THE EFFECT OF USING CLUSTERING STRATEGY BY RANDOM CARD MEDIA ON THE STUDENTS ENGLISH VOCABULARY

SKRIPSI

Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
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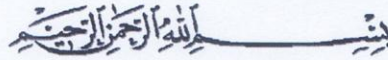
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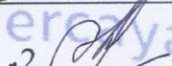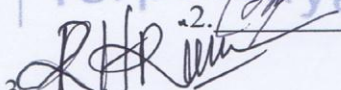Ketua, Sekretaris,

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LEMBAR PENGESAHAN SKRIPSI

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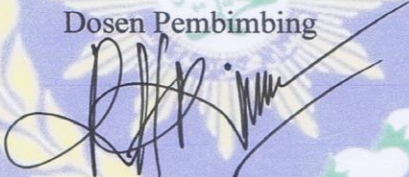Program Studi   : Pendidikan Bahasa Inggris

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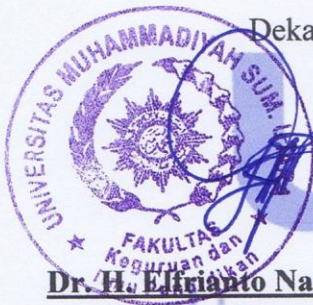
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ABSTRACT

Siregar, Irma Isroyani: "The Effect of Using Clustering Strategy by Random Cards Media on the Students English Vocabulary". Skripsi, English Education Program, the Faculty of Teachers' Training and Education – UMSU, Medan, 2019.

This research was carried out to investigate the effect of using clustering strategy by random cards media on the students English vocabulary. The population of this research was the seventh year students of SMP Muhammadiyah 05 Medan 2019-2020 that consisted of 64 students. By using total sampling, the total sample were 64 students. The sample of this research were all of the population. The sample were devided into two groups, class VII -1 was for experimental group and class VII-2 was for control group. The method was experimental research method. The test was given to the students was multiple choice test consisted of 20 items. The finding of the research showed that there was a significant effect of using clustering strategy by random cards media on the students English vocabulary because $t_{observe}$ was greater than t_{table} (3.16 > 1.670). It meant that alternative hypothesis (Ha) was accepted.

Key words: *clustering strategy, random cards media, vocabulary*

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In writing this study entitled *"The Effect of Using Clustering Strategy by Random Cards Media on the Students English Vocabulary"* there were so many troubles, without much help from the following people, it was impossible for him to complete and finishing in Her Skripsi.

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Hopefully the findings of this research are expected to be useful for those who read study and interested to the topics. Finally, the researcher realizes that the study is still far from being perfect in spite of the fact he has done his best in completing this work. Therefore, constructive criticims, comments, suggestions are welcomed for further improvement of this study.

Medan,   September 2019
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CHAPTER I

INTRODUCTION

A. The Background of the Study

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

Richard (2001: 4) states vocabulary is one of the real components in language and one of the things that is applied in linguistics turns to their attention. If they master a lot of vocabulary in English, they will have more potential in other skills. Listening, Speaking, Reading and Writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school. Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching is effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present

materials by using a suitable teaching strategy. A good teaching strategy makes students understand and master the lesson like the other lessons which need a suitable strategy and methods, teaching language also needs a suitable strategies and methods. In reality learning English especially to memorize vocabulary is boring for some students.

Vocabulary is complicated to be learnt. There are some aspects that should be learnt in mastering vocabulary: they are meaning of the word form of the words, and use of the words, pronunciation of the words and spelling of the words. Some problem faced in learning English vocabulary is that they learn a new vocabulary but they tend to forget what they have learned after learning it. Reading in English that requires students to master many vocabulary. If not, students will become passive. In fact there are still many students who lack vocabulary mastery.

Besides that in SMP Muhammadiyah 05, there were still many students who had poor achievement in vocabulary, which result in their poor performance in their English language skill. They did not know the meaning of many words in sentences or a text and also forms of the words. In expressing idea both in written and oral forms, they had difficulties. It was proved when the researcher asked the students to read a text and answer the question based on the text; they still opened dictionary to know most of the words in the text. And also when the researcher asked some questions to the students they asked the researcher to translate the meaning into first language. In oral form, they produced bad spelling and pronunciation. In the middle of teaching learning process, sometime the students

lost concentration and became noisy. Those problems can be made as justification that the students did not master the vocabulary. One may have difficulty to master vocabulary because the learners lost interest. The learners might lose interest and feel bored when they learn vocabulary by memorizing without training in learning vocabulary. Sometimes this condition might lead them to the conclusion that they have bad memorizations and this condition is concern to lead them to lose motivation.

To make the students interested in learning English vocabulary and to be able to communicate in English, it is the teacher's task to create and determine strategy that cm be used to teach and improve the students' vocabulary. Wilkins (1993) in Indriani (2007: 56) states that the students' learning depends upon the effectiveness of the teacher's strategy.

Considering the fact above, the researcher conducted clustering strategy in teaching vocabulary. Clustering strategy enable the students to make connection between new words and remaining words they have and they try to develop the core word with other related words. Through clustering strategy the students are expected to be able to memorize and reproduces the words they have learnt easier than by memorizing through list of words and they will be more interested in learning vocabulary so that their vocabulary skill will increase. In clustering strategy, the students hold the main role on teaching learning process, the teacher just lead the students. The students actively involved in the teaching learning process. Clustering strategy uses context clues that make the students easier in

learning vocabularies. The researcher hopes this strategy could help the students of SMP Muhamamdiyah 05 Medan.

B. Identification of the Problem

Based on the background above, there are some problem that can be identified to be done in this research. The problem can be seen as follow:

1. Many students who had poor achievement in vocabulary.
2. Students do not know the meaning of many words in sentences or a text and also forms of the words.
3. Students face difficulties to learning vocabulary.

C. The Scope and Limitation

The scope this research focused on vocabulary, and it is limited in clustering strategy through random card media at the First Grade of SMP Muhammadiyah 05 Medan

D. Formulation of the Problem

Based on the background of the study, the research formulate as follows, is there any significant effect of students' English vocabulary by using clustering strategy through random card media at the First Grade of SMP Muhammadiyah 05 Medan?

E. The Objective of the Study

Based on formulated above, the objective of this research is to find out the significance effect of students' English vocabulary by using clustering strategy through random card media at the first grade of SMP Muhammadiyah 05 Medan.

