

**THE EFFECT OF APPLYING MEANINGFUL INSTRUCTIONAL DESIGN  
ON THE STUDENTS' VOCABULARY MASTERY**

**PROPOSAL**

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## ABSTRACT

**Monatia Hutabarat, 1302050057 “The Effect Of Applying Meaningful Intruotional Design On The Students’ Vocabulary Mastery”. Skripsi English Education Program, Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara Medan, 2017.**

The objective of this research were to find The Effect Of Applying Meaningful Intruotional Design On The Students at SMP Muhammadiyah 07 Medan of The Academic Year 2016/2017. The population of this research was the VIII grade students of SMP Muhammadiyah 07 Medan, with the total population were 120 students. The sample was devided into two group, the first group was experimental group taught by applying Meaningful Instructional Design who consisted of 18 students. The second group was taught by using Lecturing Method who consisted of 18 students. The sample used was cluster random sampling by administrating three steps; there were pre-test, treatment, post-test. Matching and fill in the blank test was the instrument used to get the data after analyzing the data, it was found that  $t_{-test}$  was higher than  $t_{-table}$ ;  $t_{-test} > t_{-table}$ ; or

$16.40 > 1.68$ , at  $\alpha = 0.05$  and the degree freedom (df) 34. It means that students’

result by Meaningful Instructional Design was higher than by using lecturing method the alternative hypothesis was accepted and the null hypothesis was rejected or the use of Mnemonic method was significantly more effective to increase the vocabulary than using Grammar Translation Method.

***Keyword : Meaningful Instructional Design, Vocabulary***

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# CHAPTER I

## INTRODUCTION

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

In teaching English, we need pay attention to many aspects. Some of them are: reading, listening, speaking and writing. But from all aspect, vocabulary is considered as the most important. Learning language will never be successful without learning and understanding the vocabulary. Have a good knowledge of vocabulary support students to mastery English.

Vocabulary is the fundamental part of language, which is used in any situation either. It is in the form of spoken and written language. Vocabulary is the one four language components, which are spelling, grammar, phonology and vocabulary. According to Heibert (2005 :3), “vocabulary is word come in two forms; oral and print . Oral vocabulary include thosewords that they recognize use in listening and speaking. Print vocabulary includes thosewords that they recognize use in reading and writing “.

In Kurikulum Tingkat Satuan Pendidikan (KTSP) as present curriculum in Indonesia, vocabulary has urgent role in supporting language skills like listening, speaking, reading, and writing that are hoped to be applied in literary level through formative, functional, informational and epistemic. But in junior high school, English is just targeted in functional indicated with ability both oral and written communication to solve the problem of daily activity.

The expectations of the government and English teacher in the future is the students will be able to master and understand English better again, especially in the mastery of vocabulary that the students employed under more effective in using English in their daily activities. In the teaching and learning process can make use of the method, especially in improving the students' mastery of vocabulary that is meaningful instructional design method. According to (2007:19) said that meaningful instruction is a process of trying new information on relevant concepts contained in the person's cognitive structure.

Based on the researcher's interview and observation at eighth grade in SMP Muhammadiyah 07 in academic year 2016/2017. There are few difficulties in learning vocabulary. The first, Most of students have difficulties in mastering English words because they do not understand the meaning it makes them lazy and get bored in English, especially learning vocabulary. Second, the students have limited English vocabulary it is because they have low motivation.

The researcher found some problems in learning vocabulary, especially the first problem is related to the English teacher. The teacher used a textbook as the only material; she did not develop her own materials from other resources. The teacher applied the same teaching techniques for different topics and language skills like filling in the blanks, and completing the written tasks.

The second problem is related to the teaching technique. The English teaching technique was not creatively applied to this class. The teaching technique was conducted the same with the last meetings for different topics and language skills. Besides, the English teaching technique in this class was still traditional. It

was based on the technique of asking the students to copy the vocabularies and the meaning written in the blackboard without giving additional vocabularies. This technique made the students have the short memory in vocabulary mastery.

The things that cause a lack of student interest in learning English is due to internal and external factors. based on the between the both factors that influence students lack of understanding of the rule in the learning English process is an external factors. external factors related to the teaching and methods used by teachers in learning English is a unrelated materials given the characteristics of students and teacher are still using very monotonous teaching methods without using the media and make students actively involved in the learning process.

Rahayu (1999: 6) states that vocabulary is the whole word or vocabulary word or term that refers to certain concepts that are owned by an individual or a language in an environment.

