Ward Wall Method Assisted by Flash Card in the Students' Achievement on Vocabulary**".

B. The identification of study

The problem of this research was identified as follow:

1. Students were lazy to memorize all the unfamiliar words that they heard and read in the text.
2. Students were feel bored and had low motivation because the teacher used the traditional method.
3. Students had difficulties in understanding or comprehending the meaning of unfamiliar words
4. Students had less self confident to produce english word if they make mistake,

C. The Scope and Limitation

The scope of the research focused on vocabulary and it was limited on word walls.

D. The Formulation of the Problem

The problem of this research was formulated as: is there any significant effect of applying word walls method asissted by flash card in the students' achievement on vocabulary.

E. The Objective of Study

Based on the formulation above the objective of study was to investigate of applying ward wall method assisted by flash card in the students' achievement vocabulary.

F. The signifiacance of study

This study was expected to bring benefit and advantages for the teacher and the students.

a. Theoritically :

It was expected can enrich literature in theories, especially theory about vocabulary and word wall method.

b. Practically :

For the teacher

1. The teacher can motive students to encourage their vocabulary through ward wall method asissted by flash card.
2. Teaching vocabulary by using ward wall method is attractive and variously, so, it is able to improve students' interest.
3. It might for students making sharing with their friends, about their favorite things that can be implemented in their class.

For the students

1. The students able to increase their skill in vocabulary
2. By applying word wall method, hopes it can dig the students interest in English because the method is more fun and enjoyable.
3. Students was be more attracted in learning English without under pressure feeling and forced.

CHAPTER II RIVIEW OF LITERATURE

A. Theoretical Framework

1. Concept of Vocabulary

1.1 Definition of Vocabulary

According to Richard (2002) defined vocabulary as a set of lexeme, including single words, compound words, and idiom lexeme is the smallest unit in the meaning system of the language that can be distinguished from other similar units. So, vocabulary consists of some compound words and idiom lexeme.

Vocabulary is the stock of words in a language, or that is known or used by an individual, or that is associated with a particular activity. A list or collection of words or phrase usually alphabetically arranged and explained or defined.

1) A sum or stock of words employed by a language, group, individual or work or in a field of knowledge a list or collection of term or codes available for use (as in an indexing system).

2) A supply of expressive techniques or devices (as of an art form).Based on the definitions above, vocabulary is defined as the words that should be known and comprehended by students when they are reading. Vocabulary learning is usually associated in reading activities. Students will meet the words when they are reading the text and they have to know the meaning of the words if they want to comprehend the text. Vocabulary is not just words. When we talk about vocabulary,

we mean the word we know and our ability to use them. According to Harmer (2002) that there are four different ways to think words such as:

- a. Meaning: When we meet a new word, the first thing we want to know is what it means. For example, you will find the word for a type of first – seldom. Only one kind of first is called seldom, so that is easy. If we do know the meaning of the word, we cannot understand what we read and listen. The meaning of unfamiliar word can be found by seeking them in dictionary.
- b. Pronunciation: When we learn a new word, we have to make sure that we can say it. Make sure we know which syllable is stressed. It is important when we speak because the stress of the syllable can bring different meaning. If we are unsure, ask a teacher or use a dictionary with a CD-ROM which gives the pronunciation.
- c. Collocation: Collocation is the way words combine with other words. There are many particular words that have special combination in English. For example: Take medicine, do homework, different from, and disappointed in, etc. It is incorrect if we say “ I have to eat medicine” because the collocation of medicine in English is take.
- d. Expression: Expressions are groups of two, three, four or more words which always go together. For example, if you are in a shop and an assistant approaches you, you can say, “I’m just looking.” What do you do for a living?”

Learning vocabulary is a very important part of learning English, as Thornbury (2002) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. “if you spend most of your learn

more words and expressions. You can say very little with grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say almost anything with words.

Based on the quotation above, it can be concluded that grammar and vocabulary are crucial in communication. The lack of vocabulary obviously generates bigger difficulties than grammar mastery. It implies if anyone does not know any word of language which will be spoken, surely he or she will not be able to communicate, even though he or she knows more about the rules to construct the sentences. All English words are English vocabulary. Words are the basic unit of language. As Johnson (2008) quoted by that for a student to know a word, it may mean the ability to:

- 1) Recognize it in its spoken or written form;
- 2) Recall it at will;
- 3) Relate it to an appropriate object;
- 4) Use it in the appropriate grammatical form;
- 5) To speech, pronounce it in a recognizable way;
- 6) In writing, spell it correctly;
- 7) Use it with words it correctly goes with, i.e., in the correct collocation;
- 8) Use it at the appropriate level of formality;
- 9) Be aware of its connotations and associations.

1.2 Kinds of Vocabulary

Vocabulary can be divided into two types, active or productive vocabulary and passive or receptive. In addition, the vocabulary can be divided into two forms, namely oral and print vocabulary (Gairn & Redman: 2003).