F. Significance of the Research

The result of this research expects to give significant effects not only theoretical but also practical:

1. Theoretically

   a. For reseacher, the findings can add more theory in vocabulary and become references for further studies.

2. Practically

   a. For students, it is expected to make process of learning more enjoyable and communicative so that it will increase not only their motivation and interest but also their vocabulary in learning English.

   b. For teacher, it is expected to able to enrich the teachers' knowledge in term of the teaching English through Clustering Strategy at the second grade of SMP Muhammadiyah 05 Medan.

   c. For other researcher, it is expected that the result of this study as a basic consideration and basic information to do further investigation.

CHAPTER II

THE REVIEW OF LITERATUR

A. Theoretical Framework

1. Description The Effect

Effect in this research mean as any ability improvement after learning something, in Oxford Dictionary (2008) said that "Effect is something that is produced by a cause or the result action". Effect according to JE. Hosio (2007: 57), is a real change in behaviors or attitude produced by policy output. Based on the understanding is that the impact is a real change the result of the issuance of policies towards attitudes and behavior. While according to Irfan Islamy (2001: 115), the impact of policy is the consequences caused by the implementation of policies.

2. Definition of Media

According Sadiman (2008: 7) define learning media as everything something that can be used to channel messages from the sender to message recipient. In this case it is the process of stimulating thoughts, feelings, attention, and interest and attention of students so that the learning process can be established. In line with Sadiman, Schramm (in Putri, 2011: 20) said: learning media is a messenger technology that can be used for purposes learning. So learning media is a tool that can be used for learning. Based on the statement, it can be concluded that the learning media is a tool used by the teacher as a

teaching aid. In learning interaction, the teacher conveys the teaching message in the form of material learning to students.

3. Definiton of Random Card

Random card is one of media material to teach English especially in vocabulary. There is no single definition about random card media. There some relevant explanation by some experts about meaning of random card media. According John Haycraft (1978: 102) states that random cards are cards on which words and or pictures are printed or drawn. Random cards are a powerful memory tool write questions on one side of the cards and the answer on the other side (Edwards, 2006: 98). Random card are the cards on which words and or picture and painted or drawn (Inayah, 2010:19). Random cards show picture or words. Usually 10 11 random cards include of group with kind or classes.

Based on discussed above, it can be taken a general view that random cards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.

4. Vocabulary

a. The Definition of Vocabulary

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they communicate to people and able to write and translate the

meaning of words when they definite English language. If they do not know the meaning of the words, they will not be able to speak, write and translate anything in English. The students can be said gaining progress in English, if they mastery vocabulary.

Bauer, (2007: 8) said: When someone talks about vocabulary, the first come to one's mind: vocabulary deals with words; they come from, how they change, how they relate to each other and how we use them to communicate. Words are instrument for saying what a person want to say in our thought, feeling, ideas, desires, dislikes, hopes, and fears. As the instrument, the number of words we have can help us fulfill our needs. We can say what we need in language.

Vocabulary is very important thing because it can arrange the words and that used in some enterprise, a language user's knowledge of words and system of strategy or symbol serving as a means of expression.

There are many definitions of vocabulary which are defined by expert. Moreover, so many definitions of vocabulary can be found and it is impossible to discuss all of them. According to Nunan (1999: 101), "Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into grammatical words, such as prepositions, articles, adverbs, and so on, and content words". According to Penny Ur, (2009: 60) Vocabulary is one of the most important aspects in language teaching, besides grammar and pronunciation. As a stock of words used by a person, it can be defined, roughly as the words we teach in the foreign language.

Thus, from the definition above, it shows vocabulary is a list of words known by person, it is a words of a language and the sum of words used by, understood by, or at the command of a particular person or group or specially vocabulary in English words that are related to the meaning of the words and the way to use them in communication.

b. Kinds of Vocabulary

There are many classifications made by experts about kinds of vocabulary based on many aspects. Jo Ann Aeborsold and Mary Lee, (1997: 139) distinguishes vocabulary into active vocabulary and passive vocabulary:

1. Active vocabulary; is also called as productive vocabulary. Students must know how to pronounce the vocabulary well, they must know and be able how to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

2. Passive vocabulary; refers to language items that can be recognized and understood in the context of reading and listening, and it also as receptive vocabulary.

According to S. H. Burton and Humpries (1992: 100) there are two types of vocabulary used by the people for communication, namely: general and special vocabulary. General vocabulary is all of the words that are used in general; there is no limit of field or users, general in meaning and use. Special vocabulary is all of the words that are used in a certain field or job, profession or special science,

for example: politicians, journalists, and lawyers. All these have specialized vocabulary arising from particular circumstances of their lives and work.

From the explanation above, we know that every expert in every book is differentiated in classifying vocabulary, because every person has different ways in showing and telling their opinions and ideas. Some of the expert emphasizes vocabulary into the items which the learners can use appropriately in speaking and writing, and to the language items that can be recognized and understood in the context of reading and listening, little or empty words, content words and cluster of words. Some other experts classify vocabulary into general and special.

c. Problems in Teaching Vocabulary

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises and teaching vocabulary methods.

In teaching and learning vocabulary, many problems found, from understanding difficult words until applying the words. Even though students realize the importance of vocabulary when learning English, most Indonesian Students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words.

Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Forth, many Indonesian learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

Meanwhile, Michael J. Wallace (1989: 23) mentioned three categories about problems in teaching vocabulary, they are: 1) Pronunciation and spelling, 2) Stress, 3) Cognates and false friend.

From the definitions above, it shows problem that students face in learning English. The student faced difficulty in achieving vocabulary especially how the Teacher presents vocabulary to students. Language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises and teaching vocabulary methods.

d. Strategies in Presenting Vocabulary

According Doff (1988: 1) There are many ways in presenting vocabulary, those are:

1) Say the word clearly and write it on the board

   The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow and repeat it, after that write it on the board.

2) Get the class to repeat the word in chorus

Teacher tries to repeat word, so that students can practice more, and they understand it.

3) Translate the word into the students' own language

Teacher gives the word on the text that has prepared, and also asks them to translate it into students' own language.

4) Ask students to translate the word

Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.

5) Draw a picture to show what the word means

One strategy of presenting new word is drawing a picture to show and explain the word means.

