

**THE EFFECT OF USING KINESTHETIC METHOD BY USING VIDEO
IN TEACHING VOCABULARY**

SKRIPSI

*Submitted In Partial Fulfillment Of Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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

MEDAN

2019

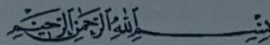


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ABSTRACT

Annisa, Desi Tri, 1502050183. “The Effect of Using Kinesthetic Method By Using Video In Teaching Vocabulary”. Skripsi: English Education Program of Faculty of Teachers Training and Education. University of Muhammadiyah Sumatra Utara. Medan. 2019.

This research was a quantitative research. The objective of this research was to find out the effect of using kinesthetic method by using video in teaching vocabulary. This research was conducted at SMP SMP Swasta Satria Dharma Perbaungan, Jln. Akasia, Jambur Pulau, Perbaungan. The population of this study was the students of eight grade academic year 2019/2020. The Populations were 81 which distributed in three classes there are VIII A, VIII B, and VIII C. The sample consisted of 54 students were taken by using simple random sampling technique. The sample was divided into that 2 classes, the experimental group which was consisting of 27 students and taught by using kinesthetic method, and the control group which consisted of 27 students by using conventional method. The instrument of collecting the data in this research was oral test about action words. The result of this research showed that t – test (23.7) was higher than t -table (2.056) and degree of freedom (df) was 26. The final hyphothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of using Kinesthetic Method on the students’ vocabulary achievement.

Key Words: *Kinesthetic Method, Vocabulary.*

ACKNOWLEDGEMENT



Firstly, in the name of Allah SWT the most almighty and the most merciful, all of praise be to Allah for the health and ability given to her in finishing this thesis. Secondly, peace be upon to Prophet Muhammad SAW who had brought human being from the darkness to the brightness in our life.

Third, thank to my beloved mom Siti Maryam for the support morally and materially during her academic years in completing her study at faculty of Teacher Training and Education, UMSU Medan. Her beloved sister, Eka Chairani. Her beloved brothers Aulia Rahman Manurung, Rizki Azhari Manurung and Andri Fahrozi Manurung Thanks a lot of for the support and pray. This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education University Muhammadiyah of Sumatera Utara. Furthermore in finishing the research entitle “*The Effect of Using Kinesthetic Method by Using Video in Teaching Vocabulary*”, the she faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. She would like to thanks to:

1. Dr. Agussani, M.A.P., as the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. H. ElfriantoNasution, S.Pd, M.Pd., as the Dean of FKIP UMSU who has given her recommendation to carry out this research.

3. Dra. Hj. Syamsuyurnita, M.Pd., as the first Vice Dean of FKIP UMSU who has encouraged to finish her education in FKIP
4. Dr. Hj. Dewi Kesuma Nasution, S.S, M.Hum as the third Vice Dean of Faculty of Teacher Training and Education and as reviewer, thanks for her suggestions, comments, and corrections.
5. Mandra Saragih, S.Pd, M.Hum., as the Head of English Education Department of FKIP UMSU and Pirman Ginting, S.Pd, M.Hum., as the Secretary who has helped her in the administrative process in finishing the study.
6. Erlindawaty, S.Pd, M.Pd as Supervisor who has given her a lot of valuables, suggestion, and encouragement to complete this study.
7. Abdul Kholik Lubis, S.Pd the Headmaster of SMP SWASTA SATRIA DHARMA PERBAUNGAN who has given permission and support for her to conduct the research at that school.
8. All of lectures of FKIP of University of Muhammadiyah Sumatera Utara, especially those English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
9. All of classmates in VIII-A Afternoon English Class , thank you for their prayer, help, and suggestion and support for the researcher.
10. Her beloved friends, Alyusi, Selli Wahyuni, Umami Khairani Lubis, and Dina Anria who have given her supports and suggestion.
11. All people who were not mentioned in this study, thank you very much, may Allah bless us, Aamiin.

Hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study was still far from being perfect in spite of the fact she had done her best in completing this study. Therefore, construction criticism, comment, suggestion were welcomed for further improvement of this study.

Medan, September 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

A study of language includes of four skills, namely listening, speaking, reading and writing. It is impossible that one masters one of them without mastering vocabulary. Vocabulary is one of the basic elements in achieving language skills. Vocabulary is the first step to be taught before teaching other aspects of language. Vocabulary mastery is essential part of English as a foreign language. There is no doubt that vocabulary mastery plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. Because of that reason, by mastering the vocabulary, they will be able to produce so many sentences easily either in spoken or written and to receive words in reading and listening.

Based on the observation during teaching practice at Eighth Grade of SMP SWASTA SATRIA DHARMA PERBAUNGAN in the academic year of 2019/2020 ,there were some problems in teaching vocabulary. The problems were; first, the students Students usually have many problem in mastering English word. They have limited vocabulary to understand the context of the word in text, they do not comprehend the meaning of a text, they are not able to hear English word from the speakers, they can not compose their writing task succesfully and they can get difficulties to state some sentences in English. The examples of the

difficulties from the students' in comprehend vocabulary is productive is can understood in listening,reading,writing and speaking form. The problems cause them difficult to communicate receptively or productively in English. So, it can be conclude that vocabulary is the most cause the difficulty for students.

Therefore, in teaching vocabulary, an English teacher can use several method. The aims of using a variety of method in teaching are to make the lesson easy for students to learn and understand. An English teacher must know how to stimulate student's curiosity and must be able to present the lesson so that the lesson is more interesting and relevant to the need of learning.

One of the method that can be used is Kinesthetic Method. Kinesthetic learning is often listed in surveys of learning styles along side, verbal and visual learning. Despite this recognition as an important learning style, kinesthetic activities have not received much attention at the college level. In fact, the degree to which physical activity is present in the classroom appears to drop to nearly zero as students progress from primary to secondary to post-secondary school. Below we summarize some of the work that has been conducted on the effectiveness of kinesthetic learning. The Kinesthetic method is another way the bodily-kinesthetic Intelligence can be used in the classroom. This entails introducing concepts to students by either illustrating them or asking students to pantomime them by turning information from linguistic or logical symbols into bodily expression. This can be done through a game of charades to explore topics such as soil erosion, political revolution, or subtraction of numbers. In Kinesthetic Method, students can understood many thing about word that they can not know

when they are learn without Kinesthetic Method. For example, they can more understand about word when they movement their body. So, reasearcher uses Kinesthetic Method to help students in learning English especially in learning vocabulary.

This study investigates the teaching of vocabulary to junior high school students by using Kinesthetic Method. The use of Kinesthetic Method in teaching vocabulary is chosen beacause it can create active learning where the students can know more about vocabulary.

B. The Identification of the Problem

The problems of this research can be defined as follows :

1. The student's have difficulties to mastering words in English.
2. The student's difficulties to understand the meaning of words.

C. Scope and Limitation

The scope of this study is to find out the effect of using kinesthetic method to teaching vocabulary. There are many techniques used to teach each stages but this study is restricted only on the using kinesthetic method to teaching vocabulary especially interaction word.

D. The Formulation of the Study

Based on the background above, the problem of this research was formulated as the following is : “Is there any significant effect of Applying Kinesthetic Method in teaching vocabulary ?”

E. The Objective of the Study

The objectives of this research is follows: to find out the significant effect of applying Kinesthetic Method in teaching vocabulary.

F. The Significance of the Study

Finding of this study are expected to give both theoretical and practical advantages as the following:

1. Theoretically

Theoretically, the result of this study can be used an information and reference material, acquiring knowledge and understanding about the study of vocabulary. The study could be used as a reference in learning activities and the study could be useful for field education.

2. Practically

The findings of this research will hopefully give some contributions to these following parties: For the English teacher is motivated the teacher to teach better and better in order to find learning method to improve the students' achievement in vocabulary. For the students are to motivate them to study

vocabulary well especially in action words and to improve students' knowledge in vocabulary about action words.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have same perception on the concept of this study.

