THE EFFECT OF USING PEER TUTORING METHOD (PTM) ON THE STUDENTS' VOCABULARY ACHIEVEMENT

SKRIPSI

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By

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ABSTRACT

Mila Rosa Tanjung, 1302050063"The Effect of Using Peer Tutoring Method (PTM)on Students' Vocabulary Achievement ". Skripsi English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.

The objective of this research was to find out the effect of using Peer Tutoring Method (PTM) on the Students' Vocabulary Achievement. This research was conducted at SMP Swasta YWKA,Jl. Bundar No. 2 A / Jalan Lampu P. Brayan Bengkel Medan. The population of this research was the IX grade students of the academic year 2016/2017. There were 2 classess consisting 46 students. The sample consisted of 23 students were taken by using cluster random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 23 students taught by usingPeer Tutoring method (PTM) and the control group consisted of 23 students taught by using lecturing method. The experimental research method was given essay test as the instrument. Each group was given a treatment, pre-test and post-test. The result of this research showed that t-test (24.04) was higher than t-table (1,68) and degree of freedom (df) was 44. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of using Peer Tutoring Method (PTM) on the students' vocabulary achievement.

Keywords: Peer Tutoring Methood (PTM), Vocabulary

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning vocabulary is very important in leaning language and it is the most useful component, because vocabulary is the key element in learning English. If the students have many vocabularies, it is easy to them to listen, read, speak, and write english accurately.If the students have lack of vocabulary, it is imposiblefor them to communicate comprehensively. So mastering vocabulary was given influence to somenone who learns language.

Based on the researcher's observation atSMP YWKA Medan, it was found that the students often faced some problems in learning vocabulary such as: the students felt that English was very difficult. English have different pronounciation compared to Indonesia. It made the students confused in comprehending it. Second, the students felt bored in learning vocabulary. Finally, the students had less mastery of vocabulary, they became lazy to learn English.From the problem preveiously, the researcher was found the most suitable method, tehcnique, strategy or media during teaching and learning process. There are many methods in teching learning vocabulary, one of them is peer tutoring method (PTM).

Peer tutoring is a method of instruction that involves students teaching other students, a system of instruction in which learners help each other and learned by teaching. Paul (2006) defines that peer tutoring is an instructional strategy that partners students to help one another learn material, reinforce skills

or practice a learned task. Through a structured program surpervised, planned and monitored by a teacher, peer tutoring can help readers receive individualized and targeted instruction that they may not otherwise receive.

Therefore, based on the explanation above the researcher is interested in conducting a research dealing with teaching vocabulary by using peer tutoring method (PTM) as a method of research. This is also the reason why the researcher chooses the research entitled "The Effect of Using Peer Tutoring Method(PTM) on the Students'Vocabulary Achievement".

B. The Identification of the Problem

The problems of this research are identified as follow :

1. The students feel that English is difficult.
2. The students assumed that learning vocabulary was boring
3. The students have lack of vocabulary
4. The main factor students lack vocabulary

C. The Scope and Limitation

The scope of this reaserch was vocabulary and it was limited on picture story of daily activity text by using Peer Tutoring Method.

D. The Formulation of the Problem

The problem was formulated as follows:

1. Is there any significant effect of using Peer Tutoring Method (PTM) on the students' vocabulary achievement ?

E. The Object of the Study

The problem was formulated as follows:

1. To find out the significant effect of using Peer Tutoring Method (PTM) on the student' vocabulary achievement.

F. The Significant of the Study

The result of this research is expected to be useful:

1. Theoritical

It is hoped that this research by using Peer Tutoring Method (PTM) will contribute to increase varians methods of teaching vocabulary especially English vocabulary.

2. Practical

a. Students, to grow up the enthusiasm and in student's interest to be active in studying in order to increase their achievement.

b. Teachers, as the new teachers' method to be applied in their learning in order to grow up the students' enthusiasm inlearning vocabulary.

c. Other researchers, to increase their insight, perception and knowledge which is concerned with *Peer Tutoring Method (PTM)* to the students' vocabulary achievement.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study deals with theories that was supported the concept. In this case, theoritical framework in aim to give some clear concept apply in this research. It is intend to define the boundary of this study. There were many points in this study was discussed as follows.

1. Vocabulary

Vocabulary is the chief vehicle of communication. There is much evidence that vocabulary diversity is the most consistently used marker of proficiency in education. It is essential for comprehension. According to Sanchez (2007), "Comprehension involves a more generalized understanding of the word characterized by the ability to categorize a word, understands and similar and dissimilar words and their relationship".

Studying language could not be separated from studying vocabulary because it is an essential component of language. It is one component of language besides grammar. Students, who want to learn a target language, have to learn those components. It is the stocks of word in language, or that is known or used by and individual, or that is associated with the particular activity (Jackson 2002:202). By having or mastering a stock of words, someone can communicate with other people with easy and fluency and one can understand the information

that one obtains from reading many English books. Vocabulary is important because it is words which carry the content of what we want to say. Grammar joins groups of words together, but most of the meaning is on the words. The most words one knows, the more he/she was able to communicate. He/she can say a lot words.

Vocabulary is the knowledge of word meanings (Shanahan 2005). A student of foreign language must know about the words and word formations in order to able understand to form and the meaning of the words as well as the correct from of word. The language components which contain all of meaning using of information about meaning and using of words in language which are posted by a speaker, a writer or a listener. Furthermore, the vocabulary is a total of number of words which make up a language. Mukoroli (2011) reports that without some knowledge of vocabulary, neither language production nor language comprehend the target language. So English was introduced earlier because the students learn a foreign language, the better is in producing the language.

1.1 Types of Vocabulary

According to Thornbury (2002:118) "Vocabulary can divided into two types namely receptive vocabulary and productive vocabulary" :

a) Receptive Vocabulary

Receptive vocabulary is vocabularies that can be understand and comprehend context. It can be understood only through listening and reading. It can be recognized when it is heard and it is seen. A larger numbers of tems in

receptive vocabulary are words that are very low frequency. Someone does not need to know much about it, because it rarely used and impossible to memorize all of the vocabulary of certain language. But someone can understand the ideas of utterance contextually not word by word.

b) Productive Vocabulary

Productive Vocabulary is vocabulary that is still used productively in written and spoken form. It can be used is speaking and writing. It involves how to pronounce the words, how to write and spell it, how to use it in correct grammatical pattern along with the words, and how to use it in suitable situation.