6) Give an English example to show how the word is used

The teacher gives an English example firstly, and students follow and repeat it, it hopes can show how the word is used.

7) Ask questions using the new word

After the teacher gives an English example, follow, and repeat it correctly. Then the teacher asks questions using the new word to measure whether students can understand or not. Here, it can be argued that this way is very good for all of teachers to use this way, because many things can be gotten, they are: students can know, pronounce, use, and understand new word means. Besides that, teacher has to choose one of ways based on the students "level, students" ability, and conditions of vocabulary.

5. Definition of method, strategy, technique and clustering strategy

a. Method

Method is the plan of language teaching which consistent with the theories (Edward Anthony 1963). Method may mean different things to different people (Mackey, 1975:155) for some, it means a set of teaching procedures; for others, the avoidance of teaching procedures. For some, it is the primary of a language skill; for others, it is the type and amount of vocabulary and structure. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. The term "method" in the direct method may refer to a single aspect of language teaching: presentational of material. Method in the reading method may refers to the emphasis of a single language skill: reading, while in the Grammar Translation Method, method refers to the emphasis of the teaching material.

According to Mackey (1975: 157), all teaching, whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition. Therefore, all methods should include the four steps of teaching a language. Any method should include the four steps: selection, gradation, presentation, and repetition. According to Richards and Rodgers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure.

b. Strategy

Teaching is an activity which is done by teacher or those who love teaching. A strategy of teaching will influence the students' achievement in

teaching and learning process and it is suitable to increase students' learning achievement.

In teaching English, strategy can influence the result of teaching, actually there are many strategies of teaching that can be applied in class room. The teacher who wants to deliver the lesson in front of the class should be able to choose the best strategy that can make the student interest in following the subject or lesson. Buchl (1995: 12) says that "Strategy have a planning that means a disciplines effort to reduce fundamental decisions and action that shape and guide what an organization or other entity is, what is does and why it does it".

Strategy in an education method for forming knowledge into learning. A sub strategy is any medium which enhance the effect of a teaching strategy. This several limits the teacher overall effectiveness. When a teacher relies upon a single approach such as drill as an instructional strategy, students can easily create learning or discipline problems. Teacher needs to vary their teaching strategies in different classroom situation but many competently utilize only a few and many times only one.

c. Technique

When we talk about technique, there are three elements that must be differentiated because these elements use in teaching and learning activity and people often confuse with these elements. They are approach, method, and technique. In line with the statements above, the American applied linguistic, Edward Anthony in 1963 identified three levels of conceptualization and

organization, which he termed approach, method and technique. The arrangement is hierarchical. The organization key is that technique carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. While method is overall plan for the orderly presentation of language material, no part of which contradicted and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods.

From the idea previously, it can be concluded that a technique is implementation-that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish and immediate objective. Technique must be consistent with method, and therefore in harmony with an approach, there can be many methods.

d. Clustering Strategy

Since the Kurrikulum Tingkat Satuan Pendidikan (KTSP) curriculum pays a lot of attention on the ability of students to use English contextually so it is interested to choose clustering strategy to be researched in this research. Clustering strategy is good way to turn a broad subject into a limited and more manageable way in teaching especially in teaching vocabulary, it is also called mapping, webbing, looping, or diagramming. It is another effective way to gather

information for an essay in writing skill and also in teaching vocabulary. Clustering uses free association. To cluster ideas, begin with blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about. Another expert said that clustering is a strategy that tries to develop an outline in the beginning of topic from the most general ideas and moving to most specific one.

It is beneficial to see the relationship between details, in organizing information in an orderly fashion, and developing specific support for the main ideas. Relationships between words can be illustrated through word maps. Create word maps by writing the focus word in a central circle and then asking the students to brainstorm related words. Link these brainstormed words to the focus word as in an elementary mind map. The word maps could be:

a. Words with similar meanings to that of the focus word;

b. Words from the same word family

c. Cords that relate to the same topic or theme;

d. Different meanings of the focus word - introduce another meaning of a word only when the most frequently used meaning is well understood by students, otherwise they will get confused. Word maps help students to make connections between their prior knowledge and the new words. They show conceptual relationships between words. By showing these relationships students can modify their existing framework of knowledge (schema) and more effectively construct meaning when they meet the words in the text.

e. Application of Clustering Strategy in Teaching

From the concept stated above, it can be known that clustering is strategy that can be used to generate material for a paper. This method is helpful for people who like to their thinking in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur.

According Langan (2003: 29), The steps to make clustering are:

1. Begin by stating your subject in a few words in the center of blank sheet of paper. The, ideas and details come to you; put them in boxes or circles, and uses connecting lines to show how they relate as well.

2. Keep in mind that there is no right or wrong way clustering or diagramming. It is a way to think on paper about how various ideas and details relate to another.

Furthermore, the application of clustering in teaching begins with a key words of central idea placed in the center of a page (or on the blackboard) around with the students (or teacher using students-generated suggestions) jots down in few minute all of free association triggered by the subject matter-using simply words or short phrase. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought emerges. Murcia (1991: 253) said "Completed clusters can look like spokes on a wheel or any other patterns or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to

the subject matter, which might further generate material for writing". We use this method as a way to cluster vocabulary.

Axelrod and Cooper (1985: 461) have the similar ideas of clustering application in teaching. They said that clustering is an invention activity which reveals possible relation among facts and ideas. Unlike listing, clustering requires a brief period of initial planning. You must come up with a tentative division of the topic into subparts or main ideas. Clustering works as follows:

1. In a word or phrase, write the center of a piece of paper. Circle it.

2. Also in a word or phrase, write down the main ideas of your topic in the center.

3. The next step is to generated facts, details, examples, or ideas related in any way to these main parts.

6. The Advantages and Disadvantages of Clustering Strategy

a. The Advantages of Clustering Strategy

Every strategy of teaching has strength and weakness. Teacher must consider kind of strategy which is suitable with their students and giving opportunities to the students to be active in a process teaching and learning in achieving the purpose or the standard competency. Clustering strategy is helpful for the students or learners because it allows them to freely explore their ideas. By using clustering procedure there are some advantages that can be found. Gabriele in Sabarun (2013) has list some advantages of using clustering strategy as follow:

1) Students are able to relate the new vocabulary to other terms and concepts they are already familiar with, thus helping them to incorporate the new vocabulary into their knowledge base.