1. Vocabulary

Language is used to communicate ideas, thoughts, and experiences. We can express our ideas, thoughts, or experiences if we have known the vocabulary of language. It is impossible for us to communicate without mastering vocabulary of a language. Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009).

Since English becomes substantial language that learners need to use, they must have their own idea about learning English. The first thing that comes to people mind when they talk about language must be "words". Words here are vocabularies. Ghazal (2007, p.84) indicates that vocabulary is central to language and is of great significance to language learners. Because of its importance, the learners need to learn vocabulary more. Besides, Ahour and Salamzadeh (2014) also state that words are the basic building blocks of a language, the units of meaning from which larger structures such as sentences, paragraphs and the whole texts are formed. It means that learners should know more about English

vocabularies if they want to be able to speak and use English. The more vocabularies they know, the better their ability in English.

While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words." In addition, Burns (1972) defines vocabulary as "the stock of words which is used by a person, class or profession.

Moreover, Kridalaksana (1993) explained that vocabulary is :

- a. Language is component which contain all or information about meaning and using word in language.
- b. Total number of words which is possessed by a speaker, a writer, or a language.

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

2. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (2001) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to

the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (2007), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1.1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

1.2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

2. Teaching Vocabulary

One of the elements which learners need in order to be able to function in a second language is vocabulary. It has always been an essential element of language teaching, and after a long period of relative neglect, it is now widely recognized as such. This has partly been due to a period of sustained attention and research which picked up momentum in the early 1990s. From this time, a number of influential books focusing on vocabulary were published (Bogaards & Laufer, 2004; Coady & Huckin, 1997; Folse, 2004; Nation, 1990, 2001; Schmitt, 2000; Schmitt & McCarthy, 1997).

Teaching vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging. As Wilkins puts it without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972). Vocabulary is central to language and of critical importance to the typical language learners Lack of vocabulary knowledge will result in lack of meaningful communication (Boyd Zimmerman, 1997).

National middle school association (NMSA, 2008) in its research summary on Vocabulary Teaching and Learning across Disciplines asserts that vocabulary is at the heart of general language development and conceptual learning and is, therefore, a critical aspect of curricular programs in all disciplines. In its research summary, it highlights relevant studies that support several key understandings of vocabulary learning and teaching. In its summary it emphasizes that word knowledge is important for learning, and it is complex. It also stresses that

Metacognition is an important aspect of vocabulary learning, and Effective vocabulary instruction moves beyond the definitional level of word meanings, it also focuses that vocabulary learning occurs implicitly in classrooms across disciplines, and it also occurs through direct instruction. Finally it lists them as the six key understandings for all teachers across age levels and content areas.

According to Nation (2001), vocabulary acquisition includes three processes, namely noticing, retrieval, and creative (generative) use. An explanation of each follows: The process of Noticing involves learner's detection of a given word and marking it as an unknown. A crucial point, however, is that the learner at the same time realizes she/he has come across the word before, but it was used differently, and most importantly the learner becomes familiarized with a new context, as well as he/she wishes to learn a particular word. Moreover, the learner will tend to decontextualize the word the moment she/he notices it, which in turn will provide foundation for better understanding of the word. The process of decontextualization takes place either consciously or subconsciously in a variety of ways. For instance, it occurs while listening or reading exercises, when the teacher highlights a particular word, while negotiating meaning in speaking exercises, or when the teacher provides learners with an explanation of the word, be it translation, giving a synonym, or target language definition.

3. Media in Teaching Vocabulary

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takac, 2008). In addition, Gairns&Redman(1986) statethat real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making

the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and coursebooks contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or use pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudska et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. Putting bilingual dictionaries aside, mono-lingual

e. Video

Video as a media can enhance the students' vocabulary. Lynne Cameron said that "Vocabulary is best learned when the meaning of words is illustrated, for example by a picture, an action or real object". Video can be integrated into learning activities Smaldino (2005) videos are available on almost any topic and for all types of learners in all the domain of instruction including cognitive, affective, motor skill, and interpersonal. Video can manipulate both time and space. It can take the learner almost anywhere and extend students' interest beyond the walls of the class room.

Many early psychological studies of learning from film and particularly TV found this medium to be inferior to text. Studies included comparisons between reading newspaper reports and watching TV news. In these early studies the memory retention was always stronger for those who read the reports. This was shown to be linked mainly to the ability of the individual to control the speed of the delivery of information. When you read you can pause at any time, which was not possible with classroom based TV and Film. This has changed with the advent of online video which can be paused and rewind easily. More recent studies now see no difference in memory retention between the two media, video and text.

Lin and Tseng (2011) also describes the advantages of using animation video to teach vocabulary by using different point of view. The first, its existence can avoid the students from having improper inferences. The students can watch the video consisting of moving pictures and sound effects which they can use as a

hint to guess the meaning. In addition, the use of animation video in teaching vocabulary make it easier for the students to comprehend difficult texts, which eventually make them more independent and autonomous learners. In the video, there are some hints that the students can use to help them understand the text so that they can be more autonomous without asking the teacher for several times. The second, learning vocabulary by watching animation video constructs stronger meaning representations for better vocabulary retention. While watching the video, the students use their visual and auditory senses which can help them remember the vocabularies much better than read a text from text books.

f. Mime, Expressions and Gestures

Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier (2007) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.).

4. Kinesthetic Method

Various studies have been conducted in the educational field, concentrated on the learning procedures and the ways humans acquire knowledge. Some of them focus on various learning styles. The vast majority of these studies affirmed the significant effect that kinesthetic learning opportunities have on cognitive performances.

Individuals that are kinaesthetic learn best with an active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly (Ldpride,n.d.).

Kinesthetic Method can be powerful, exiting, inspirational, developmental and rewarding in many ways. The power of kinesthetic method can overcome students’ difficulties in learning because they can share and discuss with their group beside they can move and enjoy the lesson. This movement learning can be motivation for the students. Kinesthetic Method appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolise something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to

misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

Kinesthetic may be used to convey the meaning of some words. Certain descriptive adjectives, such as *tall, thin, fat, happy, dumb*, lend themselves to pantomime and gesture. Preposition of place can also be effectively taught by moments. *The book is on the table. That pencil is on the book. The book is under the pencil. Now the pencil is behind the book.*

Action verbs can be acted out : *The teacher is eating. The teacher is drinking. The teacher is reading.*

Teacher : What is the teacher doing ?

Class : The teacher is eating.

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorisation process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorising the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorisation is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008).

B. Relevant of the Study

To avoid the same title used in research than the writer shows the relevant research which is done by two previous researcher. First, the researcher was conducted by Ahsin Fahmi Mubarak (2016) entitled “The Effect of Using Animation Video on the Eight Grade Students’ Vocabulary Achievement”. The reasearch design was experimental research. This research was conducted at SMPN 5 Jember. The number of students are 73 students. they were divided to two units in the academic year of 2016/2017. It was found that the student’s vocabulary score increased, it means there is significant effect in vocabulary achievement.

The second study was done by Maulidia Tifani Alfin Nur Hardiana (2018) . it was “The Effectiveness of VAK (Visual, Auditory, Kinesthetic) Model in Learning of Summary Writing” it was conducted at SMP Negeri 15 Yogyakarta with the second grade. The number of the students are 59 students and divided to two classes and each class concict to 29 till 30 students. based on the study, it was found that there significant increasing of the writing summary.