1.2 Teaching Vocabulary

Vocabulary is important aspect in our life. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, and feeling. Naming is means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and a meaning which allow us to manipulate the world, besides, when communicating with others someone is better has enough vocabulary to convey his/her purpose. Communication breaks down when we speaker is lack of the necessary words or do not use appropriate words to convey what they mean.

If we master the vocabulary, of course we will be easy to apply in life every day, so learn vocabulary as much as possible. See, if we really want to master the English language, then the first thing we have to prepare is to

understand the variety of meanings of words in the English language. If not, be prepared to keep us sit without getting any science.

In teaching vocabulary, teacher should see several points. In this research, there are two parts that should be paid attention more in teaching vocabulary. The first about what makes a word difficult.

1.2.1 Principles for Teaching Vocabulary

The best way to avoid the problem in teaching vocabulary is for the teacher and course designer to have set guiding principles that can be applied in a variety of teaching and learning situation. They can then be applied in a variety of teaching and learning situation. They can be applied in courses wherethere are parts of the courses deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill-focused or content focused lesson. There are several points which are focused in teaching vocabulary. So teaching vocabulary will be going on well, those are:

a. Focus on the most useful vocabulary first

The first principle looks at what words to teach and learn. It means that words that was taught and learned must be most useful to the learners. So the learned can increase their vocabulary well.

b. Focus on the vocabulary in the most appropriate way

This principle looks at how they should be taught and learned. Have we will looks at the four most important vocabulary learning strategies of using word parts, guess in from the context, using word cards and using dictionaries. We will

see that teacher need to clearly distinguish the way they threat high frequency words from the way they treat low frequency.

High frequency words are so important that anything the reader can do to help in learning vocabulary is a well justified use of classroom time. This includes: (a) Directly teaching high frequency words; (b) Getting the learners to read and listen to graded readers and containing these words; (c) Getting learners to study the words and exercise based on them; (d) Getting learners to speak and write using the words.

c. Give attention to the high frequency word across the four strands of a course.

High frequency vocabulary needs occur in all four strands. Of course. It should get deliberate attention through teaching and study and should be met and use in communicating message in listening, speaking, reading and writing.

d. Encourage learners to reflect on take responsibility for learning.

In this principle there is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsible requires (1) knowledge of what go learn and the range of the opinion of learning vocabulary, (2) skill in choosing the best opinion, and (3) the ability to monitor and evaluate progress with those option. (Nunan 2003:13-14).

1.2.2 What makes a Word Difficult

In fact, word is difficult to be learned by learned by students especially for the beginner. Beside they have had a language as mother tongue, a word also has some criteria who make it difficult to be learned. According to Thornburry (2002:27-28) there some factors that make some words difficult than others are:

a. Pronunciation

Words that are difficult to pronounce are more difficult to learn. It can be concluded that when weare difficult to pronounce words, so we will be more difficult to learn it.

b. Spelling

While most English spelling in fairly law-abiding, there are also some glaring irregularities. It means that English spelling is not same with English pronounce. In other words, sound- speling mismatches with how that word is pronounced.

c. Length and complexity

Long words seem to be more difficult to learn that than short ones. Actually we will be more difficult to learn long words than short words.

d. Grammar

Grammar is also problematic in learning vocabulary. This problem consist of pattern, remembering verb is followed by an infinitive and –ing form and the other problem is about the grammar of phrasal verb.

e. Meaning

Words which have multiple meaning can also be some trouble for learners. In other words, one problem for learners in learning vocabulary is when words which are learned, because in idiom two words will have a meaning. Beside that every word has synonym and antonym.

f. Range, Cconnotation and Idiomaticity

There is range, connotation and idiomaticity in words. It make that words are difficult to be learned, because in idiom two words will have a meaning. Beside that every word has synonym and antonym.

1.2.3 Vocabulary Assessment

There are three aspects of learning achievement namely cognitive, affective, and psychomotor. Cognitive consist of knowledge, understanding application, analysis synthetic and evaluation. Application includes the method concrete case; analysis includes the ability to divide the small parts into whole. Synthetic includes combining the new things into the new understanding and evaluation merits the ability to perform an opinion about something. Affective is the changing of behavior that affect someone lies to do something.

There are acceptance, sign with acceptance by using their sense and responds. Decision, decide a problem with a simple up to complex. Psychomotor is the skill to do something, read to do it based on physics and emotion, self-control and become a habit. Therefore it is concluded that the achievement in

successful in reaching particular goal, statues or standard. Especially by effort, skill, courage, etc.

Assessment is an act collecting information about individuals or groups or individual in order to understand them better. Mc Andrwes (2008:38) say that the purposes of assessment are to provide feedback to students after teaching learning process, the teacher knows exactly whether the materials and learning strategies used are workable. The results of assessment are shared with both the students and the teacher. The assessment should indicate need for improvement. Student can explore new learning strategies and teacher can search out and impalement new assessment on the daily basis and then use the more summative assessment to recommend report card marks at the end of grading period.

There are two types of assessment, traditional assessment and alternative assessment. Traditional assessment is any type of assessment in which students choose response from given list. Such assessment includes the standard true/false quiz or multiple choice test, then the students are expected to recognize that one particular best answer the question asked. While alternative assessment include any assessment in which students create a response to question, such answer, essay question, drama performance and many others.

Test method according to weir cyril (1990:44) defines there are some tests methods should be done by teachers to test students' ability, they are:

a) Identification

Students are able to give response orally or written from to identify appropriate words based on the definition.

b) Multiple choice

Students are able to choose the right word of more than two words have been provided in the test.

c) Matching item

Words are presented in column. The description in the column is too much vocabulary randomly.

d) Check list

Students check some words that they know, they are fully expected to write the definition of word.

e) Matching

There, the only thing tht is being tested is whether or not the test is average of wxistence of the (combined) wors which probably mean learners also know its meaning but this fact not actually being tested.

f) Odd one out

In this technique, only meaning is being tested, and meaning has known way of being sure that all the items are known but his at least is more interesting to do and usually easy to mark.

g) Dictation

Dictation test are aural recognition and spelling only. However, if learners recognize and spell an item correctly, they probably also jnow what is means.