2) Students are able to connect new word to what they already know before.

3) Clustering strategy provides a chance of maintaining a high level of interest and motivation of students in learning process.

4) Clustering strategy can help the students to organize the students mind.

5) Clustering strategy is able help the students to expand or develop the vocabulary.

b. The Disadvantages of Clustering Strategy

There are some disadvantages of clustering strategy, as follow:

1) It can be time consuming because of the complex steps of activities.

2) The class might noisy because dialog or discussion happens during learning for all groups in class.

3) The class needs more control because teacher do not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.

4) Students may find difficulties in expressing the stimulus word or linking because their vocabulary is still limited.

5) Not all students could think fast and express the words that have connection from the main word.

c. **The Procedures of Clustering Strategy**

1) Before starting the lesson, specify words or phrases that were the subject of the learning theme or goal.

2) The researcher divided the students into two group

3) The researcher asked the group write a name on the board and tell students to said other words that have clustered of the word or phrase.

4) Researcher wrote all responses on the board in sequence made by students. Try to get up to 15 responses.

5) When the desired number of responses is obtained, students are asked to arranged the words into a group of sentences. Arrange the group into a role model to describe inter-relationship.

7. **Conventional Method**

a. **Concept of Conventional Method**

According to McCharthy in Li W.Y journal, Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams, Conventional teaching is also limiting the room for more creative thinking and also seldom considering individual differences. It is necessary to realize these limitations in conventional teaching and take a step to move forward.

b. Advantages of Conventional Method

As Chuda (2008) states the very last thing the teacher does during the lesson is that "he sums up the topic and sets assignments for the next lesson". We can see that the students always know what follows. First, the previous lesson's subject matter is revised either collectively or by one student, who is examined, or possibly in a test that all the students take. The second component is the new subject matter: the teacher's explanation of it, followed by exercise, mostly translation as practice. The last component is revision and the assignment homework.

So, in this method the students just listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers using national language, so the students not using their language is not use. It means that the students can know of the using of their national language, not the subject language.

c. Disadvantages of Conventional Method

Traditional methodology, however, also appear to have some disadvantages. There is not enough attention paid to teaching the basic skill, reading and writing, speaking and listening. As mentioned above, "reading, in a foreign language seems to have more to do with deciphering that with reading in one's mother tongue. The student tries understanding every single word and its grammatical form, because he believes it is essential for understanding the text.

So the weakness in traditional method the learning process is not interactive because the students just listen the explanation of the teachers. The students should pay more attention if they want to understand about the subject. It means the students not more active in earning process.

d. The Procedures of Conventional Method

1) Teacher guides the students and checks the attendance list, and then introduce the lesson that will be teach.

2) The teacher gives a text for each students.

3) The teacher asks the students to read the text.

4) After finishing reading, the teacher asks the students to answer the question.

B. Relevant of the Study

The research about clustering strategy has been done by Mela Eka Faransari that was Increasing Students' Vocabulary Achievement through Clustering Strategy at the First Year of SMP Gajah Mada Bandar Lampung this research explain about the application of Clustering Strategy in teaching vocabulary. She conducted the observation on April 28th, 2010 to Mei 23th 2010. She used Clustering strategy to teach vocabulary in order to overcome students difficulties and as a strategy to improve students vocabulary. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary is probably more effective by using Clustering Strategy. It can be seen from the result of the

test. By using Clustering Strategy in teaching vocabulary, the researcher hopes that the students will be interested in achieving vocabulary. Based on the result of research has been observed by Mela Eka Faransari the researcher continue to the research about the effect of Clustering Strategy. The researcher expected Clustering Strategy help the teacher to increase students' vocabulary.

C. Conceptual Framework

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they communicate to people and able to write and translate the meaning of words when they definite English language. If they do not know the meaning of the words, they will not be able to speak, write and translate anything in English. The students can be said gaining progress in English, if they mastery vocabulary.

As the teacher should be creative to find a good media to help the students enrich their vocabulary so they will learn easily and actively. There are many strategy that can be used to learn vocabulary; one of them is clustering strategy trought random card. To cluster ideas, begin with blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about. Another expert said that clustering is a strategy that tries to develop an outline in the beginning of topic from the most general ideas and moving to most specific one. Clustering strategy is listing word in the form of bubble diagram and the list of word is developed from a word which is connected

to the relation words. In this case, clustering strategy is expected to be a way to encourage students' vocabulary and combine the new words they find and remaining words they have.

It is effective way to gather information for an essay in writing skill and also in teaching vocabulary. Clustering uses free association. To cluster ideas, begin with blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about.

D. Hypothesis

The hypothesis of this research is as follows:

Ha :   If alternative hyphotesis is accepted its means the Clustering strategy on the students' English vocabulary.

Ho :   If Null hypothesis is rejected then the Clustering strategy on the students' English vocabulary.

CHAPTER III

METHOD OF THE RESEARCH

A. Location

This research had been conducted at SMP Muhammadiyah 05 Jl. Bromo Gg. Aman No. 38 Medan. This research carried out to students' of VII grade in academic year 2018/2019. The reseacher has chosen this location because the research found some problems in students' ability in learning vocabulary when the reseacher conducted at PPL there.

B. The Population and Sample

The population of the research were the seventh grade students in SMP Muhammadiyah 05 Medan. There were two classess VII-1 consested of 32 students and VII-2 consested of 32 students. Total of population were 64 students.

Arikunto (2010:102) stated that: "if the population are less than 100 it is better to include all of them as the sample. However, if there are more than 100, 15%, 20%, 25% or 50% can be taken as the sample".

Table 3.1
Population and Samples

No	Class	Population	Sample
1	VII-1	32	32
2	VII-2	32	32
Total		**62**	**62**

Total sampling is the single way to obtain representative sample. The strategy in taking the sample by writing the classes' name on the piece of paper

and then insert to the box, after being mix, it was taken out to determine the experimental group and control group.

C. Research Design

In this research, the researcher used an experimental design. The experimental research was purposed to find out the effect of treatment in both experimental and control group. The experimental group were taught by using clustering strategy, and the control group was taught by using conventional method.