1) Active (productive) vocabulary

Active or productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing. In line with Gairns and Redman, also states that it is words that we use when we speak or write. Thus, it can be defined that active vocabulary is all the words we understand, plus all be the words that we can use ourselves. Our active vocabulary in English and Indonesia is probably much smaller than passive vocabulary. The more we work on learning a word, the more likely it is that it will become part of our active vocabulary. This term is often called productive or expressive vocabulary.

2) Passive (receptive) vocabulary

Passive or receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening material . It is words that we recognized when we hear or read them. It can be defined that it contains all the words that we understand when we read or listen, but which we do not use (or can not remember) in our own writing and speaking. Most of receptive vocabulary can be gained only from experience and would not be greatly increased as a result of teaching. It can be concluded that receptive vocabulary is words that cannot be produced correctly but understood through reading and listening active and it requires a reader to associate a specific meaning with a given label as in reading or listening.

In addition, to active (productive) and passive (receptive) vocabulary, vocabulary come in two forms, oral and print vocabulary. Oral vocabulary includes those words that we recognize and use in listening and speaking. It is the words that we can use in spoken form, print vocabulary includes those words that we recognize and use in reading and writing. We usually can find it in written form like the textbook.

1.3 Role of Vocabulary

Vocabulary has an important role in the language learning. As Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, vocabulary is the flesh of a language while grammar is the skeleton. It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

In addition, John and Shane (2004) concluded, “The importance of vocabulary knowledge has long been recognized in the development of reading skills. It means that to master the language skills someone needs to master the vocabulary first. To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching-learning process. They are as follows:

- a. Promoting fluency. Students who are understand many words read more quickly and easily than those who are not.

- b. Boosting comprehension.
- c. Improving achievement. Students with large vocabularies score higher on achievement tests than those with small vocabularies.
- d. Enhancing thinking and communication. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

1.4 Teaching Vocabulary in Junior High School

The aim of English teaching and learning is to make students able to communicate both in oral and written in order to face the development of science and technology in the global era. The students are expected to master five competencies. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (context), strategic competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing).

As one of the linguists mentioned in the School Based Curriculum (KTSP) that vocabulary is an essential element of English so it should be placed as one of

the aspects which have to be concerned well in the teaching learning process. Besides, vocabulary also has an important role to support the ability of four language skills, i.e. listening, speaking, reading, and writing. It is important to teach vocabulary in the English teaching learning process, especially in the communicative language teaching method. In this method, vocabulary is the main part to support the communicative goals because if the students do not master vocabulary well the goals cannot be reached. Therefore, the teaching of vocabulary should be in accordance with the text types but the use of translation should be minimized.

While according to Nation (2008), learners need to take responsibility for their own learning, that is, they have to become autonomous learners. This will be difficult for the learners. The learners need to be serious because they have to think about what words they should learn, for what they learn those words, and how they learn it, when they need to use the words and keep motivated to learn and using the language. Become autonomous learners also include searching for information on their own to develop their knowledge. Therefore, the teacher's role is very important to help the learners.

2. Concept of Word Wall

2.1 Definition of Word Wall

According to Francisca (2002) state that A word wall in a calassroom is a powerfull instructional tool to strengthen content vocabulary. A word walls is an organized collection of word (and sometimes phrases) displayed on a wall or other space in the classroom. We recommend that both academic and discipline specific

words be written on large index cards, strips of paper, or tag board so that they can be easily manipulated, for English language Learners and young learners, consider placing an illustration, photograph, or object on or next to particular words to support students' learning through the aid of visual cues.

According to Cronsberry, A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or a whiteboard in a classroom. It meant the technique direct students' attention to the words on the wall during lessons, in this way the students saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities.

Other definition of word wall, according to Galih, word wall is designed to be an interactive tool for students or other to use, and contains an array of words that can be used during writing or reading. Based on Janet Allen stated "word walls were absolutely essential in our classrooms, because teacher and students worked together in texts through your shard and reading when students encounter unfamiliar words, and when we build concept-related words or topical categories, we need to have the words in full view so that the student can see them and use them in reviews their writing". Other definition of the word wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to reviews these words during direct instruction or throughout the day.

The most effective word learning walls are used as a reference. Other factors:

1. To teach essential words to ensure basic skills.
2. To create a reliable technique to achieve basic literacy.
3. To provide support during literacy activities.
4. For students to develop a relationship with words.

2.2 Procedure of Word Wall

1. Pull cards from your word wall, or write one word/phrase per card. Use limited number of cards, perhaps 10-15, or fewer for younger students.
2. Also create card with one-way and two-way arrows. Use the floor or magnets and a magnetic board to display the cards, and group the students around the words. (Modification: Give each student his or her own set of word cards)
3. Ask a student or a pair of students to arrange two or three cards in a way that connects them or makes a model of the terms. Ask the students to explain what they are doing as they place the words.
4. Observers may ask questions once the connection or model is created
5. Repeat with another student or pair of students.