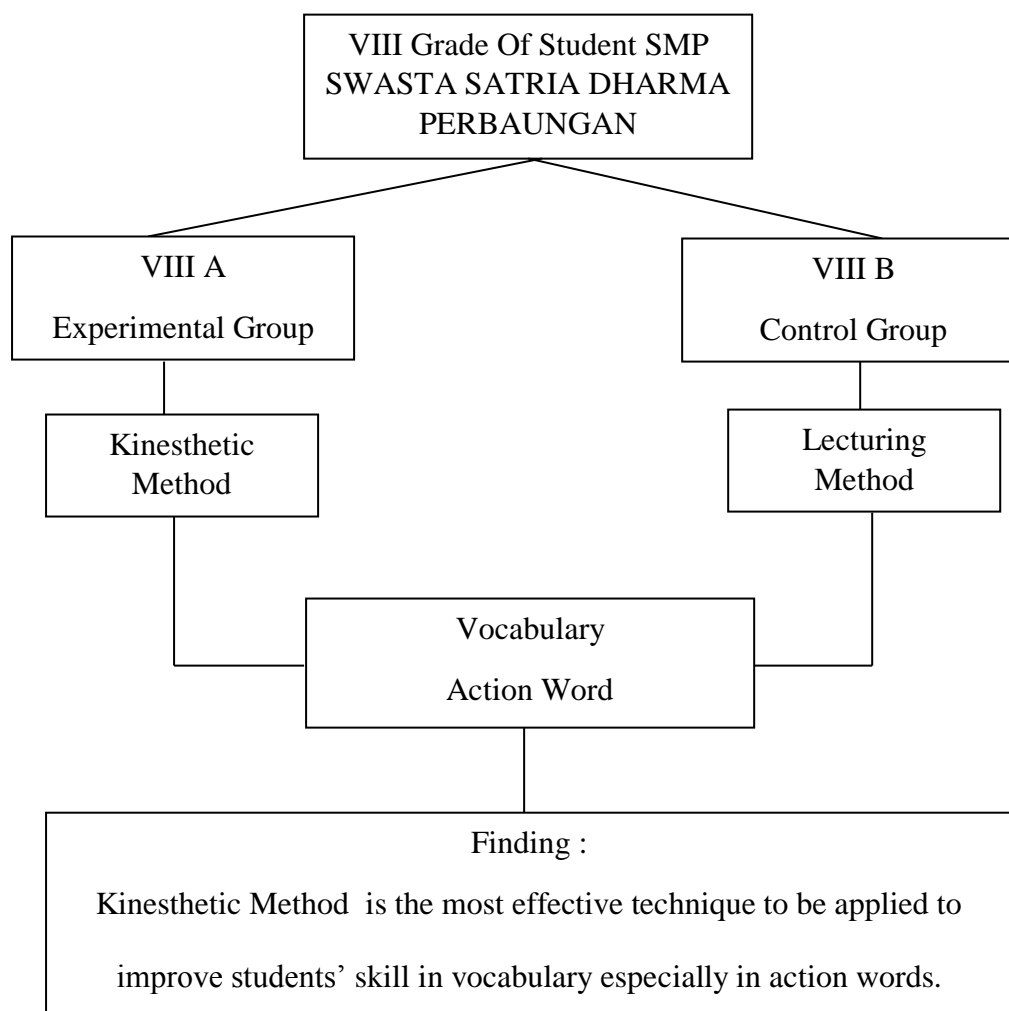
C. Conceptual Framework

Vocabulary is the important skill in English. By mastering Vocabulary, the student will be able to communicate and convey the excluded idea. In the teaching vocabulary, there are some strategies that can be used to incrase students

skill in vocabulary. Kinesthetic Method . This technique emphasize on comprehend the word.

From the methods above, Kinesthetic Method is the most effective technique to be applied to improve students' skill in vocabulary especially in action words.

By using it, students will not be left alone in pronounce the word, but instead they will be guided and monitored from first until last step. It fulfils students' need in achieving their vocabulary and through teaching sequence it will improve their vocabulary and independence, especially in action word.



D. Hypothesis

The hypotheses of this research are drawn as follow:

Ha: There is a significant effect of using Kinesthetic Method on the students' achievement in vocabulary.

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted at SMP SWASTA SATRIA DHARMA in Jl. Akasia, Jambur Pulau, Perbaungan. The location was chosen because the researcher found the problems of the students in learning vocabulary in that school, especially in second grade of Junior High School.

B. Population and Sample

1. Population

Based on Sugiyono (2015:117), population is generalization area that consists of object/subject that has certain quality and characteristic from the researcher to learn and then make conclusion. So based on this theory, the population of this research will be taken from eighth grade of SMP SWASTA SATRIA DHARMA Medan academic year 2019/2020, which consists of three classes. There are VIII-A, VIII-B, and VIII-C. Class VIII- A consists of 27 students, class VIII-B consists of 27 students, and class VIII- C consists of 27 students. The distribution of the students and classes will be presented in the table 3.1 below :

TABLE 3.1**Population**

No	CLASS	TOTAL
1.	VIIIA	27
2.	VIII B	27
3.	VIII C	27
Population		81

2. Sample

After deciding the population, the next step is taking the sample. Based on Sugiyono (2015:118) states that sample is part of total characteristic that the population have. So, purposive sampling technique will be applied in, and class VIII A and VIII B will be taken as the sample of this research. The total of the sample is 54 students that consists of 27 students in class VIII A, and 27 students in class VIII B. The table of sample can be seen below in table 3.2 :

Table 3.2**Sample**

No	CLASS	TOTAL
1.	VIII A	27
2.	VIII B	27
Sample		54

C. Research Design

The quantitative experimental research method was used. It was used to compare the students' achievement in vocabulary after they have taught kinesthetic and second is by using Lecturing Method. The experimental group consisted of 27 students is taught by Kinesthetic Method and the control group consisted of 27 students is taught by Lecturing Method. Then following design would be implemented in the research:

TABLE 3.3
Design of the Research

Class	Group	Pre-Test	Treatment	Post-Test
VII A	Experimental	√	Kinesthetic Method	√
VII B	Control	√	Lecturing Method	√

X₁ : The experimental group, are the sample is taught by Kinesthetic Method.

X₂ : The control group, are the sample is taught by Lecturing Method.

D. Instrument of Research

In collecting data of research the test was used, there is a multiple choice which consist of 10 items was used as instrument for collecting data. Each correct answer will score 10, and the incorrect answer will scored 0 or will not be given

score. So, the total of the right answer will 100. The materials of the test will be taken from questions bank and then the students fill the answer by choose the right answer.

The test will be administrated for the following reasons :

1. Pre-test

Pre-test was conducted to find out the students' ability in learning vocabulary before having a treatment. Both group, the experimental and control group will be given pre-test. A pre-test is administrated to the experimental group and control group will be given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group will be taught by applying kinesthetic method while the control group will be taught by using lecturing method.

3. Post-test

Post-test was given to the students after having a treatment. The post-test is same as the pre-test. The post-test is the final test in this research. Especially in measuring the treatment, whether it is significant or not. It means to know whether the treatment is given effect to the students' ability in learning vocabulary especially in action words. In the experimental and control group, a post-test is also administrated. The administrating of the post-test is meant to find out the

difference of scores of both experimental and control group before and after giving the treatment.

E. Techniques for Collecting Data

To collect the data, this research used pre-test and post-test that was given to the experimental group and control group.

1. Giving pre-test
2. Scoring the students' answer
3. Applying the treatment, where kinesthetic method will be given to experimental group, while conventional technique will be given to control group.
4. Giving post-test.

F. Technique of Data Analysis

In this research, descriptive quantitative technique applied to analyze the data. They are:

1. Scoring the students' answer.
2. Listing the score into tables, first for the experimental group score and second for the control group scores.
3. Calculating the total score post-test in experimental group and control group.

From the data, a calculation was made to find out whether applying of Kinesthetic Method can be helpful in teaching vocabulary or not. The data will be calculated by using t-test to Sugiyono (2015).