Table 3.2
Research Design

Group	Pre – Test	Treatment	Post- Test
VII-1 Experimental Group	√	Clustering Strategy	√
VII-2 Control Group	√	Conventional Method	√

Research procedures were decided into three steps namely pre-test, treatment, and post test.

a. Pre-test

The test is administered to measure the similarity or difference of the sample ability in learning vocabulary. This test is treated to both the control and experimental groups.

b. Treatment

After the pre-test is administered a treatment was given to students. Control group was taught by using coventional method, while experimental groups was taught by using clustering strategy.

Table 3.3
Teacher and students' activities in experimental group

Teacher's activities	Students' activities
1) Before starting the lesson, specify words or phrases that were the subject of the learning theme or goal.	1) Listened the teacher explanation.
2) The researcher divided the students into two group	2) Students moved in front of the class into two group.
3) The researcher asked the group write a name on the board and tell students to said other words that have clustered of the word or phrase.	3) Students discused and write down the word or phrase on whiteboard that had related to the cluster word.
4) Researcher wrote all responses on the board in sequence made by students. Try to get up to 15 responses.	4) Each group observed the other group answer and gave their opinion.
5) When the desired number of responses is obtained, students are asked to arranged the words into a group of sentences. Arrange the group into a role model to describe inter-relationship.	5) Students wrote down in to a simple sentences.

Table 3.4
Teacher and students' activities in control group

Teacher's activities	Student's activities
1) The reseaecher asked the students whether they had already known about vocabulary.	1) Students answered the researcher question.
2) The reseaecher explained about vocabulary from the text.	2) Students listened the researcher explanation.
3) The reseaecher wrote the title of the passage on the whiteboard, asks the students what they think after reading titles.	3) Students answered the researcher question.
4) Asked the students read the text.	4) The students read the text
5) The researcher asked the students to write the word that they didn't understand.	5) The students wrote the word that they didn't understand and look for it at dictionary.
6) The researcher asked the students to did test.	6) Students answered the question

c. Post-test

The post-test was administered to measure the students' competence after the treatment had been completed. The achievement of the groups then were compared and analyzed.

D. Instrument of the Research

The data of this research had been collected by using test in term of multiple choice test. In addition this objective tests to know the students' vocabulary mastery. The test used four alternatives (A, B, C, D) in each item, and

the students were required to choose the correct answer by crossing one of four options provided in the test sheet. In collecting data, pretest and post- test had been conducted in both experimental and control group. It was used to know the extent of students' basic abilities, as a comparison in the final evaluation when a post test was held, as a measure of progress after and before taking treatment.

In this research, the test items were the instruments for collecting data. For all creterion students had been gotten score 100 and highest score was 100 calculating by using formula:

$$\text{Score} = \frac{true\ items}{members\ of\ items} \times 100\%$$

Every aspect of vocabulary was arranged from 0-100. The test had been taken out from students book test.

E. Technique of Collecting the Data

To get accurate data in this study, the researcher had conducted the test in the collecting the data, they were:

a. Giving Pre-test

The test was given before applying the strategy in both experimental and control class. It needs to know the ability of students in learning vocabulary in both group. For this pre-test, the researcher asked the students to read a text. Pre-test had been conducted before the treatments begin, pre-test had been administrated to the sample, the experimental group and control group. The pre-test consisted of test.

b. Giving Treatment

Both experimental and control groups were given in different treatment. The experimental group was taught by applying clustering strategy while control group was taught applying conventional method.

c. Giving Post –Test

After the teaching presentation both the experimental and control groups, the teacher gave a post test to each of students in both experimental and control groups in order to know their mean score of experimental group and control group after receiving treatment. The researcher used post test to know the effect of clustering strategy on the students' vocabulary.

d. Collecting the Student's Worksheet

After conducting the post-test, the researcher collected the students' worksheet.

e. Guiding the Students' Score

After collecting the students' worksheet the resecher gave the students' score by using formula:

$$\text{Score} = \frac{true\ items}{members\ of\ items} \times 100\%$$

F. Technique of Analysis the Data

After collecting the data from the test, it is calculated by using t-test.

The following procedure was implemented to analyze the data.

1. Listing their score in two tables, first for the experimental group scores and second for control group scores.

2. Measuring mean of variable X and variable Y by using the following formula (Sudijono, 2009:88) :

$$M_1 = M + 1 \left[\frac{\sum fx^1}{N_1}\right] \text{ for variable X}$$

$$M_2 = M + 1 \left[\frac{\sum fx^2}{N_2}\right] \text{ for variable Y}$$

3. Measuring the standard deviation of variable X and Y by using the following formula (Sudijono, 2009:162) :

$$SD_x \text{ or } SD_1 = i \sqrt{\frac{\sum fx^2}{N_1} - \left[\frac{\sum fx}{N_1}\right]^2} \text{ for variable X}$$

$$SD_y \text{ or } SD_2 = i \sqrt{\frac{\sum fx^2}{N_2} - \left[\frac{\sum fx}{N_2}\right]^2} \text{ for variable Y}$$

4. Measuring the standard error of variable X and Y by using the following formula:

$$SE_{m1} = \frac{SD_1}{\sqrt{N_1 - 1}}, \quad SE_{m2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

5. Measuring the differences standard error mean variable X and Y

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

6. Testing hyphothesis

$$t_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

Note :

SD_1 = Standard Deviation of Experimental Group

SD_2 = Standard Deviation of Control Group

X^2 = Total score of post-test in experimental group

Y^2 = Total score of post-test in control group

N_1 = Total sample of experimental group

N_2 = Total sample of control group

SE_{m1} = Standard error mean in experimental group

SE_{m2} = Standard error mean in control group

SE_{m1}, SE_{m2} = The error of standard deviation

t_o = Test observation

Sudijono (2010: 314)

The statistical formula:

If t-test > t-table = Ha is accepted and Ho is rejected.

If t-test < t-table = Ha is rejected and Ho is accepted.

Where:

Ha : There is significanct effect of using clustering strategy by using random cards on the students English vocabulary.

Ho : There is no significanct effect of using clustering strategy by using random cards on the students' English vocabulary.

CHAPTER IV

DATA AND ANALYSIS

A. The Data Collection

After the researcher presents the research method in preceding chapter, she gave the explanation about the result of the study in the fourth chapter. In this chapter the researcher classified and analyzed the data based on the research method in the third chapter before. The researcher wanted to know an effect of using clustering strategy by random cards media on the Students' English vocabulary.