2.3 Advantages of Word Wall

Based on description taken from sources of internet, there are some advantages of Word Wall, they are :

- a. the personal interaction motivates many students with learning together.
- b. Students can ask different kind and levels of questions.
- c. Students can increase their retention with their learning experience.
- d. Students' understanding can be assessed by listening on several group or team during the activity, and by collecting responses at the end.

2.4 Disadvantages of Word Wall

There are some disadvantages of Word Walls method, namely:

- a. Small Group: To obtain a good balance in Word Wall method, a group must be relatively small that consist of 6 to 8 students. In order to avoid this strategy tends to not work as effectively with larger groups.
- b. Spent Much Times: Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using Word Wall method will not run well and it will take a long time in learning process.

3. Flash Card as Media

A flash card is a set of card-based instruction bearing information, as word or numbers, on either on both sides, used in classroom drills on in private study. One writes a question on a card and an answer overleaf. Flashcard-based instruction can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format. Flash card based instruction is widely used as a learning drill to aid memorization by way of spaced repetition. According to brown (2000), one main advantage of flash card-based instruction is that, they can be taken almost anywhere and studied whenever one wants.

Students often find vocabulary as the main obstacle in acquiring a second language. They also believe that poor vocabulary knowledge blocks their reading and listening comprehension which cause problems in communication. Most foreign language teachers can confirm that most learners have no special way for

learning vocabulary, they usually write the new words in a notebook and the definition next to it. They do not know how they can learn words in an easy way (Abbasian&Elham): 2016). To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown et al (2001), using a variety of media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skill they learn and improve their performance of the skill they are expected to develop.

In addition, by using this media the teacher will find many possibilities to enrich the educational system. Besides that the media of flashcard, the students find themselves able to express thoughts, ideas, and feelings that they otherwise couldn't. One of the objectives of puppets used in language teaching is helping the students to understand the meaning of words of something. Besides, by using flashcard as tools, the students can hear, see, assume, and describe something directly. It provides opportunities for them to create and add variety of characters, roles, and events.

The use of flashcard can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid. From the explanation above, I conclude that teachers as material presenters should choose an appropriate flashcard based on some guidelines above. Besides that, the advantages of using flashcard in developing vocabulary are:

- a. The students might have a high interest in following the teaching learning process. Most children in the elementary school are interested in some teaching aids, such as media.
- b. The students might be motivated to be active in the class, and it can be easier to ask students to give responses and opinion.
- c. It is easy to understand, memorize, remember vocabulary and could avoid misunderstanding, because the students see the object directly.

To implementation word wall by using flash card as media in learning vocabulary, as follows:

- a. Establish a purpose for using the word wall. Word walls may be used to help students learn a word frequency, or they may be used to develop vocabulary around a theme by using flash card. For example, the themes for word walls may include the tropical rainforest, biography, or anything wants to teach.
- b. Select the words that were targeted for instruction. Select a few words for teaching and post them on the wall by flash card.
- c. Before reading, teach the words. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word.
- d. After reading, the class may also review or practice the words.
- e. Initiate activity around the word wall. For the word wall to be effective, members of the learning community must use them. For example, used word walls as reference in playing games. It will encourage students to make-the word walls reviews their own. Example of word wall by flash cards as media.



B. Conceptual Framework

Teaching vocabulary is an important task in teaching English, by using good technique to present and revise new vocabulary items used in text book, students will find words easier to remember and will become more motivated in class so that they can improve their vocabulary mastery. One of the good techniques supposed to improve student's vocabulary achievement is Word Walls Method.

Word Walls is considered as an effective and enjoyable method to teach vocabulary because it enables students to practice and discuss the meanings of new vocabulary items introduced through team study. It needs students to practice regularly what they have learnt in rehearsing time. They must master the total number of vocabulary in team study if they wanted to be successful in groups. Hence, they can improve the total number of vocabulary introduced. To get the highest point in tournament could be a strong motivation for students to improve their vocabulary. In conventional method, they will memorize the words if the teacher has them say the words they have memorized in front of class.

Word Wall method can be used to revise the vocabulary on other that they do not forget the word learnt easily. Games enable students to acquire new experiences within words in English and did something with them so that they can memorize words better. The relaxed atmosphere created by using games make students remember work faster and better too.

In conventional method, students are merely asked to translate text in meaning textbook and accomplish the exercise in the textbook to learn the vocabulary to learn the vocabulary. The textbook to learn the vocabulary. The textbook seems to be the only means to provide new vocabulary. As a result, students forgot the words easily. Therefore, it is expected by applying word Wall generates the better result in improving students' vocabulary achievement.

C. Hypothesis

Based on the previous problems, the hypothesis was formulated as the following:

Ha : there is a significant effect of applying Word Wall method on the students' achievement on vocabulary.

Ho : there is not a significant effect of applying Word Wall method on the students' achievement in vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Sample

This research was conducted at eight grade of SMP MUHAMMADIYAH 07 It was located on Jl.Pelita II Medan at academic year 2017/2018. The reason of choosing this school is because the researcher found that many students' problems in learning process especially in learning vocabulary.