Based on the problem above, in this research the researcher focus on problems of the students mastery vocabulary with the title “the effect of applying meaningful instructional design on the students’ vocabulary achievement at eight grade of Muhammadiyah 07”.

Instructional design is defined as a systematic process that is employed to develop education and training programs in a consistent and reliable fashion (Reise, Dempsey 2007). instructional design also known as instructional system design, is the analysis of learning needs and systematic development of instruction.

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

The problems of this study are identified as the following :

1. Students difficulties to understand learning English.
2. Students difficulties to understand the meaning of words in English learning process.
3. The students lack in vocabulary mastery.

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

The scope of this study is focuses on vocabulary. The limitation of this research is about applying meaningful instructional design on teaching students' vocabulary achievement at eight grade of Muhammadiyah 07 Jl.pelita at academic year 2016/2017.

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

The problem of this study is formulated as the following:

“Is there any significant effect of applying the meaningful instructional design on the students achievement in vocabulary”

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

The objective of this study is drawn as the following:

“To find out the significant effect of applying the meaningful instructional design on the students achievement in vocabulary”

## **F. Significances of the study**

The findings of this research are expected to be theoretically and practically useful and having great contribution for the following :

### **1. Theoretically**

It is expect that this research can increase the knowladge of reader about method to achievement students's vocabulary with meaningful instructional design methods.

### **2. Practically**

- a. English teachers, to improve their quality in teacing, especially in teaching, especially in teaching vocabulary by usning meaningful intruactional design method.
- b. Students, to improve their achievement in vocabulary by using meaningful intruactional design method.
- c. Other researcher, to master the ability in vocabulary. Moreover ,to other researcher as a guide for a fortune analysis.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

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

In conducting research, theories are needed to explain some concept of terms applied in research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on terms used will be presented.

##### **1. Vocabulary**

Vocabulary is one of important elements in learning of language, because without vocabularies, we cannot understand enough to speak and make the communication with other if we do not supply the words in our conversation. ‘‘vocabulary knowledge is fundamental to read comprehension’’

Vocabulary is all the words used by a certainly person or certain work. Vocabulary is a list of word with their meaning (Webster’s English dictionary, 2006). Vocabulary is one of language component, which needed the learners to develop their skills. For the second language learners, acquiring vocabulary take an important role.

Vocabulary as defined by experts is a total number of words which (with rules for combining them) make up the language/list of words usually with definition for translation.

Vocabulary is more than merely a list of words. It is of words which express meaning, but meaning is a slippery concept. Some words may appear to refer to one thing and therefore easy to teach, but some words may also be difficult to teach because their meaning may change depends on the words (Harmer,2001).

From the explanation above, it is concluded that a list of words or phrase usually arranged in alphabetical order with the definition for translation.

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 word and their relationship".

Studying language cannot 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).by having or mastering a stock of word, someone can communicate with other people with easy and fluency and one can undestand the information that one obtain from reading many english books. Vocabulary is infortant because it is words with carry the content of what want to say. Grammar joins groups of word together ,



but most of the meaning is on the words. The more words one knows, the more he/she was able to communicate. he/she can say lot words.

Vocabulary is the knowledge of words meaning (Shanahan, 2005). A student of foreign language must know about the words and word formation in order to be able to understand the form and the meaning of the words as well as the correct form of word. The language components which contain all of information about meaning and using of information about meaning and using of word in language which are possessed 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 or language comprehension will be possible. The role of vocabulary can't be ignored in learning English in order to 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**

Vocabulary is of words to know for effective communication. According to Jo Aebersold and Mary Lee Field vocabulary consists of receptive and productive vocabulary, they say that: "Receptive vocabulary is vocabulary that readers recognize when they see it but do not use them for speaking and writing. Productive vocabulary is the vocabulary that people actually use to speak and write.

Whereas, John Haycraft in his book, at least there are two types of vocabulary:

- a. Active vocabulary, are the words that students understand and can pronounce it correctly and use constructively in speaking and writing.
- b. Passive vocabulary, are the words that students recognize and understand when they occur in a context, but which cannot produce correctly him-self.

Meanwhile, Fries as quoted by A. M. Zaenuri says that vocabulary is of two namely; function and content words. The function words are a closed class, we cannot add to the prepositions or auxiliaries or modals or any structure words of the language. The content words can be added to at anytime as new scientific advances make new words and communication about new invention necessary.

From the classification above, it shows there are two kinds of vocabulary stated before namely; function words and content words.