1.2.4 Method in Teaching Vocabulary

In teaching vocabulary, simple technique must be used. Some mechanical techniques are appropriate coral repetition and other drilling, for example. A good many teacher initiated question dominate at beginning level, followed only after sometime by an increase in simple student- initiated question. Group and pair activities are excellent techniques as long as they are structured and clearly defined with specific objectives. A variety of technique is important because of limited language capacity. (Brown 2001:103). According to the book of the primary English teacher's guide, written by Brewster, there are some techniques in teaching vocabulary:

a) Using object

When introducing a new word, the teacher may use real objects. It often helps the students to memorize the word easily, because the object can visualize the word.

b) Using illustration

A new word also can be introduced by using illustration or picture or visual things can support the students to understand the meaning word more memorable.

c) Repetition

Get the class to repeat the words again and again. It can help the students to memorize the word easily. Children learn new word relatively but they also forget it quickly. However, the teacher also checked the pronunciation.

d) Mime, expression and gesture

Mime, expression and gesture can be used to introduce a new word. For example, when the teacher introducing about the name of activities. The teacher can express by doing something same as the name of the activity.

e) Questing from context

Help the students to guess the meaning of word as much as possible. It can help the students to construct their confidence to learn a language. It may be done by using mother tongue, or illustration.

f) Practicing and checking vocabulary

It is very important to check the student's progress about learning language. After getting the material, the teacher gives some test or practices, such as matching the word to the picture, guessing game, and labeling (Brewster 1991:90).

1.3 Vocabulary Achievement

From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind it can help them to communicate in English better.

Bachman defined the vocabulary ability includes both knowledge of language and the ability to put language in context. Thus, its three componets are as follow:

1. The content of vocabulary use
2. Vocabulary knowledge and fundamental processes
3. Metacognitive strategies for vocabulary use.

2. Achievement

According to John.k. (2001:282) states that student achievements are concern with how a student has done in relation to particular course of program. They usually come at the end of program in and deriberately based on the content covered in it. Achievement tests are useful to the teacher as well as the students, they indicate hoe well teaching has succed and where the improvements need to be made.

The students' achievement is measured by using achievement test. The achievement tests used most frequently by teacher are those he develops himself. In this study, the students' achievement in reading comprehension was related to bloom's taxonomy that consists of cognitive, effective and psychomotor. Where cognitive domain consists of knowledge, comprehension, application, synthesis, analysis, and evaluation and this study just focuses on cognitive, they are knowledge, comprehension and application.

From the explanation above, the achievement will be got from students' achievement test that related to cognitive domain in the end of teaching learning process. It will be got in score form. Students can get a good achievement test in reading comprehension if the teacher gives motivation, interesting and suitable level comprehension of the text to the students. In achievements, the teachers are demand to be creating the better technique on strategy. It means that the teachers play a major role in determining the effectiveness of reading program.

3. Peer Tutoring Method (PTM)

Bruffee asserted that institutionalized peer tutoring, which began as an educational experiment during 1970s can also be recognized as one method of encouraging more students-centered activity., including : self-corrected learning Or informal group discussions, to ensure that they are appropriate, efficient and effective. Peer tutoring is an economically and educationally effective intervention for persons with disabilities that can benefit both the tutor and tutee, socially and educationally by motivating them to learn.

Peer tutoring is a kind of peer-medicated, peer-assisted learning, employing problem solving and systematic teaching strategies to help the disbaled student. Further, Dineen, Clark and Risley emphasized that the opportunities for skill practice and social interaction are particularly meaningful for at-risk students and students with disabilities. The other kind of peer tutoring program : cross-age tutoring is a peer tutoring approach that brings together students of different ages, with older students assuming the role of tutee. Cross – age tutoring has been successfully applied to students with varying disabilities (hall & stegilla, 2003).

Peer tutoring if literary interpreted implies equality of status and merit, which is untrue for many peer tutoring initiatives which refer to encounters between advanced and less advanced students the tutors are generally left to their own devices in regard to assisting the tutee. Each principle of peer tutoring must be described and taught directly to the tutors and tutees, when peer tutoring is viewed as a system. Looking at the effects on tutors, researchers found a small but significant effect for academic outcomes and for self-concept, and a slightly larger

effect for attitudes toward subject matter (Hall &Stegila,2003). Interaction between tutee and tutor we're based on discussions; tutees tended to focus on progressive results, while tutors were more concerned about their tutoring ability, communication ability and interpersonal relationships.

3.1 Procedure of peer tutoring method (PTM)

In teaching vocabulary this method is very helpful for in achieving the vocabulary of students. It because not a few students have enough vocabulary. Silberman (2006) in Iva (2009) explains that peer tutoring is one of the teaching approaches that requires a learner to be able to teach other students. With peer tutoring approach students are required to actively discuss with their peers or work on group tasks assigned by the teacher, whether the task is done at home or in school. Through this method, the learning process was more fun, because this method involves students directly in the process of learning. The following is the procedure of peer tutoring method : (a) Orient students about peer tutoring program; (b) Create a comfortable atmosphere and establish rapport; (c) Select the tutors who are interested and sensitive students; (d) Design activity and training program; (e) Start peer tutoring program; (f) Develop special modules, worksheets and recording booklet for students; (g) You can summarize activity for tutors in a piece of paper and give it to them; (h) Train tutors to record performance of tutees in simpler way.

3.2 Benefits of Peer Tutoring Method

Kalkowski (1995) stated that indicated improvements in academics, social behavior, discipline, peer relation, self-esteem, subject attitudes, and school attendance as benefits of peer tutoring. Interestingly, benefits were reported for the tutor as well as tutee. The greatest improvements were for short, structured programs designed to teach lower-level skills. Kalkowski found tutees were less intimidated by peer tutors than adults.