1. The Scores of Experimental Group

Table 4.1
The scores of Pre- test and Post-test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)
1	AGA	75	80
2	AA	50	75
3	AS	75	80
4	AT	40	75
5	AA	45	75
6	AP	55	75
7	CA	60	75
8	CR	75	90
9	DA	55	90
10	DH	35	75
11	DNF	75	80
12	FA	35	85
13	FS	35	80
14	FSA	25	70
15	FAS	50	65
16	LS	55	90

17	MN	50	80
18	MN	60	80
19	MAP	40	75
20	MAH	70	85
21	MF	65	80
22	MN	80	85
23	NT	70	80
24	NA	45	70
25	NV	50	65
26	NS	30	80
27	OW	55	75
28	RA	45	75
29	RIA	75	80
30	SB	60	85
31	SN	60	80
32	SK	70	80
Total		**1765**	**2515**

From the table 4.1 above, it can be showed, the pre-test of experimental group, the students got lowest score 25 was 1 student and the highest score 80 was 1 student from 32 students, in the post-test of experimental group , the students got the lowest score 65 was 2 students and the highest score 90 was 3 students from 32 students and the total score of pre-test of experimental group was 1765 and the total score of post-test of experimental group was 2515.

2. The Scores of Control Group

Table 4.2
The scores of Pre- test and Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	ADF	40	50
2	ARD	50	70

3	AP	55	65
4	AQM	20	45
5	AS	75	80
6	ASP	60	80
7	ARI	55	70
8	AP	60	80
9	AAM	60	75
10	AN	60	70
11	AR	30	60
12	IR	65	75
13	KA	40	60
14	KAD	70	75
15	MF	50	60
16	MR	50	75
17	MW	70	80
18	MI	70	80
19	MA	50	65
20	MF	65	70
21	NSR	60	70
22	RA	60	70
23	SY	40	70
24	SW	40	55
25	SY	55	90
26	SN	50	70
27	SA	50	75
28	WP	70	80
29	TA	60	80
30	THA	50	60
31	YK	60	70
32	ZA	65	70
Total		**1755**	**2245**

In the pre-test of control group, the students got lowest score 20 was 1 student and the highest score 75 was 1 student from 32 students, in the post-test of experimental group, the students got the lowest score 45 was 1 students and the

highest score 90 was 1 students from 32 students and the total score of pre-test of control group was 1755 and the total score of post-test of control group was 2245.

B. Descriptive Analysis

Based on data from the test, the score were analyzed to find out the differences of pre-test and post-test of the experimental and control group.

1. Mean

a. Mean Variable X (Variable 1)

Based on the data from the test in the table, the scores were analyzed in order in the differences of pre-test and post-test of experimental group and control group.

Table 4.3
The differences Scores of Pre- test and Post- test of Experimental Group

NO	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
1	AGA	75	80	5
2	AA	50	75	25
3	AS	75	80	5
4	AT	40	75	35
5	AA	45	75	30
6	AP	55	75	20
7	CA	60	75	15
8	CR	75	90	15
9	DA	55	90	35
10	DH	35	75	40
11	DNF	75	80	5
12	FA	35	85	50
13	FS	35	80	45
14	FSA	25	70	45
15	FAS	50	65	15

16	LS	55	90	35
17	MN	50	80	30
18	MN	60	80	20
19	MAP	40	75	35
20	MAH	70	85	15
21	MF	65	80	15
22	MN	80	85	5
23	NT	70	80	10
24	NA	45	70	25
25	NV	50	65	15
26	NS	30	80	50
27	OW	55	75	20
28	RA	45	75	30
29	RIA	75	80	5
30	SB	60	85	25
31	SN	60	80	20
32	SK	70	80	10
	TOTAL	**1765**	**2515**	**750**

Based on the table 4.3 above, the mean scores of experimental group was calculated as follow:

$$M_x = \frac{(\sum fx)}{(N)}$$

Which:

Mx : The mean score of experimental score

$\sum X$: The score of $x_2 - x_1$

N : The sample of experimental group

$$= \frac{(750)}{(32)}$$

$$= 23.4$$

b. **Mean Variable Y (Variable 2)**

Table 4.4
The differences Scores of Pre- test and Post- test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)
1	ADF	40	50	10
2	ARD	50	70	20
3	AP	55	65	10
4	AQM	20	45	25
5	AS	75	80	5
6	ASP	60	80	20
7	ARI	55	70	15
8	AP	60	80	20
9	AAM	60	75	15
10	AN	60	70	10
11	AR	30	60	30
12	IR	65	75	10
13	KA	40	60	20
14	KAD	70	75	5
15	MF	50	60	10
16	MR	50	75	15
17	MW	70	80	10
18	MI	70	80	10
19	MA	50	65	15
20	MF	65	70	5
21	NSR	60	70	10
22	RA	60	70	10
23	SY	40	70	30
24	SW	40	55	15
25	SY	55	90	35
26	SN	50	70	20
27	SA	50	75	25
28	WP	70	80	10
29	TA	60	80	20
30	THA	50	60	10
31	YK	60	70	10
32	ZA	65	70	5
	TOTAL	**1755**	**2245**	**480**

Based on the table 4.4 above, the mean scores of Control Group was calculated as follow:

$$M_y = \frac{(\Sigma fy)}{(N)}$$

Which:

My : The mean score of control group

ΣY : The score of $y_2 - y_1$

N : The sample of control group

$$= \frac{(480)}{(32)}$$

$$= 15$$

2. **Standard Deviation**

a. Standard Deviation (SD) for Variable X (Variable 1)

Table 4.5
The Calculation of Standard Derivation in Experimental Group

NO	Students' Initial Name	X(X2-X1)	x= (X-Mx)	X²
1	AGA	5	-18.4	338.56
2	AA	25	1.6	2.56
3	AS	5	-18.4	338.56
4	AT	35	11.6	134.56
5	AA	30	6.6	43.56
6	AP	20	-3.4	11.56
7	CA	15	-8.4	70.56
8	CR	15	-8.4	70.56
9	DA	35	11.6	134.56
10	DH	40	16.6	275.56
11	DNF	5	-18.4	338.56