1. Calculating the mean score of variable x

$$Mean = \frac{\sum X}{n_x}$$

2. Calculating the mean score of variable y

$$Mean = \frac{\sum y}{n_y}$$

3. Calculating standart deviation of variable x

$$SD_1 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1 - 1)}}$$

4. Calculating standart deviation of variable y

$$SD_2 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1 - 1)}}$$

5. Calculating Correlation between variable x and y

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

6. Calculating t – observe

$$t - observe = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left(\frac{S_1}{\sqrt{N_1}} \right) \left(\frac{S_2}{\sqrt{N_2}} \right)}}$$

Where :

t = the value of t – calculated

M_x = Mean of experimental group

M_y = Mean of control group

ΣX^2 = standart deviation of experimental group

ΣY^2 = standart deviation of control group

n_x = total number sample in experimental group

n_y = total number sample in control group

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data was taken from student's vocabulary test score. The students' score was taken from their exercise that contains about vocabulary especially about action words, in this research the researcher gained the learners' score after applying the post to experimental and control group. The result of pre-test and post-test for the both groups could be seen in the following table.

Table 4.1
The Result of Pre-Test and Post-Test of the Experimental Group

No.	Student's Initial	Score	
		Pre – test (X_1)	Post – test (X_2)
1.	AC	50	80
2.	AM	50	80
3.	AKM	50	90
4.	Ad	60	90
5.	Bm	50	90
6.	CJS	50	80
7.	DS	50	80

8.	DP	40	80
9.	DL	70	90
10.	DPF	50	80
11.	DA	60	80
12.	FZL	50	90
13.	FK	40	80
14.	GP	60	80
15.	JHS	60	80
16.	JDT	50	80
17.	KZ	40	80
18.	MI	60	90
19.	RF	50	80
20.	RDK	50	80
21.	SM	60	80
22.	SND	50	80
23.	SAS	40	80

24.	TR	50	80
25.	MFZ	50	90
26.	MEF	50	90
27.	YT	50	80
TOTAL		$\Sigma X_1 = 1390$	$\Sigma X_2 = 2240$
MEAN		51.48	82.96

From the table above, the total score of students in experimental group on pre-test was 1390 and the number of students who take the test was 27 students, so the students' mean was:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X_1}{n} \\ &= \frac{1390}{27} \\ &= 51.48 \end{aligned}$$

The mean of students was 51.48. While mean score in post-test of experimental group was:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X_2}{n} \\ &= \frac{2240}{27} \\ &= 82.96 \end{aligned}$$

It can be concluded that the total score of pre-test is 1390 and the mean is 51.48. In post-test, the total score is 2240 and the mean of the score is 82.96. 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. The data showed the higher score of the pre-test in experimental group was 70 and the lowest was 40. Which the higher score of the post-test was 90 and the lowest was 80.

Table 4.2
The Result of Pre-Test and Post-Test of the Control Group

No.	Student's Initial	Score	
		Pre – test (Y ₁)	Post – test (Y ₂)
1.	AAH	60	70
2.	AA	50	60
3.	AS	40	60
4.	Aaw	60	70
5.	AN	50	70
6.	CS	60	70
7.	DA	40	60
8.	ET	50	80
9.	FF	60	70

10.	FA	60	60
11.	GPP	40	70
12.	MKR	40	60
13.	MAP	70	80
14.	MAF	50	70
15.	MDL	50	70
16.	MJH	40	60
17.	MRA	50	60
18.	MS	60	70
19.	MAR	40	70
20.	MS	40	70
21.	MAR	60	60
22.	NN	50	70
23.	RH	50	70
24.	RA	50	80
25.	RA	60	60

26.	SN	40	60
27.	YS	70	70
TOTAL		$\Sigma Y_1 = 1370$	$\Sigma Y_2 = 1820$
MEAN		50.74	67.4

The table shown the data of this research consist of the students' name and the students' score in pre-test of the control group the highest score pre-test in control group was 70 and the lowest was 40. So the total score pre-test in experimental class was 1370. The mean of the pre-test in experimental class was 50.74. The data showed the highest score of the post-test was 80 and the lowest was 60. So the total of post-test in experimental class was 1820. The mean of post-test in experimental class was 67.4.

Based on the data in table 4.1 and 4.2 showed that the mean score of post-test in experimental group was 82.96 and the mean score of control group was 67.4. the data showed that the mean score of students in experimental group who were taught by using *kinesthetic Method*. was greater than the mean score of students in control group who were taught by using *lecturing method*.

This is could be happened because of any changes in the acquisition in the students value, before and after using the method. The acquisition couldbe seen by through the result of pre-test and post test the students in the experimental class. To find out the change of the student value, a gesture is used to stimulate the students's vocabulary.

B. Data Analysis

The effect of using kinesthetic method by using video in teaching vocabulary. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.3
Differences between Pre-Test and Post-Test of Experimental Group

No.	Student's Initial	Pre – test (X ₁)	Post – test (X ₂)	X ₁ ²	X ₂ ²
1.	AC	50	80	2500	6400
2.	AM	50	80	2500	6400
3.	AKM	50	90	2500	8100
4.	Ad	60	90	3600	8100
5.	Bm	50	90	2500	8100
6.	CJS	50	80	2500	6400
7.	DS	50	80	2500	6400
8.	DP	40	80	1600	6400
9.	DL	70	90	4900	8100
10.	DPF	50	80	2500	6400

11.	DA	60	80	3600	6400
12.	FZL	50	90	2500	8100
13.	FK	40	80	1600	6400
14.	GP	60	80	3600	6400
15.	JHS	60	80	3600	6400
16.	JDT	50	80	2500	6400
17.	KZ	40	80	1600	6400
18.	MI	60	90	3600	8100
19.	RF	50	80	2500	6400
20.	RDK	50	80	2500	6400
21.	SM	60	80	3600	6400
22.	SNSD	50	80	2500	6400
23.	SAS	40	80	1600	6400
24.	TR	50	80	2500	6400
25.	MFZ	50	90	2500	8100
26.	MAF	50	90	2500	8100

27.	YT	50	80	2500	6400
Total		X₁ = 1390	X₂ = 2240	X₁² = 72900	X₂² = 186800

Based on the table 4.3 above it could be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 40 and in post-test was 80. While the highest score of experimental class was 80 in pre-test and 90 in post-test. After calculated the data for the experimental group above the score for pre-test was 1390 and the total score for post-test was 2240. It means the score for post-test in higher than pre-test. the mean score was calculated as follows:

The Average (Average) :

$$\bar{X} = \frac{\sum x}{n_x} = \frac{2240}{27} = 82.96 \quad (\text{Sugiyono,2015})$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono,2015})$$

$$SD_1 = \sqrt{\frac{27(186800) - (2240)^2}{27(27-1)}}$$

$$SD_1 = \sqrt{\frac{5043600 - 5017600}{702}}$$

$$SD_1 = \sqrt{\frac{26000}{702}}$$

$$SD_1 = \sqrt{37.037}$$

$$= 6.08$$

Table 4.4

Differences between Pre-Test and Post-Test of Control Group

No.	Student's Initial	Pre – test (Y ₁)	Post – test (Y ₂)	Y ₁ ²	Y ₂ ²
1.	AAH	60	70	3600	4900
2.	AA	50	60	2500	3600
3.	AS	40	60	1600	3600
4.	Aaw	60	70	3600	4900
5.	AN	50	70	2500	4900
6.	CS	60	70	3600	4900
7.	DA	40	60	1600	3600
8.	ET	50	80	2500	6400
9.	FF	60	70	3600	4900
10.	FA	60	60	3600	3600

11.	GPP	40	70	1600	4900
12.	MKR	40	60	1600	3600
13.	MAP	70	80	4900	6400
14.	MAF	50	70	2500	4900
15.	MDL	50	70	2500	4900
16.	MJH	40	60	1600	3600
17.	MRA	50	60	2500	3600
18.	MS	60	70	3600	4900
19.	MAR	40	70	1600	4900
20.	MS	40	70	1600	4900
21.	MAR	60	60	3600	3600
22.	NN	50	70	2500	4900
23.	RH	50	70	2500	4900
24.	RA	50	80	2500	6400
25.	RA	60	60	3600	3600
26.	SN	40	60	1600	3600