Therefore, tutees felt less vulnerable when questioning and exploring, which allowed more complex higher-order thinking. Obiakor, as cited in Rowsal & Mims reported students often fail and drop out because of low self-esteem. Therefore, improving self-esteem could decrease failures. When research found peer tutoring improved self-esteem, improvements in dropout rates were also demonstrated. Roswal and Mims also reported greater benefits for students both without disabilities using peer tutors versus traditional teachers-only education.

Bond and Catagnera (2006) indicated peer tutoring is a small-scale society because students must learn to work together. Therefore, benefits went beyond individual students or schools, positively impacting society as a whole. Coenen (2002) reported that one-on-one teaching also allowed tutees to proceed at their own pace and permitted better understanding of material. Additionally, peer tutoring was reported as a low-cost method to address academic concerns (The Access Center, n. d.). At a time when education funding is being drastically cut, this may present a great benefit to school systems. The most significant benefits to academic achievement as well as self-esteem are seen in peer tutoring programs.

3.3 Disadvantages of Peer Tutoring Method (PTM)

There are the reasons why other teachers hesitate to run peer tutoring activities, many of which concern how students interect with each other. Here are five diadvantage to weigh againts the aforementioned advantages :

- Student Inexperience; although you can share teaching tips and guidlines with students, they wiil not become expert educators. There is always a chance the tutors will not properly support the tutee, giving ineffective feedback or unneeded criticism.

- Student Hesitency; pairing students together can backfire, as some may feel inferior being taught by certain peers. On the other hand, some tutees will not put effort into the exercise, as they will not be keen on it from the get-go.

- Poor Applicability; many detractors of peer teachng say it is more effective in post-secendory settings than elementary and high schools. After all, adults should be capable of helping each other and effectively collaborating without teacher prompts and supervision.

- Lack of confidentially; in many types of peer teaching scenarios, other students can clearly see who’s the tutor and who’s the tutee.

- Parent Pushback; you may not be the only one who identifies the above-mentioned problems. If parents learn about peer teaching from their kids, they may set in a negative light. Unless you send an explananatory letter home, be aware there could be complaints.

B. Previous Relevant Research

There were some previous studies that related with the title *The Effect of Using Peer Tutoringmethod (PTM) on The Students' Vocabulary Achievement*. The first was an international journal conducted by Natalie Grubbs with Susan R. Boes (2009) with the title *An Action Research Study of the Effectiveness of the Peer Tutoring Program at One Suburban Middle School.* In an effort to determine ways to improve the peer tutoring program an action research (AR) mixed design study was develop. AR is practitioner based research. Its purpose is to examine the work of practitioners for effectiveness and to suggest changes in the program if effetiveness is not demonstrated. AR is a collaborative process of inquiry that integrates the perspectives of collagues to make apptopriate changes for betterment of program delivery (Stringer & Dwyer, 2004). The data substantiates the need for peer tutoring and provides information for making improvements to increase effectiveness as well as program participation.

The second was a journal conducted Lidya String (2009) with the title *The effect of Peer Tutoring Models on the Students Achievement for General Education students and students Receiving Special Education Services.* The main purpose of this study was to determine the effect of the Classwide Peer Tutoring program on the achievement scores of secial education and general education students.The sample consisted of twenty-five students ina co-taught, middle school classroom. Ten of these students had an Individualized Education Plan (IEP), and fifteen studentswere classified as general education students. The study wasconducted over a four-week time period, and the treatment produced varied

results. It was determined that although no significant improvement was observed, progress was made in both groups.

The third was a journal conducted by Ansley M. Carmichael with title *The Effect of Peer Tutoring on Vocabulary Achievement.* The purpose of this study was to determine if peer tutoring among fourth grade students increased vocabulary achievement. It also examined how peer tutoring affected students' attitudes about learning vocabulary. Fourth grade students (N = 20) in the southeastern United States participated in the study. Peer tutoring was implemented for 4 weeks and withdrawn for 4 weeks during the study. Results were determined using vocabulary assessments, pre and post attitude surveys, and field notes. Results indicateda significant increase of vocabulary achievement scores and student attitudes were exceptionally positive during the intervention. Peer tutoring is an effective way to gain higher achievement scores and increase positive attitudes towards learning vocabulary skills.

C. Conceptual Frameworks

Peer tutoring is a method of instruction that involves students teaching other students, a system of instruction in which learner help each other and learn by teaching. Paul (2006) defined peer tutoring as an instructional strategy that partners students to help one another learn material, reinforce skill or practice a learned task. Peer tutoring often result in academic, emotional and social gains for the students involved. Through a structured program supervised, planned and monitored by a teacher, peer tutoring can help readers receive individualized and

targeted instruction that they may not otherwise receive. In short, Peer Tutoring Method (PTM) is applied by the researcher in classroom; all of the students in group try to question refers to mastering vocabulary which is given by the researcher. The researcher proposes the question to the student, if the students can answer the questions to the students, if the students can answers the question, the student get point.

D. Hypothesis

The hypothesis of the research as follows:

Ha : There is signification Effect of Using Peer Tutoring Method (PTM) on the Students' Vocabulary Achievement

Ho : There is not a significant Effect of Using Peer Tutoring Method (PTM) on the Students' Vocabulary Achievement

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP SWASTA YWKA on Jl. Bundar No. 2 A / Jalan Lampu P. Brayan Bengkel Medan at the academic year 2016/2017. The reason for choosingthe school is to help the students to master English vocabulary, because they have vocabulary problem.

B. Population and Sample

1. Population

The population of the research is the IX grade students of SMP SWASTA YWKA on Jl. Bundar No. 2 A / Jalan Lampu P. Brayan Bengkel Medan of the academic year 2016/2017. It consists of two classes, they are IX-1 and IX-2. So the total population is 46 students.

2. Sample

Sugiyono (2013:81) states that the sample is part of number and characteristic of a population. This research would be applied by cluster random sampling . Cluster random sampling is a sampling technique where the entire population is divided into groups, or clusters, a random sample of these cluesters were selected.

This research was taken IX-1 and IX-2 grade as the sample. So the total of samples were 46 students.