12	FA	50	26.6	707.56
13	FS	45	21.6	466.56
14	FSA	45	21.6	466.56
15	FAS	15	-8.4	70.56
16	LS	35	11.6	134.56
17	MN	30	6.6	43.56
18	MN	20	-3.4	11.56
19	MAP	35	11.6	134.56
20	MAH	15	-8.4	70.56
21	MF	15	-8.4	70.56
22	MN	5	-18.4	338.56
23	NT	10	-13.4	179.56
24	NA	25	1.6	2.56
25	NV	15	-8.4	70.56
26	NS	50	26.6	70.56
27	OW	20	-3.4	11.56
28	RA	30	6.6	43.56
29	RIA	5	-18.4	338.56
30	SB	25	1.6	2.56
31	SN	20	-3.4	11.56
32	SK	10	-13.4	179.56
TOTAL				$\sum fx^2 = \mathbf{5184.92}$

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{\sum fx^2}{N_1} - \left[\frac{\sum fx}{N_1}\right]^2}$$

$$SDx = \sqrt{\frac{5184.92}{32}}$$

$$= \sqrt{162.02}$$

$$= 12.73$$

b. Standard Deviation (SD) for Variable Y (Variable 2)

Table 4.6
The Calculation of Standard Derivation in Control Group

No	Students' Initial Name	Y(Y2-Y1)	Y=Y-My	(Y-My)^2
1	ADF	10	-5	25
2	ARD	20	5	25
3	AP	10	-5	25
4	AQM	25	10	100
5	AS	5	-10	100
6	ASP	20	5	25
7	ARI	15	0	0
8	AP	20	5	25
9	AAM	15	0	0
10	AN	10	-5	25
11	AR	30	15	225
12	IR	10	-5	25
13	KA	20	5	25
14	KAD	5	-10	100
15	MF	10	-5	25
16	MR	15	0	0
17	MW	10	-5	25
18	MI	10	-5	25
19	MA	15	0	0
20	MF	5	-10	100
21	NSR	10	-5	25
22	RA	10	-5	25
23	SY	30	15	225
24	SW	15	0	0
25	SY	35	20	400
26	SN	20	5	25
27	SA	25	10	100
28	WP	10	-5	25
29	TA	20	5	25
30	THA	10	-5	25
31	YK	10	-5	25
32	ZA	5	-10	100
	TOTAL			$\sum fy^2 =$ **1900**

$$SD_y = \sqrt{\frac{\Sigma f x^2}{N_2} - \left[\frac{\Sigma f x}{N_2}\right]^2}$$

$$SDy = \sqrt{\frac{1900}{32}}$$

$$= \sqrt{59.375}$$

$$= 7.70$$

Based on the calculation above showed the following facts:

SDx   = 12.73

SDy   = 7.70

N1   = 32

N2   = 32

X   = 750

Y   = 480

Mx   = 23.4

My   = 15

$(X-Mx)^2$ = 5184.92

$(Y-My)^2$ = 1900

Therefore, the following formula was implemented:

Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{12.73}{\sqrt{32 - 1}}$$

$$= \frac{12.73}{\sqrt{31}}$$

$$= \frac{12.73}{5.56}$$

$$= 2.28$$

Standard Error of Control Group:

$$\text{SE M}_2 = \frac{SD_2}{\sqrt{N_2 - 2}}$$

$$= \frac{7.70}{\sqrt{32 - 1}}$$

$$= \frac{7.70}{\sqrt{31}}$$

$$= \frac{7.70}{5.56}$$

$$= 1.38$$

Next, the following was implemented to find out the error standard deviation between M_1-M_2 :

$$\text{SE M}_1\text{-M}_2 = \sqrt{SEM_1{}^2 + SEM_2{}^2}$$

$$= \sqrt{(2,28)^2 + (1,38)^2}$$

$$= \sqrt{5.1984 + 1.9044}$$

$$= \sqrt{7.1028}$$

$$= 2.6651$$

C. Testing Hypothesis

The result above then be applied to test hypothesis:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$= \frac{23.41 - 15}{2.66}$$

$$= \frac{8.41}{2.66}$$

$$= 3.16$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis could be tested as follows:

Ha : the value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{observe} > t_{table}$).

Where t_{table} value for the degree of freedom, the calculation showed as follow:

$$df = (N1 + N2 - 2)$$

$$= (32 + (32 - 2)$$

$$= (32 + 30)$$

$$= 62$$

It was taken from the table of distribution was got result t_{table} for 5% or 0.05. the calculation of the test for the degree of freedom (df) 62 at the level of

significance 5% showed the critical value ($t_{observe}$) was 3.16 and t_{table} 1.670. the result of computing the $t_{observe}$ was higher than t_{table} ($t_{observe} > t_{table}$; 3.16 > 1.670. it showed that hypothesis was accepted.

D. Research Finding

It was found that the using of clustering strategy by random cards media on the students' achievement in English vocabulary gave the significant effect. The students were taught by using clustering strategy by random cards media got the higher score than that was taught by using conventional method. The result of the test showed that the $t_{observe}$ was higher than t_{table} (3.16 > 1.670). It means that the clustering strategy by random cards media gave the significant effect on the students' achievement in English vocabulary.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of using clustering strategy by random cards media on the students' achievement in English vocabulary".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

Based on the data analysis, it was found that there was the significant effect of applying clustering strategy by random cards media on the students' achievement in english vocabulary, which was prove from the total scores of pre-test and post-test before giving treatment, 1765 and 2515 respectively. It was found $t_{observe} > t_{table}$ or $3.16 \geq 1,.670$ with df = 62 (32+32-2). Most of students responded well the lesson by applying clustering strategy by random cards media. It was characterized by the increase of students' learning outcomes students' activity in learning. So, clustering strategy by random cards media can be concluded to be effective in teaching vocabulary. After having treatment, most of students got new vocabulary, understand of the meaning of it, and eazy to learn vocabulary.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use clustering strategy by random cards media on the students' achievement in teaching vocabulary. By which the teacher may easily teach vocabulary interestingly because it can be an alternative strategy to motivate the students in reading comprehension. This strategy or technique is suggested to the English teacher or other researcher

who want to conduct in similar research study. Besides it can be This strategy or technique is suggested to the English teacher or other

2. Cluster strategy by random cards media is effective to increase students' vocabulary and it can be alternative to overcome students' boredom.