27.	YS	70	70	4900	4900
Total		Y₁ = 1370	Y₂ = 1820	Y₁² = 71900	Y₂² = 123800

Based on the table 4.4 above it could be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 40 and in post-test was 60. While the highest score of control class was 70 in pre-test and 80 in post-test. After calculated the data for the control group above the score for pre-test was 1370 and the total score for post-test was 1820. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation:

The Average (Average) :

$$\bar{X} = \frac{\sum y}{n_y} = \frac{1820}{27} = 67.4 \quad (\text{Sugiyono,2015})$$

Standard deviation of X variable

$$SD_2 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono,2015})$$

$$SD_2 = \sqrt{\frac{27(123800) - (1820)^2}{27(27 - 1)}}$$

$$SD_2 = \sqrt{\frac{3342600 - 3312400}{702}}$$

$$SD_2 = \sqrt{\frac{30200}{702}}$$

$$SD_2 = \sqrt{1.12}$$

$$= 1.06$$

Table 4.5
Calculating Correlation Between Variable X and Variable Y

No.	X	Y	X ²	Y ²	XY
1.	80	70	6400	4900	5600
2.	80	60	6400	3600	4800
3.	90	60	8100	3600	5400
4.	90	70	8100	4900	6300
5.	90	70	8100	4900	6300
6.	80	70	6400	4900	5600
7.	80	60	6400	3600	4800
8.	80	80	6400	6400	6400
9.	90	70	8100	4900	6300

10.	80	60	6400	3600	4800
11.	80	70	6400	4900	5600
12.	90	60	8100	3600	5400
13.	80	80	6400	6400	6400
14.	80	70	6400	4900	5600
15.	80	70	6400	4900	5600
16.	80	60	6400	3600	4800
17.	80	60	6400	3600	4800
18.	90	70	8100	4900	6300
19.	80	70	6400	4900	5600
20.	80	70	6400	4900	5600
21.	80	60	6400	3600	4800
22.	80	70	6400	4900	5600
23.	80	70	6400	4900	5600
24.	80	80	6400	6400	6400
25.	90	60	8100	3600	5400

26.	90	60	8100	3600	5400
27.	80	70	6400	4900	5600
Total	X = 2240	Y = 1820	X ² = 186800	Y ² = 123800	ΣXY = 15100 0

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\}\{n(\sum y^2) - (\sum y)^2\}}} \quad (\text{Sugiyono, 2015})$$

$$R_{xy} = \frac{27(151000) - (2240)(1820)}{\sqrt{\{27(186800) - (2240)^2\}\{27(123800) - (1820)^2\}}}$$

$$R_{xy} = \frac{4077000 - 4076800}{\sqrt{\{5043600 - 5017600\}\{3342600 - 3312400\}}}$$

$$R_{xy} = \frac{200}{\sqrt{\{26000\}\{30200\}}}$$

$$R_{xy} = \frac{200}{28021}$$

$$= 0.0071$$

C. Testing Hypothesis

Ho: $p \neq 0$ There is no significant effect of using kinesthetic method in teaching vocabulary

Ha: $p \neq 0$ There is a significant effect of using kinesthetic method in teaching vocabulary

Determining the value of t-test with formula:

$$t - observe = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}} \quad (\text{sugiyono, 2015})$$

$$t - observe = \frac{83 - 51.48}{\sqrt{\frac{37.037}{27} + \frac{1.12}{27} - 2(0.071)\left(\frac{6.08}{\sqrt{27}}\right)\left(\frac{1.06}{\sqrt{27}}\right)}}$$

$$t - observe = \frac{31.52}{\sqrt{1.37 + 0.41 - 0.0142(1.17)(0.20)}}$$

$$t - observe = \frac{31.52}{\sqrt{1.78 - 0.0142(0.234)}}$$

$$t - observe = \frac{31.52}{\sqrt{1.78 - 0.00033228}}$$

$$t - observe = \frac{31.52}{\sqrt{1.779}}$$

$$t - observe = \frac{31.52}{1.33}$$

$$= 23.7$$

After accounting the data by using t-test formula that critical value 23.7 then after seeking the table of distribution vocabulary method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $(n - 1 = 27 - 1 = 26)$ in line of 26 that t-table is 2.056 for 0.05. It could be conclude $t\text{-test} > t\text{-table}$ or $23.7 > 2.056$ so, H_0 is rejected and H_a is accepted or “there was the effect of using kinesthetic method in teaching vocabulary”

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

There was significant effect of using Kinesthetic method by using Video in teaching vocabulary. The result of computation in t-test was 23.7, while the t – table value of 0.05 significant level was 2.056. The conclusion from the data analysis is the value of t-test(23.7) is higher than the t-table (2.056). It means that the alternative hypothesis (H_a) is accepted and the teaching by using kinesthetic method by video significantly affects on the students' achievement in vocabulary. It can be concluded that teaching vocabulary by using kinesthetic method and video more enjoyable and deep understanding in material. Therefore, kinesthetic method and video was suitable in teaching Vocabulary

B. Suggestions

Based on the result of this research, the researcher purposes suggestions as follow : For the teacher the Kinesthetic Method as one of strategy in teaching vocabulary. It can help the students to understand the words easier, because this method helps the students to develop their imagination and ideas to making body movements or their gesture and build the students motivation to study English. For the students should be active in the classroom because in the Kinesthetic Method the students are supported to be active in learning process, it's hope that the students can be increase the knowledge. For Other Researcher in this research, the researcher conducted Kinesthetic Method in teaching vocabulary of action words at grade eight of junior high school to investigate the effect using kinesthetic method in teaching vocabulary.

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Appendix 1 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP SWASTA SATRIA
DHARMA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1 (Ganjil)
Materi Pokok : Action Words
Alokasi Waktu : 2 x 40 (2 JP)

A. Kompetensi Inti

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, budaya dan humaniora terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah Informasi, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.9. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya	3.9.1. Mengidentifikasi fungsi sosial ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda 3.9.2. Mengidentifikasi struktur teks pada ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda 3.9.3 Mengidentifikasi unsur kebahasaan pada ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda

2.	4.10. Menyusun teks lisan dan teks tulis sederhana untuk menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.10.1 Melengkapi teks percakapan yang melibatkan ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda</p> <p>4.10.2. Melakukan percakapan yang melibatkan ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, dan benda</p>
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C. Materi pembelajaran

1. Fungsi sosial :

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

2. Struktur teks :

- a. *Andi sleeps tightly in his room*
- b. *The cat eats a fish*
- c. *I drunk milk yesterday morning .*
- d. *My brother swam with his friends in one of the famous swimming pools in my city last week*

3. Unsur kebahasaan

- a. Kosa kata: action verb 1
- b. Ucapan, tekanan kata, intonasi,
- c. Tulisan tangan.

4. Topic

Action Verb

Verb atau kata kerja berfungsi untuk menjelaskan kegiatan atau aktivitas yang dilakukan oleh seseorang sebagai subjek. Kegiatan atau aktivitas tersebut dijelaskan dengan kata kerja yang disebut dengan Action Verb. Sesuai dengan namanya yaitu Action Verb, kata kerja ini menerangkan aktivitas, kegiatan, atau aksi yang dilakukan oleh subjek yang dapat kiat dengar atau lihat.

Contoh Action Verb

- a) Eat
- b) Sleep

- c) Pray
- d) Swim
- e) Study
- f) Watch
- g) Wash
- h) Run
- i) Walk
- j) Climb

Jenis dan Contoh Action Verb

Action Verb memiliki beberapa jenis yang akan dijelaskan sebagai berikut:

1. Action Verb yang menunjukkan kegiatan atau aktivitas

Contoh Kata Kerja: study, sleep, walk, run, play, read, swim, eat, work, dan sebagainya

Contoh Kalimat:

- a. The new girl in my neighborhood always reads a novel in a cafe near my house.
(Anak perempuan baru yang berada di lingkunganku selalu membaca novel di kafe yang berada dekat dengan rumahku)
- b. My brother swam with his friends in one of the famous swimming pools in my city last week.
(Kakakku berenang dengan teman – temannya di salah satu kolam renang terkenal di kotaku minggu lalu)

2. Action Verb yang menunjukkan proses

Contoh Kata Kerja: grow, widen, change, develop, lighten, darken, melt, dan sebagainya.