B. Population and Sample

1. Population

The population of this research was eight grade students of SMP MUHAMMADIYAH 07 at academic year 2017/2018. It consisted of three classes, namely: VIII-1 with 25 students, VIII- 2 with 25 students, And VIII-3 with 27 students. So, the total of population of this study were 77 students. To make it clear, it can be described in table below.

Table 3.1
The Total of Population

NO	CLASS	SAMPLE
1	VIII-1	25
2	VIII-2	25
3	VIII-3	27
	TOTAL	77

2. Sample

The sample of this research was class VIII-1 amount of 25 students and VIII-2 amount 25 students which are taken by using cluster random sampling. It can be seen in table below.

Table 3.2
The Total of Sample

NO	CLASS	SAMPLE
1	VIII-1	25
2	VIII-2	25
	TOTAL	50

C. Research Design

This research was conducted by using true experimental research. According to Ary (2010) state that an experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity. Which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. In addition, according to Muijs (2004) that quantitative research is explaining phenomena by collecting numerical data that are analysed using ,mathematically based methods (in particular statistics. In conducting the experimental research, the sample divided into two groups, namely experimental group and control group. Experimental group was a group which taught by using word wall method assisted by flash card, Meanwhile, control group was a group which taught by lecturing method. It can be seen in table below:

Table 3.3
Research Design

Group	Pre- Test	Treatment	Post-test
Experimental class	✓	Ward wall method	✓
Control group	✓	Lecturing method	✓

D. Instrument of collecting Data

The instrument of this research was collected by using test included of pre-test, treatment, and post-test.

1. Test

According to Cohen (2007) that test is extensive that the comments that follow must be needs be of an introductory nature and the reader seeking a deeper understanding needed to refer to specialist texts and sources on the subject. In this research, the researcher used multiple choice tests which consisted of 20 items. The test were taken from LKS. The correct answer was score 5 and incorrect one was score 0.

E. Techniques for Collecting Data

In collecting the data, some steps were applied as follows:

1. Giving pre-test to the control group.
2. Giving treatment to the control group by using lecturing method
3. Giving pre-test to the experimental group
4. Giving treatment to the experimental group by using Word Wall method and flash card.

5. Listing the scores of pre-test and post-test into table for the experimental group and control group.

F. Technique of Analyzing Data

The result of the data was be analyzed by using statistical procedure which consiststed of mean, standard deviation and t-test. The mean (M) was used to find the average of the sample. To find the mean, Ngalim (2000) suggests the following formula:

$$M = \frac{\sum fX}{N}$$

Where:

M = mean

X = scores

N = number of scores

\sum = sum (or add) of scores

f = frequency

To measure the students' scores the researcher used standard deviation formula as follows (Ary et al.,2010):

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

Where:

SD = Standard deviation

D = Difference between pre -test and post test scores

N = Number of scores

T-test (T) is the primary statistic use to determine whether or not both scores (pre-test and post test scores) have significant difference. In other words, t-test was be used to test the hypothesis level of significance. The formula for a T-test is suggested by Ary (2010) as follows:

$$T = \Delta\sqrt{N} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Significant correlated sample

Δ = *d* = effect size

D = Difference between pre -test and post test scores for each sample

\bar{D} = Mean of difference scores (mean of D)

D^2 = quadrate of D

N = Number of scores

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. DATA COLLECTION

The data of this study were the results of vocabulary on word wall assisted by flashcard. The data were divided into two groups, namely experimental group and control group. This study was conducted in three meetings for each group either control or experimental group. Both of groups were given the same multiple choice on test form in vocabulary on word wall assisted by flash card in pre test and post test. Hence, the researcher got the score of students' vocabulary in the table below.

a. Experimental Group

Table 4.1
The Score of Experimental Group

No	Name of Students	Pre-test	Post-test
1	AT	60	100
2	AY	45	85
3	AAD	55	90
4	AN	70	100
5	ANK	50	90
6	ANA	50	95
7	AA	70	100
8	ASY	55	95
9	FA	70	100
10	HBS	55	95
11	JAL	75	100
12	MAK	75	100
13	MENN	55	80
14	MF	55	85
15	MI	65	90
16	MRI	70	100
17	MRA	65	90

18	NAP	60	90
19	NS	60	95
20	NFK	60	100
21	R	55	100
22	RH	65	95
23	SMNH	65	95
24	YF	65	100
25	ZU	55	100
Total Score		1525	2370
Mean		61	95

From the table above, the total score of students in experimental group on pre-test was 1525 and the number of students who take the test was 25 students, so the students' mean was:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{1525}{25} \\ &= 61 \end{aligned}$$

The mean of students was 61 While mean score in post-test of experimental group was:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{2370}{25} \\ &= 95 \end{aligned}$$

It can be concluded that the total score of pre-test is 1525 and the mean is 61. In post-test, the total score is 2370 and the mean of the score is 95. So, the total and mean score in post-test of experimental group is higher than the total and

mean score in pre-test of experimental group, to know score and mean of experimental group can be seen at chart below:

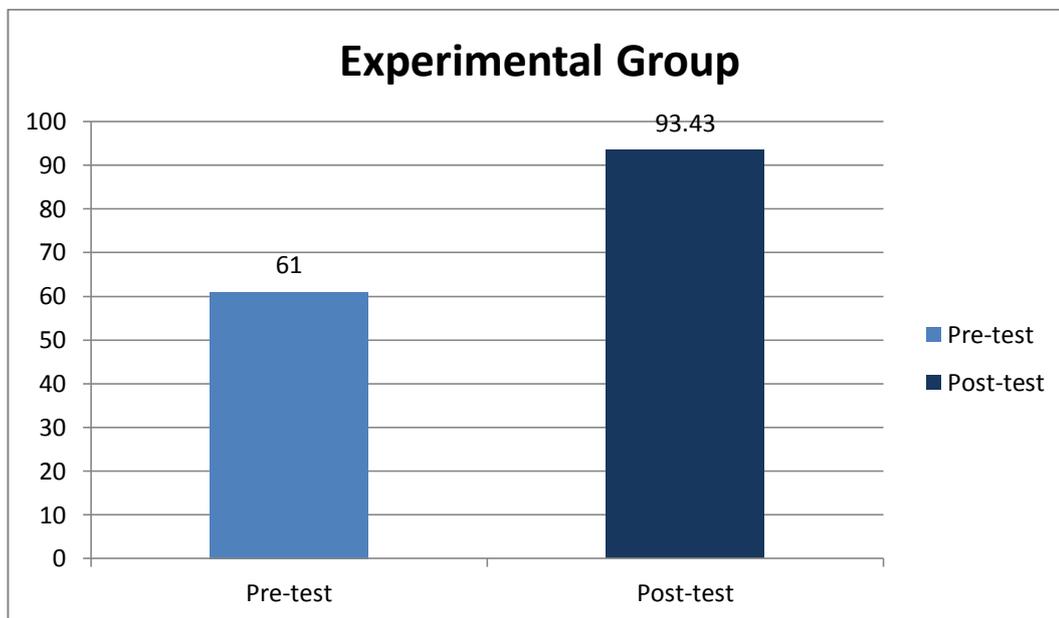


Chart 1: The result of students score in Experimental Group

b. Control Group

**Table 4.2
The Score of Control Group**

NO	Name of Students	Pre-test	Post-test
1	AJ	60	80
2	AU	40	80
3	AB	65	85
4	AH	55	75
5	AR	60	100
6	AA	65	80
7	CSH	45	80
8	DAS	55	85
9	HH	55	85
10	JA	55	80
11	KT	40	90
12	MA	60	90
13	MAE	60	95
14	MFA	50	80
15	MJH	70	80

16	MR	70	85
17	NS	60	80
18	NP	65	85
19	PS	50	80
20	RTR	65	90
21	SM	50	85
22	SAP	50	80
23	SR	70	100
24	YAI	55	95
25	ZK	55	80
Total Score		1425	2125
Mean		57	85

From the table above, the total score of students in control group on pre-test was 1425 and the number of students who take the test was 25 students. So, the students' mean was:

$$\begin{aligned}\text{Mean} &= \frac{\sum X}{N} \\ &= \frac{1425}{25} \\ &= 57\end{aligned}$$

The mean of students was 57 While mean score in post-test of control group was:

$$\begin{aligned}\text{Mean} &= \frac{\sum X}{N} \\ &= \frac{2125}{25} \\ &= 85\end{aligned}$$

It can be concluded that the total score of pre-test is 1425 and the mean is 57. In post-test, the total score is 2125 and the mean of the score is 85. So, the total and mean score in post-test of control is higher than the total and mean score

in pre-test of control group. However, Experimental Group was higher than Control group with total of mean was 95. in concluded that, word wall method assisted by flash card significant affect students' vocabulary. To know score and mean of Control Group can be seen at diagram below:

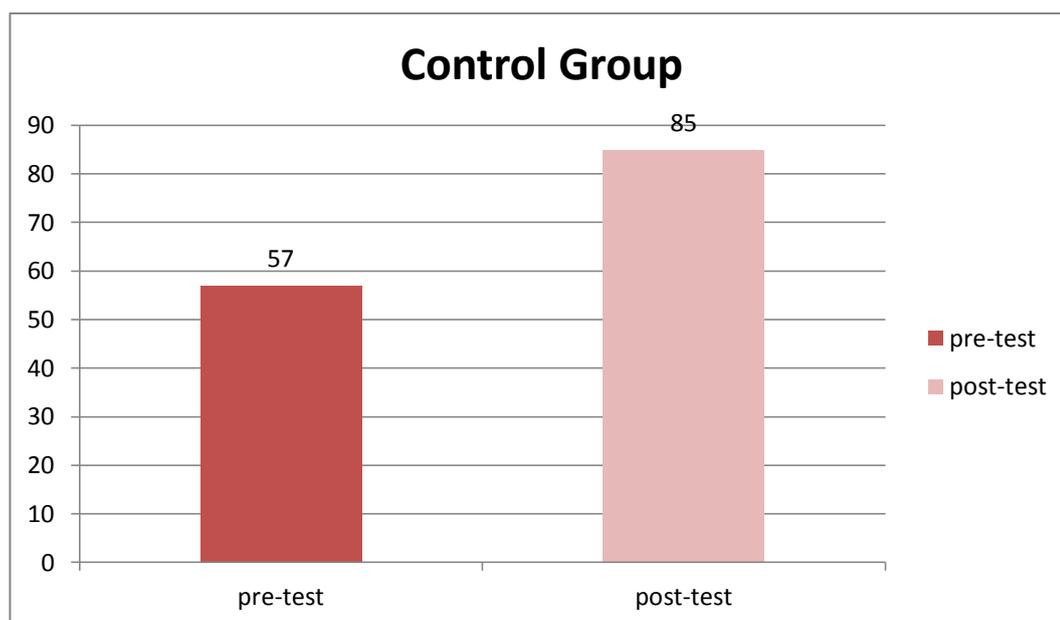


Chart 2: The result of students score in Control Group

B. Data Analysis

The data were collected by giving the students' score from multiple choice test on the instrument of collecting data. The data of this study were obtained from the results of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between experimental groups which teaching by using word wall method assisted by flash card in students vocabulary. The data of pre-test and post-test from two groups are calculated by using t-test formula. Some of students' score as representation in

experimental group are analyzed taken from the highest, the middle and the lowest score. It could be seen in the tables below:

1. Analyzing the Data by Using standard deviation and T-test

After the researcher assessed students' scores, then they were calculated into formulas to find out Standard Deviation and t-test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Table 4.3
The Calculation of Score In Experimental Group

N O	Name of Students	Pre- test	Post- test	D	D²
1	AT	60	100	40	1600
2	AY	45	85	40	1600
3	AAD	55	90	35	1225
4	AN	70	100	30	900
5	ANK	50	90	40	1600
6	ANA	50	95	45	2025
7	AA	70	100	30	900
8	ASY	55	95	40	1600
9	FA	70	100	30	900
10	HBS	55	95	40	1600
11	JAL	75	100	25	625
12	MAK	75	100	25	625
13	MENN	55	80	25	625
14	MF	55	85	30	900
15	MI	65	90	25	625
16	MRI	70	100	30	900
17	MRA	65	90	25	625
18	NAP	60	90	30	900
19	NS	60	95	35	1225
20	NFK	60	100	40	1600
21	R	55	100	45	2025
22	RH	65	95	30	900

23	SMNH	65	95	30	900
24	YF	65	100	35	1225
25	ZU	55	100	45	2025
Total Score		1525	2370	845	29675
Mean		61	95	33.8	1187

Based on the table above, it can be known the result of students' score and then was continued to find standard deviation and it can be seen in analyzing below:

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

$$SD = \sqrt{\frac{29675 - \frac{(845)^2}{25}}{25 - 1}}$$

$$SD = \sqrt{\frac{29675 - \frac{714025}{25}}{24}}$$

$$SD = \sqrt{\frac{29675 - 28.56}{24}}$$

$$SD = \sqrt{\frac{29646.44}{24}}$$

$$SD = \sqrt{1235.26}$$

$$SD = 35.14$$

From the analyzed above, the result of standart deviation in experimental group was 35.14. After knew the result of standart deviation in experimental group then, the researcher analyzed T-test to know differences between pre-test and post-test. So, the researcher used formula below:

$$T = \Delta\sqrt{N} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{33.8}{\sqrt{\frac{29675 - \frac{(845)^2}{25}}{25(25-1)}}$$

$$T = \frac{33.8}{\sqrt{\frac{29675 - \frac{714025}{25}}{25(24)}}$$

$$T = \frac{33.8}{\sqrt{\frac{29675 - 28.5}{600}}}$$

$$T = \frac{33.8}{\sqrt{\frac{29646.44}{600}}}$$

$$T = \frac{33.8}{\sqrt{49.41}}$$

$$T = \frac{33.8}{7.03}$$

$$\mathbf{T = 4.80}$$

From the analyzed above, the result of T-Test in experimental group was 4.80. After knew the result of T-test in experimental group then, the researcher analyzed Standard Deviation (SD) and T-test in Control Group. So, the researcher used formula below:

Table 4.4
The Calculation of Score In Control Group

No	Name Of Students	Pre-Test	Post-Test	D	D ²
1	AJ	60	80	20	400

2	AU	40	80	40	1600
3	AB	65	85	20	400
4	AH	55	75	20	400
5	AR	50	80	30	900
6	AA	50	80	30	900
7	CSH	45	80	35	1225
8	DAS	55	85	30	900
9	HH	55	85	30	900
10	JA	55	80	25	625
11	KT	40	90	50	2500
12	MA	60	90	30	900
13	MAE	60	95	35	1225
14	MFA	50	85	35	1225
15	MJH	70	80	10	100
16	MR	70	80	10	100
17	NS	60	80	20	400
18	NP	65	85	20	400
19	PS	65	80	15	225
20	RTR	65	90	25	625
21	SM	50	95	45	2025
22	SAP	60	100	40	1600
23	SR	70	100	30	900
24	YAI	55	85	40	1600
25	ZK	55	80	25	625
Total Score		1425	2125	710	22700
Mean		57	85	28.4	908