3. The researcher hopes the result of this research can be used as an additional reference; there will be further research with different discussion which can make a revision within development of this vocabulary cluster

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ATTENDANCE LIST OF EXPERIMENTAL

NO	NAME	SIGNATURE
1	Abdi Gusti Awan	1
2	Alfira Amalia	2
3	Alfisyahri	3
4	Aprilia Triwahyuni	4
5	Arif Ardiansyah	5
6	Ajie Priyatama	6
7	Chantika Alwi	7
8	Cinderella Rafsanjani	8
9	Danu Alfauzi Dilham Hanif	9
10	Dilham Hanif	10
11	Dinda Nur Fajrani	11
12	Fadil Alamsyah	12
13	Farhan Sahyitri	13
14	Faris Akbar	14
15	Fauzan Aflah Suyatno	15
16	Lira Syafitri	16
17	Melinda Hayati	17
18	Mutia Ningsih	18
19	M.Aldian Praja	19
20	M.Alif Hidayat	20
21	M.Fadil	21
22	M. Nabawi	22
23	Nadya Trea Sari	23
24	Najwa Aulia	24
25	Nikita Viranda	25

26	Niswah Syakira		26
27	Ocah Winata	27	
28	Raja Aditya		28
29	Rifal Aditya	29	
30	Salsabilah		30
31	Salsabilah Nazia Asyfah	31	
32	Silfana Rosa		32

MEDAN,   2019

Researcher

<u>Irma Isroyani Siregar</u>
1502050172

ATTENDANCE LIST OF CONTROL GROUP

NO	NAME	SIGNATURE
1	Andika Dwi Fadilah	1
2	Ardiansyah	2
3	Adelia Putri	3
4	Abdul Qodir Maula	4
5	Angga Syahputra	5
6	Almira Saupida	6
7	Amad Rido Ilahi	7
8	Anindiya Permana	8
9	Al-Akbar Maulana	9
10	Agus Syaputra Adenan	10
11	Anisa Nasution	11
12	Kelvinsyah	12
13	Kelvinsyah Afandi	13
14	Khalid Aditya	14
15	Mhd. Fadilah Basir	15
16	Mhd. Riyanto	16
17	Mhd. Wahyudi	17
18	Mhd. Idris	18
19	Mhd. Alfarizi	19
20	Mhd. Farel	20
21	Nor Suci Ramadhani	21
22	Rafsyah Ardiansyah	22
23	Syahfitri	23
24	Swandra Dwi Nofiah	24
25	Sopia Yulita	25
26	Siti Nabila	26

27	Salman Al-Bukhori	27	
28	Wilyan P. Poeyra		28
29	Tatiya Adawiyah	29	
30	T. Khaikal Ashbaul		30
31	Yeka Kanya Afkar	31	
32	Zakiah Aini		32

MEDAN,   2019

Researcher

Nina Baijura Berutu
1502050072

Choose the correct answer!

1. Agus: Lovely view, don't you think?
   Iwan: Yeah, I think so. I love the beach scenery very much.
   What does the word "beach"
   mean?

   a. Pantai
   b. Hutan
   c. Gunung
   d. Lembah

2. Agus: I'm Agus, by the way nice to meet you.
   Iwan: nice to meet you. I'm Iwan.
   What does the word "nice" mean?
   a. Buruk
   b. Kecewa
   c. Senang
   d. Khawatir

3. Ana: The beach is beautiful, isn't it?
   Ara: Yes, you are absolutely right.
   What does the word "beautiful"mean?
   a. Besar
   b. Buruk
   c. Kecil
   d. Indah

4. Santi: What do you think about my room?
   Laras: Your room is clean and neat
   What does the word "clean" mean?
   a. Besar
   b. Kecil
   c. Bersih
   d. Kotor

5. What does the word "neat" mean?
   a. Rapi
   b. Berantakan
   c. Bersih
   d. Kotor

6. A butcher's knife is very sharp.
   What does the word "sharp"mean?

a. Tumpul
b. Tajam
c. Besar
d. Kecil

7. My room is so messy.
What does the word "messy" mean?
a. Rapi
b. Berantakan
c. Bersih
d. Kotor

8. This is a ….

a. Knife
b. Spatula
c. Spoon
d. Fork

9. What it is?

a. Bowl
b. Cup
c. Glass
d. Kettle

10. It is a ….

a. Oven
b. Kettle
c. Stove
d. Sink

11. This picture is ….

a. Vas
b. Lamp
c. Carpet
d. Pillow

12. It is a ….

a. Carpet b. Curtain

c. Blanket d. Pillow

13. This is a ….

a. Sharpener

b. Ruler

c. Eraser

d. Dictionary

14. What it is?

a. Ball

b. Globe

c. Picture

d. Pen

15. Based on the picture, where is this place?

a. Garden
b. Kitchen
c. Garage
d. Living room

16. What is this room?

a. Bedroom
b. Bathroom
c. Kitchen
d. Garage

17. Where is this place?

a. Park
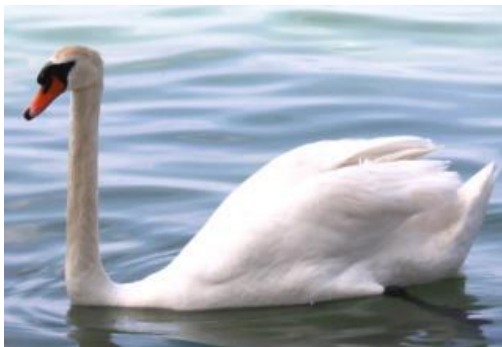b. Hotel
c. Bank
d. Police station

18. What is this place?

a. Church
b. Mosque
c. Temple
d. House

19. What is this animal?

a. A lion
b. A horse
c. A tiger
d. A dog

20. It is a ….

a. Goose
b. Chicken
c. Duck
d. Eagle

KEY ANSWER

1.	A	11.	D
2.	C	12.	C
3.	D	13.	A
4.	C	14.	B
5.	A	15.	A
6.	B	16.	C
7.	B	17.	A
8.	D	18.	B
9.	B	19.	C
10.	C	20.	A

DOKUMENTATION IN EXPERIMENTAL GROUP

DOKUMENTATION IN CONTROL GROUP

CURRICULUM VITAE
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Demikian daftar riwayat hidup ini saya perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.

Medan, Juli 2019

Hormat Saya,

Irma Isroyani