Contoh Kalimat:

- a. My little cousin has grown to be a big handsome guy now.
(Sepupu kecil saya telah tumbuh menjadi seorang lelaki besar yang tampan sekarang)

- b. The city where I live in has developed into a modern city with many high buildings and so many highways.
(Kota dimana saya tinggal telah berkembang menjadi sebuah kota yang modern dengan banyak gedung tinggi dan jalan raya yang sangat banyak)
 - c. He changes into someone kind and smart now.
(Dia berubah menjadi seseorang yang baik dan pintar sekarang)
 - d. The little tree in front of my house is growing bigger.
(Pohon kecil di depan rumah saya tumbuh menjadi besar)
- 3. Action Verb yang menunjukkan kegiatan sementara (momentary action)**

Contoh Kata Kerja: knock, hit, jump, dan sebagainya.

Contoh Kalimat:

- a. The man knocked the door before he entered the house.
(Pria itu mengetuk pintu sebelum ia masuk ke dalam rumah)
- b. My little brother jumps over the little rock on his way home.
(Adik kecil saya melompati batu kecil di jalan pulang)

Daftar Beberapa Action Verb yang Sering Digunakan

Arrive = Tiba

Ask = Bertanya

Bite = Menggigit

Call = Menelpon

Change= Berubah

Cook = Memasak

Dance = Berdansa

Eat = Memakan

Fall = Jatuh

Fly = Terbang

Fry = Menggoreng

Go = Pergi

Grow = Tumbuh
 Help = Menolong
 Hit = Memukul
 Hurt =Menyakiti
 Kick = Menendang
 Knock = Mengetuk
 Leave = Meninggalkan
 Melt = Meleleh
 Read = Membaca
 Say = Berkata
 Sing = Menyanyi
 Speak = Berbicara
 Take = Mengambil
 Talk = Berbicara
 Throw = Membuang
 Travel = Bepergian
 Watch = Menonton
 Walk = berjalan
 Yell = Berteriak

D. langkah-langkah Kegiatan pembelajaran

No	Uraian	Alokasi waktu
1.	Kegiatan Pendahuluan <ul style="list-style-type: none"> • Guru masuk kelas dan menyapa menggunakan bahasa Inggris untuk menciptakan English Environment di ruang kelas. • Guru memimpin doa sebelum memulai kegiatan pembelajaran dilanjutkan dengan mengecek 	10 Menit

	<p>kehadiran peserta didik.</p> <ul style="list-style-type: none"> • Guru memberikan motivasi belajar siswa dengan menunjukkan 2 buah gambar/video dan menanyakan serta mengatakan apa yang sedang mereka lakukan ? <i>“What is she do?”</i> <i>“ she is eating”</i> <i>“he was swam in river last holiday”</i> • Guru menyatakan keterkaitan antara motivasi yang telah dilakukan dengan kegiatan pembelajaran yg akan dilaksanakan 	
2.	<p>Kegiatan Inti</p> <p>Mengamati</p> <ol style="list-style-type: none"> 1) Peserta didik mengamati contoh kata – kata yang telah diberikan oleh guru melalui video. 2) Peserta didik menirukan cara membaca kalimat-kalimat tersebut <p>Menanya</p> <ol style="list-style-type: none"> 1) Dengan bimbingan guru, peserta didik aktif berbicara atau mengemukakan pendapatnya berupa pertanyaan / pernyataan berdasarkan kalimat-kalimat yang diamati dengan pertanyaan: <ol style="list-style-type: none"> 1) <i>Is there any difference of words’ using of the sentences?</i> 2) <i>Is there any question?</i> 2) Guru mempraktekkan action verb dengan gerakan yang sesuai dengan kata tersebut. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1) Guru memberikan soal yang sesuai dengan pembelajaran. 2) Siswa dipersilahkan menjawab soal dengan waktu 10 menit. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1) Siswa diminta untuk mengumpulkan jawaban mereka, dan menukarkannya dengan teman mereka untuk mengoreksi jawaban. <p>Mengomunikasikan</p>	60 M en it

	1) Siswa diminta untuk mempraktekan beberapa action verb sesuai dengan intruksi guru. 2) Siswa menerima umpan balik dan/atau penguatan (isi, fungsi, sosial, struktur, dan unsur kebahasaan teks) dari guru	
3.	Kegiatan Penutup 1. Peserta didik bersama-sama dengan guru membuat rangkuman/simpulan pelajaran. 2. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran 4. Peserta didik dan guru berdoa dan mengucapkan salam penutup.	10 M en it

I. Penilaian

1. Penilaian Sikap

Sikap spiritual

- a. Tehnik Penilaian : Observasi
- b. Bentuk Instrumen : daftar cek list
- c. Rubrik Penilaian Sikap Spiritual
Beri tanda check list (√) pada kolom yg sesuai dengan sikap yg ditunjukkan peserta didik!

No	Nama peserta didik	Hadir dlm pembelajaran		Menggunakan bhs ing dlm setiap kesempatan		Skor perolehan	NA
		Ya	idak	ya	tidak		

- d. Skor maksimal : 2 (setiap check list memiliki skor 1)
- e. NA sikap spiritual :

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

Penilaian sikap Sosial

- a. Tehnik Penilaian : Observasi dan Penilaian Diri
 b. Bentuk Instrumen : Daftar Skala
 c. Rubrik Penilaian Sikap Spiritual

No	Aspek yang Dinilai	Kriteria	Skor
1	Santun (Polite)	Sangat sering menunjukkan sikap Santun	5
		Sering menunjukkan sikap santun Santun	4
		Beberapa kali menunjukkan sikap Santun	3
		Pernah menunjukkan sikap Santun	2
		Tidak pernah menunjukkan sikap Santun	1

Beri tanda check list (√) pada kolom yg sesuai dengan sikap yg ditunjukkan peserta didik!

No	Nama Siswa	Santun					or	A
		5	4	3	2	1		
1								
2								

Beri tanda check list (√) pada kolom yg sesuai dengan sikap yg kamu tunjukkan selama pembelajaran!

Nama siswa :

Kelas :

No.	Aspek	Skor					or perolehan	NA
		1	2	3	4	5		
1	aya bersikap santun pada guru							
2	aya bersikap santun pada teman							
3	aya menjawab pertanyaan guru dengan santun							
4	aya menjawab pertanyaan teman dengan santun							

d. NA sikap sosial :

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

Penilaian Pengetahuan

- a. Tehnik Penilaian : Tes tulis
- b. Bentuk Intrument : Multiple Choice

Contoh Instrumen
1. My sister home after school yesterday. a. slept c. walked b. felt d. swam
2. Julian said to his girlfriend that he wanted to her to a park with his new car. a. walked c. touched b. drove d. left
3. The flowers in my yard are and they will blossom soon. a. changing c. grow b. change d. growing
4. My bestfriend asks me to have a picnic with him tomorrow, so today I am going to some fruits in the market to make fruit salad. a. buy c. peel b. cut d. sell
5. My mother and I will ... my grandmother and ... her some of her favorite cookies. a. go, visit c. bring, visit b. visit, sell d. visit, bring
6. The athlete is ... on the trampoline a. jump c. walking b. walk d. Jumping
7. My father ... the newspaper every morning. a. read c. reads b. write d. Writes
8. I ... fried noodles every week. a. eat c. cook b. eats d. Cooks

<p>9. Ronald ... the ball in the market tomorrow.</p> <p>a. kick c. Kicked</p> <p>b. buy d. Bought</p> <p>10. Salsa ... her teeth everyday</p> <p>a. brush c. Wash</p> <p>b. brushes d. Washes</p>
--

a. Rubrik penilaian pengetahuan

NO.	ASPEK YG DINILAI	KRITERIA	SKOR
1.	Ketepatan Jawaban	Tepat dan penulisan jawaban tepat	1
		Tidak tepat	0
		Tidak menjawab	0

No	Nama Peserta Didik	Skor tiap no. soal				Total Skor	NA
		1	2	3	4		
1							
2							

b. Skor maksimal : 100

c. Pedoman Penskoran

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 100$$

E. Media Pembelajaran

- Media : Video
- Alat : Infocus, Boardmarker dan papan

F. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris, *When English rings the bell SMP/MTs Kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan . Hal. 108-131

Medan, Juli 2019

Mengetahui,

KEPALA SMP S SATHIA
DHARMA PERBAUNGAN

GURU BAHASA INGGRIS

ABDUL KHOLIK LUBIS S.Pd.