Table 3.1
Population and Sample

CLASS	POPULATION	SAMPLE
IX-1	23	-
IX-2	23	23
TOTAL	46	23

C. Research Design

The research was applied in this experimental design, in which there are two groups, the experimental group and control group. The experimental group was taught by using Peer Tutoring Method. The control group was taught by Lecturing method. The exlplanation could be seen in below:

Table 3.2
Research Design

Group	Pre-test	Treatment	Post test
Experimental	√	Peer Tutoring Method	√
Control	√	Lecturing method	√

1. Pre – test

Both groupswas given the Pre – test. Pre – test was conducted to find out the students'vocabulary achievement before having treatment. The pre – test consist of essay test. The researcher takes the test from the internet wich consist of 20 questions in the form of essay test by identification the picture story.

2. Treatment

The treatment was conducted to the Experimental Group. The Experimental Group was taught by using Peer Tutoring Method (PTM). Meanwhile, the Control group was taught by using lecturing method.

3. Post-test

Post-test was given to the student after having a treatment. The researcher give the same test in the pre test and post test. The post-test was the final test in this research, especially in measuring the treatment , whether it was significant or not, it mean to know whether the treatment give the effect or not on the students' vocabulary achievement.

D. Instrument of the Research

The instrument for collecting the data in this research is picture story. The studentswas given 20 pictures. The test was conducted in the form of essay test by identification test. The total of the right answer was 100. The material of the test was taken from the internet.

E. Technique for Collecting the Data

The following steps was applied in collecting the data were :

1. Giving pre-test to both classes.
2. Giving treatment to the experimental group by using Peer Tutoring Method (PTM) and conventional method to the control class.
3. Giving post-test to both classes.
4. Evaluating the effect of Peer tutoring method (PTM) as method in teaching vocabulary.

F. Technique of Analyzing Data

In analyzing the data, descriptive quantitative technique was applied in analyze the data. The quantitative data was found by computing the score of the students' scores, the steps are :

1. Identifying the students' answer
2. Scoring the students, answer for value for the test

   $$\text{Score} = \frac{\text{total of true score}}{\text{total of the question}} \text{x } 100\ \%$$

3. Listing the scores into tables, first for the experimental group scores and second for the control group scores.
4. Calculating the total score post – test in experimental group and control group. Calculating was conducting by using t – test as show below, according to Sugiono (2015) :

a. Calculating mean scores

$$\bar{x} = \frac{\sum x_i}{n}$$ (Sugiono, 2015)

Note :

$\bar{x}$ = Mean

$\sum x_i$ = The total of students' value

n = The number of students

b. Standard Deviatin by Formula :

$$SD_1 = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{(N)(N-1)}}$$ (Sugiono, 2015)

c. Calculating Coreltion Product Moment Between x_1 And x_2

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_{i^2} - (\sum x_i)^2\}\{n\sum y_{i^2} - (\sum y_i)^2\}}}$$ (Sugiono, 2015)

d. Hypothesis trst (t-test)

$$t = \frac{\overline{x_1} - \bar{y}_l}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2n\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiono,2015)

note :

T = t –test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\bar{y}_1$ = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

s_1^2= Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sample 2 (control group)

N = Total of sample

N_1 = Number of cases for variable 1 (experimental group)

N_2 = Number of cases for variable 2 (control group)

r = Correlation of product momen between x_1 and x_2

5. Statistical Hypothesis

The following hypothesis criteria was used to reject or accept te null hypotesis.

If t – test ≥ t – table = Ha is accepted and Ho is rejected

If t – test ≤ t – table = Ha is rejected and Ho is accepted

Ha : There is significant effect of using Peer Tutoring Method (PTM)in teaching vocabulary (The hypothesis is accepted)

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 person physical appearance, 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 couldbe seen in the following table.

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

No.	Students' Initial	Score	
		Pre-Test (X_1)	Post-Test (X_2)
1.	AAS	50	85
2.	AI	60	90
3.	ALZ	55	90
4.	DS	60	90
5.	DA	55	90
6.	DDA	60	90
7.	FP	65	90
8.	FN	55	85
9.	FH	50	90
10.	HE	50	90
11.	IS	50	85
12.	IPS	50	90
13.	KSP	60	90
14.	MR	65	90
15.	MRW	65	90
16.	MSN	55	85
17.	NAP	65	90
18.	NL	65	90

19.	RP	55	90
20.	SNS	65	95
21.	WP	60	95
22.	YP	60	95
23.	ZS	65	95
TOTAL		**$\sum X_1$=1340**	**$\sum X_2$=2070**
MEAN		**58.26**	**90**

The data in table 4.1 showed that the mean of the pre-test in experimental group was 58.26 and the mean of the post test was 90. The data showed the higher score of the pre-test in experimental group was 65 and the lowest was 50. Which the higher score of the post-test was 95 and the lowest was 85.

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

No.	Students' Initial	Score	
		Pre-Test (Y_1)	Post-Test (Y_2)
1.	AHM	65	70
2.	ADU	50	65
3.	DS	45	80
4.	DS	60	65
5.	DA	45	60
6.	FAS	45	60
7.	FI	60	70
8.	HK	60	75
9.	HA	60	65
10.	IAS	45	60
11.	LN	45	65
12.	MA	45	70
13.	MB	45	75
14.	MF	50	70
15.	MSK	65	80
16.	NU	45	60
17.	QHP	45	80
18.	RR	45	60
19.	SAG	50	60
20.	TAL	45	60

21.	WAS	60	60
22.	WS	65	70
23.	YO	45	70
	TOTAL	**$\sum Y_1$=1185**	**$\sum Y_2$=1550**
	MEAN	**51.52**	**67.39**

The data in table 4.2 showed that mean of the pre-test in control group was 51.52 and the mean of the post-test was 67.39. The data showed also that the highest score of the pre-test in control group was 65 and the lowest was 45. While the high score of the post-test was 85 and the lowest was 60.

Based on the data in table 4.1 and 4.2 showed that the mean score of post-test in experimental group was 90 and the mean score of control group was 67.39. the data showed that the mean score of students in experimental group who were taught by using *Peer Tutoring 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 picture story is used to stimulate the students's vocabulary.