Based on the table above, it can be known the result of students' score in control group and then was continued to find standard deviation and it can be seen in analyzing below:

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

$$SD = \sqrt{\frac{22700 - \frac{(710)^2}{25}}{25 - 1}}$$

$$SD = \sqrt{\frac{22700 - \frac{504100}{25}}{24}}$$

$$SD = \sqrt{\frac{22700 - 20.16}{24}}$$

$$SD = \sqrt{\frac{22679.84}{24}}$$

$$SD = \sqrt{944.99}$$

$$\mathbf{SD = 30.74}$$

From the analyzed above, the result of standart deviation in control group was 30.74 After knew the reslut of standart deviation in control group then, the researcher analyzed T-test to know differences between pre-test and post-test. So, the researcher used formula below:

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

$$T = \frac{28.4}{\sqrt{\frac{22700 - \frac{(710)^2}{25}}{25(25-1)}}$$

$$T = \frac{28.4}{\sqrt{\frac{22700 - \frac{504100}{25}}{25(24)}}$$

$$T = \frac{28.4}{\sqrt{\frac{22700 - 20.16}{600}}$$

$$T = \frac{28.4}{\sqrt{\frac{22679.84}{600}}}$$

$$T = \frac{28.4}{\sqrt{37.79}}$$

$$T = \frac{28.4}{6.14}$$

$$T = 4.62$$

The result of t-calculation showed that t-test in experimental group is 4.80 and t-test in control group is 4.62. The t-test in experimental group is higher than the t-test in control group ($4.80 > 4.62$). It means that using word wall method significantly affects on students' vocabulary.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If $t\text{-test} > t\text{-table}$, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1 = 50-1 = 49$ is 2.01. This means that H_a in this study is accepted since the students' t-test in the Experimental group is 4.80 and the t-table is 2.01. Because the t-test value is higher than the t-table ($4.80 > 2.01$). Therefore, it can be concluded that Word Wall Method assisted by flashcard can improve students' skills in vocabulary.

After applying Word Wall method assisted by Flash card there were improvement in their vocabulary. Moreover, the students more enjoyable and deep understanding in material. Therefore, Word Wall method assisted by Flash card was suitable in teaching vocabulary.

C. Research Findings

From the result, it is found that there was significant difference between experimental group and control group. Teaching vocabulary in experimental group by using word wall method was more effective than teaching vocabulary without using word wall method. It can be seen in the result of students' score of post-test in experimental group with students' score of post-test in control group. Students' score of post-test in experimental group was 2370 and control group was 2125. In addition, t-test in experimental group was higher than control group. T-test in experimental group was 4.80 and t-test in control was 4.62. It can be concluded that teaching vocabulary by using word wall method assisted by flash card is a strategy to attract the students' interest, motivation and attention in English learning especially in vocabulary. Meanwhile, lecturing method was not effective in teaching vocabulary because conventional method teacher centered and include the use of lectures and discussions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There was significant effect of applying word wall method assisted by flash card in the students' achievement on vocabulary. The result of computation in t-test was 4.80, while the critical value of 0.05 significant level was 2.01. The conclusion from the data analysis is the value of t-test(4.80) is higher than the t-table (2.01). It means that the alternative hypothesis (H_a) is accepted and the teaching by using Word Wall assisted by Flash Card significantly affects on the students' achievement in vocabulary. It can be concluded that teaching vocabulary by applying Word Wall assisted by Flash Card more enjoyable and deep understanding in material. Therefore, Word Wall assisted by Flash Card was suitable in teaching Vocabulary.

B. Suggestions

Based on the data that have been confronted in this study, there were some suggestions that should be noticed, they are:

1. For student, to attract the students' interest, motivation, and attention in English learning especially in vocabulary.
2. For teacher, as an experience in choosing a creative and fine learning strategy to improve the students' vocabulary and students' activity.
3. For Headmaster, as principle to guide the teacher to be quality and enjoyable teacher.

4. For writer, to help her encourage and prepare herself to be a qualified and competent English teacher in the future.

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LESSON PLAN**(EXPERIMENTAL GROUP)**

School : SMP MUHAMMADIYAH 07

Lesson : English

Class/Sem : VIII/1

Time : 2 X 45 menit

A. Standard Competence:

Understand English simple text in the class to increase new vocabulary.

B. Basic Copetence:

Responding English simple text in the class to increase new vocabulary.