SAWIYAH

PENELITI

DESI TRI ANNISA

Appendix 2 : Test Items

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

1. My sister home after school yesterday.
a. slept c. walked
b. felt d. swam

2. Julian said to his friend that he wanted to her to a park with his new car.
a. walked c. touched
b. drove d. Left

3. The flowers in my yard are and they will blossom soon.
a. changing c. grow
b. change d. growing

4. My bestfriend asks me to have a picnic with him tomorrow, so today I am going to some fruits in the market to make fruit salad.
a. buy c. peel
b. cut d. sell

5. My mother and I will ... my grandmother and ... her some of her favorite cookies.
a. go, visit c. bring, visit
b. visit, sell d. visit, bring

6. The athlete is ... on the trampoline
a. jump c. walking
b. walk d. Jumping

7. My father ... the newspaper every morning.
a. read c. reads
b. write d. Writes

8. I ... fried noodles every week.

a. eat c. cook

b. eats d. Cooks

9. Ronald ... the ball in the market tomorrow.

a. kick c. Kicked

b. buy d. Bought

10. Salsa ... her teeth everyday

a. brush c. Wash

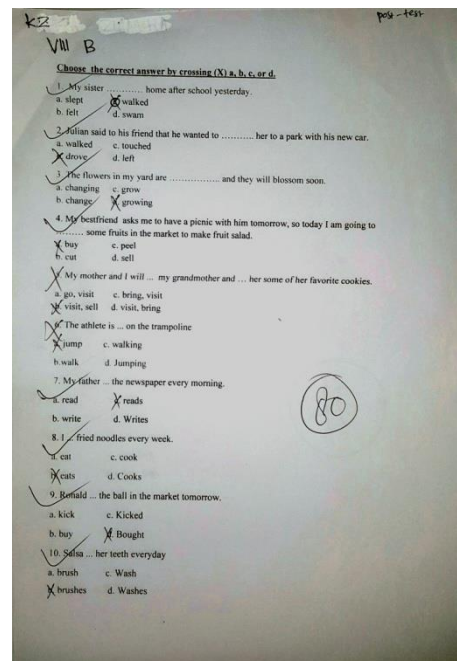
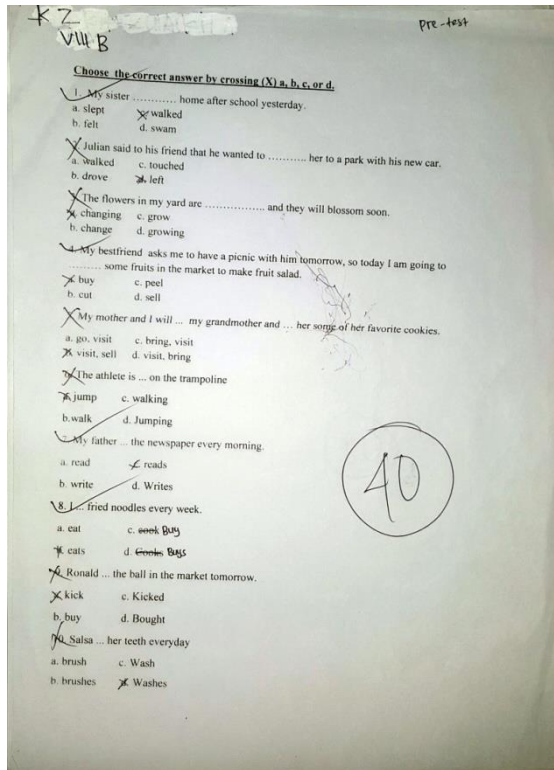
b. brushes d. Washes

APPENDIX 3 : Answer Key

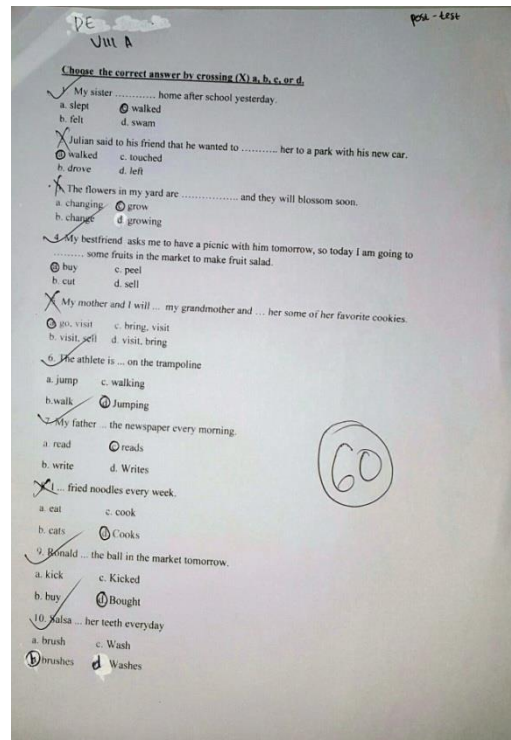
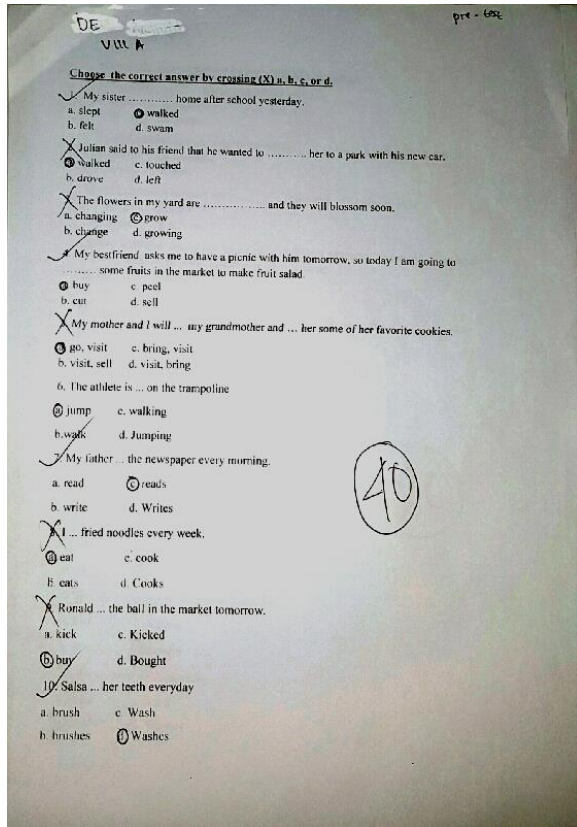
1. A
2. B
3. D
4. A
5. D
6. D
7. C
8. B
9. D
- 10.B

Appendix 4 : The students Answer

Experimental Group



Control Group



Appendix 5 : Form K – 1



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

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 : Desi Tri Annisa
 NPM : 1502050183
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 136 SKS

IPK = 3,53

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effectiveness of Using Kinesthetic Method by Using Video in Teaching Vocabulary	
	The Effectiveness of Peer Feedback Technique in Improving Students' Writing Skill in Writing Narrative Text	
	The Comparative Study Between Those Who Teach through Experiential Learning and Those Who Teach through Conventional Learning	

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


Medan, 10 Mei 2019
 Hormat Pemohon,

Desi Tri Annisa

Keterangan:

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

Appendix 6 : Form K – 2



**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

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 : Desi Tri Annisa
NPM : 1502050183
Prog. Studi : Pendidikan Bahasa Inggris

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


The Effectiveness of Using Kinesthetic Method by Using Video in Teaching Vocabulary

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Erlindawaty, S.Pd, M.Pd *Acc* 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 10 Mei 2019
Hormat Pemohon,

Desi Tri Annisa

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 7 : Form K – 3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2151 /IL3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama : Desi Tri Annisa
N P M : 1502050183
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Using Kinesthetic Method by Using Video in Teaching Vocabulary.