B. Data Analysis

The effect of using peer tutoring method (PTM) with the picture story as media 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.	tudents' Initial	Pre-Test (X1)	Post-Test (X2)	$\sum X_1^2$	$\sum X_2^2$
1.	AAS	50	85	2500	7225
2.	AI	60	90	3600	8100
3.	ALZ	55	90	3025	8100
4.	DS	60	90	3600	8100
5.	DA	55	90	3025	8100
6.	DDA	60	90	3600	8100
7.	FP	65	90	4225	8100
8.	FN	55	85	3025	7225
9.	FH	50	90	2500	8100
10.	HE	50	90	2500	8100
11.	IS	50	85	2500	7225
12.	IPS	50	90	2500	8100
13.	KSP	60	90	3600	8100
14.	MR	65	90	4225	8100
15.	MRW	65	90	4225	8100
16.	MSN	55	85	3025	7225
17.	NAP	65	90	4225	8100
18.	NL	65	90	4225	8100
19.	RP	55	90	3025	8100
20.	SNS	65	95	4225	9025
21.	WP	60	95	3600	9025
22.	YP	60	95	3600	9025
23.	ZS	65	95	4225	9025
TOTAL		$\sum X_1 = 1340$	$\sum X_2 = 2070$	$X_1^2 = 78.800$	$\sum X_2^2 = 186.827$

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 50 and in post-test was 85. While the highest score of experimental class was 65 in pre-test and 95 in post-test. After calculated the data for the

experimental group above the score for pre-test was 1340 and the total score for post-test was 2070. It means the score for post-test in higher than pre-test. the mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x} = \frac{2070}{23} = 90$$ (Sugiyono, 2015)

Standard deviation of X variable

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

$$= \sqrt{\frac{23(186827) - (2070)^2}{23(23-1)}}$$

$$= \sqrt{\frac{4297021 - 4284900}{506}}$$

$$= \sqrt{\frac{12121}{506}}$$

$$= \sqrt{23.95}$$

=4.89

Table 4.4
Differences between Pre-Test and Post-Test of Control Group

No.	Students' Initial	Pre-Test (Y1)	Post-Test (Y2)	$\sum Y_1^2$	$\sum Y_2^2$
1.	AHM	65	70	4225	4900
2.	ADU	50	65	2500	4225
3.	DS	45	80	2025	6400
4.	DS	60	65	3600	4225
5.	DA	45	60	2025	3600
6.	FAS	45	60	2025	3600

7.	FI	60	70	3600	4900
8.	HK	60	75	3600	5625
9.	HA	60	65	3600	4225
10.	IAS	45	60	2025	3600
11.	LN	45	65	2025	4225
12.	MA	45	70	2025	4900
13.	MB	45	75	2025	5625
14.	MF	50	70	2500	4900
15.	MSK	65	80	4225	6400
16.	NU	45	60	2025	3600
17.	QHP	45	80	2025	6400
18.	RR	45	60	2025	3600
19.	SAG	50	60	2500	3600
20.	TAL	45	60	2025	3600
21.	WAS	60	60	3600	3600
22.	WS	65	70	4225	4900
23.	YO	45	70	2025	4900
TOTAL		$\sum Y_1 = 1185$	$\sum Y_2 = 1550$	$\sum Y_1^2 = 62475$	$\sum Y_2^2 = 105550$

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 45 and in post-test was 60. While the highest score of control class was 65 in pre-test and 85 in post-test. After calculated the data for the control group above the score for pre-test was 1185 and the total score for post-test was 1550. 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 (Mean)

$$\bar{y} = \frac{\sum y}{n_y} = \frac{1550}{23} = 67.39$$ (Sugiyono, 2015)

Standard deviation of Y variable

$$SD_2 = \sqrt{\frac{n(\sum y_2^2)-(\sum y_2)^2}{n_2(n_2-1)}}$$ (Sugiyono, 2015)

$$= \sqrt{\frac{23(105550) - (1550)^2}{23(23-1)}}$$

$$= \sqrt{\frac{2427650 - 2402500}{506}}$$

$$= \sqrt{\frac{25150}{506}}$$

$$= \sqrt{49.70}$$

=7.04

Table 4.5
Calculating Correlation Between Product Moment X_1 and X_2

No.	$\sum X_1$	$\sum X_2$	$\sum X_1^2$	$\sum X_2^2$	$\sum X_1X_2$
1.	50	85	2500	7225	4250
2.	60	90	3600	8100	5400
3.	55	90	3025	8100	4950
4.	60	90	3600	8100	5400
5.	55	90	3025	8100	4950
6.	60	90	3600	8100	5400
7.	65	90	4225	8100	5850
8.	55	85	3025	7225	4675
9.	50	90	2500	8100	4500
10.	50	90	2500	8100	4500
11.	50	85	2500	7225	4250
12.	50	90	2500	8100	4500
13.	60	90	3600	8100	5400
14.	65	90	4225	8100	5850
15.	65	90	4225	8100	5850

16.	55	85	3025	7225	4675
17.	65	90	4225	8100	5850
18.	65	90	4225	8100	5850
19.	55	90	3025	8100	4950
20.	65	95	4225	9025	6175
21.	60	95	3600	9025	5700
22.	60	95	3600	9025	5700
23.	65	95	4225	9025	6175
Jumlah	$\sum \mathbf{X_1} = \mathbf{1340}$	$\sum \mathbf{X_2} =$ **2070**	$\sum \mathbf{X_1^2} =$ **78,800**	$\mathbf{X_2^2}$ **=186,827**	$\sum \boldsymbol{X_1 X_2}$**= 120800**

$R_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n(\sum X_1^2) - (\sum X_i)^2\}\{n(\sum Y_i^2) - (\sum Y_i)^2\}}}$ (Sugiyono, 2015: 255)

$$= \frac{23(120800) - (1340)(2070)}{\sqrt{\{23(78800) - (1340)^2\}\{23(186827) - (2070)^2\}}}$$

$$= \frac{(2778400) - (2773800)}{\sqrt{\{(1812400) - (1795600)\}\{(4297021) - (4284900)\}}}$$

$$= \frac{4600}{\sqrt{\{16800\}\{12121\}}}$$

$$= \frac{4600}{\sqrt{20363}}$$

$$= \frac{4600}{142.698}$$

=0.032

C. Testing Hypothesis

Ho: p≠0 There is no significant effect of applying Peer Tutoring Method with the picture story as media in teaching vocabulary.