C. Indicator

- a. Identification kinds of information in simple sentences
- b. Identification kinds of information in the dialogue
- c. description picture use word in the wall

D. Objective

- a. The students can identify kinds of information in simple sentences
- b. The students can identify kinds of information in the dialogue
- c. The students can describe picture use word in the wall

E. Teaching Method

Word wall method

F. Teaching Process

Opening

- a. the teacher asks to the students about topic
- b. the teacher invites the students to memorize vocabulary before

Main activities

Exploration

- a. the teacher asks the students to identify vocabulary in the sentences
- b. the teacher and students identify vocabulary by using word wall assisted by flash card
- c. the teacher gives feed back to the students about topic by using word wall assisted by flash card

Elaboration

- a. the teacher gives the question to discuss
- b. the students read and write vocabulary by question are given by the teacher
- c. the teacher gives time to students in finishing problem are given

Confirmation

- a. the teacher asks about difficult vocabulary by using word wall method
- b. the teacher gives explanation and conclusion about topic and vocabulary by using word wall

Closing

- a. the teacher invites students to make the conclusion about topic are given

b. the teacher closing the meeting

G. Media and Source

1. Media : flash card
2. Source : LKS SMP



Medan, 2017

Teacher

Researcher

(YusiyaniS.pd)

(FathAzmiAhyana)

LESSON PLAN
(CONTROL GROUP)

School : SMP MUHAMMADIYAH 07

Lesson : English

Class/Sem : VIII/1

Time : 2 X 45 menit

A. Standard Competence:

Understand English simple text in the class to increase new vocabulary.

B. Basic Copetence:

Responding English simple text in the class to increase new vocabulary.

C. Indicator

- a. Identification kinds of information in simple sentences
- b. Identification kinds of information in the dialogue
- c. description picture use word in the wall

D. Objective

- a. The students can identify kinds of information in simple sentences
- b. The students can identify kinds of information in the dialogue
- c. The students can describe picture use word in the wall

E. Teaching Strategy

Conventional Method

F. Media and Source

Source : LKS SMP

G. Teaching Process

No.	Activities
	Teacher's Activities
I.	<p>a. Opening</p> <ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher order the students to pray 3. Check the attendance list of students
II.	<p>a. Main Activities</p> <p><i>Exploration</i></p> <ol style="list-style-type: none"> 1. Teacher explains the student about the text organization and revise their vocabulary related to the text 2. Teacher asks the students whether they understand the material or not <p><i>Elaboration</i></p> <ol style="list-style-type: none"> 3. Teacher explain some instructions for making a group discussion (a group based on the row in the class) 4. Teacher invites in group to read the whole text and give a chance to revise their vocabulary 5. Teacher reviews their vocabulary and invites them to make conclusion

	<p>6. Teacher gives exercises</p> <p style="text-align: center;"><i>Confirmation</i></p> <p>7. Teacher concludes the result and emphasize about the lesson that has been learned</p>
III.	<p>b. Closing:</p> <p>1. Teacher closes the meeting</p>

Medan, 2017

Teacher

Researcher

(YusiyaniS.pd)

(FathAzmiAhyana)

Headmaster of SMP

(SyamsulHidayatS.pd)

Pre-test and Post-test

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



1. Miss Novi a She receives the payment from customer.

a. Teller b. Chasier c. Banker d. Waitress



2. My family buy humberger in the

a. Bank b. Hotel c. Post office d. Restaurant

3. A : “ Do you need something?”

B : “ Yes, I need a pair of.....”



a. Socks b. Tie c. Slippers d. Shoes



4. It is used to make tea and coffee sweeters. What is it?

- a. Sugar b. Milk c. Salt d. Detergent



5. Mr. Wawan is a He catches the thieves.

- a. Postman b. Policeman c. Doctor d. Teacher

6. She have long golden hair, she was locked in a tower stood in the forest. The name is.....



- a. Snow white b. Cinderella c. Rapunzel d. Timunemas



7. The library was visited by the students because there are many

- a. Fruits b. Snacks c. Toys d. Books



8. My mother didn't go to supermarket because.....

- a. Rain b. Summer c. Sick d. Cooking



9. Susi and Rani holidays in the

- a. Mall b. Bali c. Hospital d. School

10. A has a long nose and hige.

- a. Elephant b. Rabbit c. Cow d. Crocodile



11. My give me his newthis afternoon.

- a. Comic book b. Novel c. Magazine d. Brosure



12. This is under my pillow this morning.

- a. Dog b. Book c. Money d. pencils



13. I sent ato a friend who was out of town.

- a. Flowers b. Letter c. Money d. Prize



14. I feel sick. Mother took me in the

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



15. I wear a.....to swim in the swimming pool

- a. Jaket b. Shoes c. Cap d. Swimwear

16. This is Indonesian flag.



d.



17. My father always wear it while drive a motorcycle.

a. Helm b. Cap c. Tie d. Belt



18. These animals have smooth fur and like hunting a mouse.

a. Rabbit b. Cat c. Tiger d. Snack



19. My family holiday in the.....

a. Hotel b. Market c. Beach d. Mountain



20. Everyone like it, because healthy and sweet.

- a. Tea b. Coffee c. Juice d. Milk

Key Answer

1. B

2. D

3. C

4. A

5. B

6. C

7. D

8. A

9. B

10. A

11. A

12. C

13. D

14. A

15. D

16. B

17. A

18. B

19. C

20. D