Pembimbing : Erlindawati, S.Pd, M.Pd

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. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 14 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
14 Mei 2019 M
14 Ramadhan 1440 H




Dr. H. Elianto 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

Appendix 8 : Lembar Pengesahan Hasil Seminar


UMSU 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
Unggul | Cerdas | Terpercaya

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL


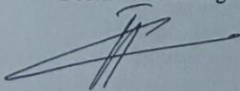
Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Desi Tri Annisa
N.P.M : 1502050183
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Kinesthetic Method by Using Video in Teaching Vocabulary

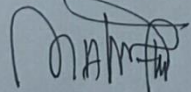
Pada Juma't, tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:


Dosen Pembahas	Dosen Pembimbing
	
Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum	Erlindawati, S.Pd., M.Pd

Diketahui oleh
Ketua Program studi



Mandra Saragih S.Pd., M.Hum

Appendix 9 : Surat Permohonan Perubahan Judul

**UMSU**
Unggul | Cerdas | Terpercaya

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

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

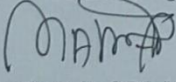
Nama Mahasiswa : Desi Tri Annisa
N P M : 1502050183
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum di bawah ini :

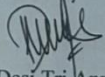
The Effectiveness of Using Kinesthetic Method by Using Video in Teaching Vocabulary
Menjadi
The Effect of Using Kinesthetic Method by Using Video in Teaching Vocabulary

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

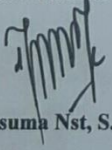

Mandra Saragih, S.Pd, M.Hum

Medan, Juli 2019
Hormat saya



Desi Tri Annisa

Diketahui Oleh :


Dosen Pembahas


Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum

Dosen Pembimbing


Erlindawati, S.Pd., M.Pd

Appendix 10 : Surat Pernyataan Tidak Plagiat

**UMSU** Unggul | Cerdas | Terpercaya

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

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

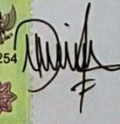
Nama Lengkap : Desi Tri Annisa
N.P.M : 1502050183
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Kinesthetic Method by Using Video in Teaching Vocabulary

Dengan ini saya menyatakan bahwa :

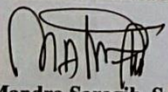
1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh 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 ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,


Desi Tri Annisa

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum

Appendix 11 : Surat Izin Riset

 <i>Unggul, Cerdas & Terpercaya</i> <small>Bila menjawab surat ini agar disebutkan nomor dan tanggalnya</small>	MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN	
	<small>Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Website : http://kip.umsu.ac.id Email : kip@umsu.ac.id</small>	
Nomor	: J157 /II.3/UMSU-02/F/2019	Medan, 06 Dzulhijjah 1440 H
Lamp	: ---	07 Agustus 2019 M
H a l	: Mohon Izin Riset	
 Kepada Yth, Bapak/Ibu Kepala SMP Swasta Satria Dharma Perbaungan di- Tempat		
 Assalamu'alaikum Warahmatullahi Wabarakaatuh		
 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	: Desi Tri Annisa	
N P M	: 1502050183	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Penelitian	: The Effect of Using Kinesthetic Method by Using Video in Teaching Vocabulary.	
 Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.		
 Wa'alaikumssalam Warahmatullahi Wabarakatuh.		
		 Dr. H. Efrianto Nst, S.Pd, M.Pd. NIDN : 0115057302
 ** Penting **		

Appendix 12 : Surat Balasan Riset



**YAYASAN PENDIDIKAN SATRIA DHARMA
SMP- SMA - SMK SWASTA SATRIA DHARMA
PERBAUNGAN
KABUPATEN SERDANG BEDAGAI**

SEKRETARIAT : JLN. AKASIA NO. 08 JAMBUR PULAU PERBAUNGAN TELP. (061) 7990730

SURAT KETERANGAN

Nomor : 813/ 105.2 / SMP-SD / LL / 2019

Yang bertanda tangan dibawah ini :

Nama Lengkap : ABDUL KHOLIK LUBIS, S. Pd
Jabatan : Kepala Sekolah
Nama Sekolah : SMP Swasta Satria Dharma Perbaungan
Alamat Sekolah : Jln. Akasia No. 08 Jambur Pulau Perbaungan

Menerangkan dengan sebenarnya, bahwa :

Nama : DESI TRI ANNISA
NIM : 1502050183
Jabatan : Mahasiswa
Program Study : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Penelitian :

“The Effect of using Kinesthetic Method by Using Video in Teaching Vocabulary”

Benar telah melaksanakan Penelitian di SMP Swasta Satria Dharma Perbaungan selama empat hari dari tanggal 12 Agustus 2019 sampai 15 Agustus 2019

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagai mestinya.



Perbaungan, 26 Agustus 2019

Kepala Sekolah,

ABD. KHOLIK LUBIS, S.Pd



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.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama Lengkap : Desi Tri Annisa
 NPM : 1502050183
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Using Kinesthetic Method by Using Video in Teaching Vocabulary

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
6/5. 2019	Chapter I Check factor of the problem	
11/5. 2019	Chapter II Hypothesis	
11/16/5. 2019	Chapter III Revisi all from last time	
- " -	Reference	

Diketahui Oleh :
 Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Medan, Mei 2019
 Dosen Pembimbing

Erlindawaty, S.Pd, M.Pd

Appendix 14 : Berita Acara Bimbingan Skripsi



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

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama Lengkap : Desi Tri Annisa
 N.P.M : 1502050183
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using Kinestetick Method by Using Video in Teaching Vocabulary

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
6/5-2019	Revisi ke Title Chapter I Identification of the Problem. Revise Chapter all the grammar error.		
24/5-2019	Chapter II Hypothesis		
31/5-2019	Chapter III Writing system and grammar		
1/4-2019	Chapter IV Data & Data Analysis Research Finding.		
14/07-2019	Chapter V Conclusion & Suggestion		
19/09-2019	Reference		

Diketahui oleh :
 Ketua Program Studi

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

Medan, September 2019

Dosen Pembimbing

Erlindawati, S.Pd., M.Pd

Appendix 15 : Dokumentasi Riset



Appendix 16 : Curriculum Vitae

CURRICULUM VITAE

Name : DESI TRI ANNISA
Place/Date of Birth : Kisaran, 04th December 1998
Register Number : 1502050183
Sex : Female
Religion : Islam
Marital Status : Single
Hobby : Travelling
Father's Name : Alm. Idrus Sulaiman
Mother's Name : Siti Maryam
Address : Jl.Darussalam gg. Sei Batuan No. 1 Medan

EDUCATION

- Elementary School at SD Negeri 010039 Kisaran finish 2009
- Junior High School at SMP Negeri 1 Kisaran finish 2012
- Senior High School at SMA Negeri 2 Kisaran finish 2015
- Students from University of Muhammadiyah Sumatera Utara Until Sarjana Degree of English Department 2019

Medan, September 2019

Desi Tri Annisa
1502050183