Ha: p≠0 There is a significant effet of applying Peer Tutoring Method with the picture story as media in teaching vocabulary.

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_2 - \bar{\bar{X}}_1}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono, 2015:274)

$$t = \frac{90 - 58.26}{\sqrt{\frac{23.91}{23} + \frac{33.17}{23} - 2(0.032)\left(\frac{4.89}{\sqrt{23}}\right)\left(\frac{52.76}{\sqrt{23}}\right)}}$$

$$= \frac{31.74}{\sqrt{1.03 + 1.44 - 2(0.032)\left(\frac{4.89}{4.79}\right)\left(\frac{52.76}{4.79}\right)}}$$

$$= \frac{31.74}{\sqrt{2.47 - 0.064(1.02)(11.01)}}$$

$$= \frac{31.74}{\sqrt{2.47 - 0.064(11.23)}}$$

$$= \frac{31.74}{\sqrt{2.47 - 0.71}}$$

$$= \frac{31.74}{\sqrt{1.76}}$$

$$= \frac{31.74}{1.32}$$

= 24.04

After accounting the data previously by using t-test formula that critical value 24.04 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 (2n-2=46-2=44) in line of 44 that t-table is 1.68 for 0.05. It could be conclude t-test>t-table or 24.04>1.68 so, Ho is rejected and Ha is accepted or "there was the effect of using Peer Tutoring Method on the students' vocabulary achievement."

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

Based on the data analysis, it could be concluded that applying using Peer Tutoring Method significantly affects on the students' vocabulary achievement. It could seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 186827 and the mean score was 90, while in the control group were 62475 and the mean score was 67.39. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 24.04 was higher than t-table 1.68, it means that the alternative hypothesis (Ha) was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by using Peer Tutoring Method and after they were taught by using Peer Tutoring Method. Therefore, the writer tried to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMP SWASTA YWKA Medan. They can try Peer Tutoring Method in teaching English to

increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need.

2. The students, the students should be active in the classroom because in the Peer Tutoring Method the students are supported to be active in learning process, it's hope that the students can be increase the knowledge.
3. For the reader, it is suggested to use an effective model in teaching learning process, to make the students more interested in studying English.
4. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL GROUP)

School	:	SMP Swasta YWKA Medan
Subject	:	English
Class	:	IX-2
Learning Topic	:	Daily activity
Skil	:	Vocabulary
Allocation of Time	:	2 x 40 minutes

A. Competences Standards :

Using the meaning and text of the functional text and assay short very simple to interact with the environment.

B. Basic Competence :

Use meaning in the text of the functional short very simple by using a variety of language wrote accurately accepted to interact with the environment.

C. Indocators :

1. Students were able to understand the names of the objects.

D. Learning Objectives :

1. Students were able to find out of the names of the objects.

E. Teaching Materials

Picture story 1

My Activity

I usually wake up at 5 o'clock in the morning. I never forget to tidy up my and clean it up. Then I take a bath and pray. After that I help my to prepare the breakfast. And then, I have with my family in . We usually have warm tea, and fried rice. Then, I go to school with my friends. I study at till 1 p.m. I go , put off my and have lunch with my mother. After that I pray, watch TV and take a nap. I always take a bath at 5 p.m. in the afternoon. Then I watch while waiting the time for After I pray, I and my have lunch together. And then, I read a and prepare the lesson for the next school day. I go to bed at 9 p.m. That's all my activity starting from waking up till going to bed. Thank you.

Answer :

1. Bed	5. Milk	9. Television
2. Mother	6. School	10. Praying
3. Breakfast	7. Home	11. Family
4. The dinning room	8. Uniform	12. Book

Picture Story 2

My Activity

I wake up at 7 o'clock every morning. I press the snoze button five times every morning before I turn off the alarm and get up. I have a cup of and make a . I usually read the while I have breakfast. My like to have a shower before I get dressed. My wife brushes her long , and I have short hair so I comb my hair. I always go to work at 8.45 am every morning. I usually to work, I always check my when I get to work, but I don't always reply to them immediately. I take a or a train if I have a lunch meeting. I never take the

because it is too slow. When I am at my desk I usually work on the ,even during morning

. After I have finished work, I go home to dinner. In my house I usually make dinner. The family eat dinner together at 7:30pm. After dinner I make sure that my children do their home work, and then I chill out on the and watch . On television I usually watch the News. My wife usually comes to tell me to take the out, or wash the dishes. Our children feed the and the before they go to and I tell them to go to the bathroom too. If I am sick I have to take my medication, but then I get into my and set the alarm so I wake up in the morning. The last things I do is lock the , turn off the lights, and go to bed. It doesn't take me long to **fall asleep.**

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

13.	14.	15.	16.
17.	18.	19.	20.

Aswer :

1. Coffee	6. Driver	11. Tea	16. Dog
2. Breakfast	7. Email	12. Cook	17. Cat
3. Newspaper	8. Taxi	13. Sofa	18. Bed
4. Children	9. Bus	14. Television	19. Pajamas
5. Hair	10. Computer	15. Rubbish	20. Door

F. Learning Methods

- Peer Tutoring Method (PTM)

G. Steps Learning

a. Opening

1. Teacher greets the students
2. Teacher check the attendance list of the students
3. Teacher giving motivation.

b. Main Activity

1. Teacher splitting the studentd in to the several groups.
2. Teacher asking students to sit accordance to groups.
3. Teacher asking students do the exercise

4. Teacher giving time to do the exercise
5. Teacher giving material
6. Teacher demonstrated about Peer Tutoring Method (PTM)
7. Teacher asked students to look the picture story that had given before.
8. Teacher explain how to do the exercise by using Peer Tutoring Method.
9. Teacher give time to the students to answer the question based on material.

c. Closing

1. Teacher collecting the students work.
2. Teacher giving the conclusion .
3. Teacher closed the meeting.

H. Instrument of Media

1. Dictionary
2. Picture

3. Evaluation

1. Essay test
2. Value maximal 100

a. Assesment

Statement	**Score**
Correct answer	5
Incorrect answer	0

b. Correct answer score = 5

Amount of maximum score 1x100 = 100

Students' mark = Total of True Answer x 100

Total of Question

Medan , 2017

Acknowledged,

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APPENDIX II

LESSON PLAN

(CONTROL GROUP)

School	:	SMP Swasta YWKA Medan
Subject	:	English
Class	:	IX-1
Learning Topic	:	Daily activity
Skil	:	Vocabulary
Allocation of Time	:	2 x 40 minutes

I. Competences Standards :

Using the meaning and text of the functional text and assay short very simple to interact with the environment.

J. Basic Competence :

Use meaning in the text of the functional short very simple by using a variety of language wrote accurately accepted to interact with the environment.

K. Indocators :

2. Students were able to understand the names of the objects.

L. Learning Objectives :

2. Students were able to find out of the names of the objects.

M. Teaching Materials

Picture story 1

My Activity

I usually wake up at 5 o'clock in the morning. I never forget to tidy up my and clean it up. Then I take a bath and pray. After that I help my to prepare the breakfast. And then, I have with my family in . We usually have warm tea, and fried rice. Then, I go to school with my friends. I study at till 1 p.m. I go , put off my and have lunch with my mother. After that I pray, watch TV and take a nap. I always take a bath at 5 p.m. in the afternoon. Then I watch while waiting the time for After I pray, I and my have lunch together. And then, I read a and prepare the lesson for the next school day. I go to bed at 9 p.m. That's all my activity starting from waking up till going to bed. Thank you.

Answer :

5. Bed	5. Milk	9. Television
6. Mother	6. School	10. Praying
7. Breakfast	7. Home	11. Family
8. The dinning room	8. Uniform	12. Book

Picture Story 2

My Activity

I wake up at 7 o'clock every morning. I press the snoze button five times every morning before I turn off the alarm and get up. I have a cup of and make a . I usually read the while I have breakfast. My like to have a shower before I get dressed. My wife brushes her long , and I have short hair so I comb my hair. I always go to work at 8.45 am every morning. I usually to work, I always check my when I get to work, but I don't always reply to them immediately. I take a or a train if I have a lunch meeting. I never take the because it is too slow. When I am at my desk I usually work on the ,even during morning . After I have finished work, I go home to dinner. In my house I usually make dinner. The family eat dinner together at 7:30pm. After dinner I make sure that my children do their home work, and then I chill out on the and watch . On television I usually watch the News. My wife usually

comes to tell me to take the out, or wash the dishes. Our children feed the and the before they go to and I tell them to go to the bathroom too. If I am sick I have to take my medication, but then I get into my and set the alarm so I wake up in the morning. The last things I do is lock the , turn off the lights, and go to bed. It doesn't take me long to **fall asleep.**

21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.

Aswer :

6. Coffee 6. Driver 11. Tea 16. Dog

7. Breakfast	7. Email	12. Cook	17. Cat
8. Newspaper	8. Taxi	13. Sofa	18. Bed
9. Children	9. Bus	14. Television	19. Pajamas
10. Hair	10. Computer	15. Rubbish	20. Door

N. Learning Methods

- Lecturing Method

O. Steps Learning

d. Opening

4. Teacher greets the students
5. Teacher check the attendance list of the students
6. Teacher giving motivation.

e. Kegiatan Inti

1. Teacher asking students do the exercise
2. Teacher giving time to do the exercise
3. Teacher giving material
4. Teacher asked students to look the picture story that had given before.
5. Teacher exlpain how to do the exercise
6. Teacher give time to the students to answer the question based on material.

f. Closing

4. Teacher collecting the students work.
5. Teacher giving the conclusion .
6. Teacher closed the meeting.

P. Instrument of Media

1. Picture

2. Evaluation

7. Essay test
8. Value maximal 100

c. Assesment

Statement	**Score**
Correct answer	5
Incorrect answer	0

d. Correct answer score = 5

Amount of maximum score 1x100 = 100

Students' mark = Total of True Answer x 100
Total of Question

Medan , 2017

Acknowledged,

The Head of SMP Swasta Medan **English Teacher**

Drs. Lutfi Irfan **Melisa, S.Pd**

Researcher

Mila Rosa Tanjung
NPM. 1302050063

APPENDIX III : TES ITEM

Name :

Class :

Please identification the name of the picture!

I wake up at 7 o'clock every morning. I press the snoze button five times every morning before I turn off the alarm and get up. I have a cup of and make a . I usually read the while I have breakfast. My like to have a shower before I get dressed. My wife brushes her long , and I have short hair so I comb my hair. I always go to work at 8.45 am every morning. I usually to work, I always check my when I get to work, but I don't always reply to them immediately. I take a or a train if I have a lunch meeting. I never take the because it is too slow. When I am at my desk I usually work on the ,even during morning . After I have finished work, I go home to dinner. In my house I usually make dinner. The family eat dinner together at 7:30pm. After dinner

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41.	42.	43.	44.
45.	46.	47.	48.
49.	50.	51.	52.
53.	54.	55.	56.
57.	58.	59.	60.

Answer :

1.

2.

3.

4.

5.

6.

7.

8.

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10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

APPENDIX IV

KEY ANSWER

1. Coffee
2. Breakfast
3. Newspaper
4. Children
5. Hair
6. Driver
7. Email
8. Taxi
9. Bus
10. Computer
11. Tea
12. Cook
13. Sofa
14. Television
15. Rubbish
16. Dog
17. Cat
18. Bed
19. Pajamas
20. Door

CURRICULUM VITAE

Name : Mila Rosa Tanjung
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Religion : Moslem
Status : Single
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Education

1. Elementary School at SD Negeri Perkebunan Batangtoru (2001-2007)
2. Junior High School at MTs Negeri Batangtoru (2007-2010)
3. Senior High School at SMA Negeri 1 Batangtoru (2010-2013)
4. Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara (2013-2017)

Medan, october 2016

Researcher

Mila Rosa Tanjung