## **1.2 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 questions. Group and pair activities are excellent techniques as long as they are structured and clearly defined 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 :

1. Using object

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

2. Using illustration

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

3. Repetition

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

4. Mime, expression and gesture

Mime, expression and gesture can be used to introduce a new word. For example, when the teacher introduces the name of an activity, the teacher can express it by doing something similar to the name of the activity.

5. Guessing from context

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

6. Practicing and checking vocabulary

It is very important to check the student's progress about learning language

### **1.3 Description of student's achievement in vocabulary**

The term achievement has something to do with learning activities and the test over a longer period of learning. According to Borwn (2001:47) An achievement test is related directly to classroom lessons, units, or even a total curriculum or should be limited to particular material addressed in a curriculum within in particular time frame and are offered after of course has focused on the objectives in question. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but primary role of an achievement test is to determine whether course objectives have been met and appropriate knowledge skill acquired by the end of a period of instruction.

Based on the opinion above the researcher concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

Achievement is often use in an education system to determine with level instruction for a student would be prepared. high achievement score usually indicate a mastery of grade level material and readiness for advance instruction low achievement score and indicate the need for remediation or repeating a course grade.

## **2. Meaningful Instructional Design**

Instructional design is defined as a systematic process that is employed to develop education and training programs in a consistent and reliable fashion (Reise, Dempsey 2007). Instructional design also known as instructional system design, is the analysis of learning needs and systematic development of instruction.

Meaningful instructional design is learning that prioritize the meaningfulness of learning and effectiveness by creating a framework conceptually-activity cognitive-constructivist.

Instructional design is an integral part of balanced approach to teaching vocabulary instruction. The goal of paper is to reflect on several lessons using research-based vocabulary strategies, and to present think alouds that detail the steps in matching instructional design with those strategies, in order to reach the learning outcome.

Vocabulary instruction should encourage students to make associations and accommodations to their experiences and provide them with varied opportunities to practice, apply and discuss their word knowledge in meaningful expand, refine, and add to their existing conceptual knowledge and enhance their reading abilities (Rupley, Logan & Nichols, 1997). Students should be engaged in learning new words and expanding their understanding of words through instruction that is based on active processing.

## **2.1 Principles of Meaningful Instructional Design**

In subsequent posts i'll be writing in detail how readers can apply instructional design principles when developing their own online courses. Below i provide an overview of the principles that establish a foundation for course development. I've summarized the principles into three phases :

### **1. Analyze,**

Integral to the design process is analyzing the learners, learning contexts and the purpose for the instruction. Though this step is often overlooked, this phase shapes the course. Included in the learner analysis is examining students' skill level (technical and education), cultural background, attitudes and motivations for learning.

### **2. Develop/select**

This phase is the most time intensive. Goals for the course are identified and articulated. Goals may be specific or general depending upon results from the analysis. This phase includes identifying and selecting content sources on the web and/or developing new content, as well as developing an instructional strategy.

### **3. Implement**

This phase is about putting course into practice with students. Generating feedback from students is critical to revising and updating the initial design of the course. Conducting formative and summative evaluation is necessary to modify the course interface, materials, content and/or instruction, to better meet the needs of learners.

## **2.2 Procedure of Meaningful Instructional Design**

### **a. Lead-In**

Activities related to experience, analysis of experiences, ideas and concepts. In this learning-related experiences or events and fact and then analyze these experiences and connect idea the material or concept.

### **b. Reconstruction**

Reconstruction is a phase that the teacher facilitate and mediate the learning experience relevant. The concept of learning is emphasized to students to create their own interpretation of the world of information. Students put the learning experience with her own experience.

### **c. Production**

Through the expression of the concept of appreciation. The concept of learning material that was submitted subsequently appreciated or applied in a tangible form. It also carries a productive learning path so that students not only understand conceptually, but it can create new things from concept to understand.

## **2.3 Advantages And Disadvantages of Meaningful Instructional Design**

According to Shoimin (2014) that the advantages of meaningful instructional design, they are: (1) As a bridge connecting what is being learned, (2) Being able to help students to understand the learning material more easily, (3) Meaningful instructional design can help the students to develop an understanding and a complete understanding of the concept, (4) Meaningful instructional design can help the students establish, change, self, or transform new information, (5) Formations studied were significantly longer remembered, (6) Formation are

studied significantly simplify the process of learning. next to similar subject matter and facilitate information learned meaningfully learn things that are similar although it has been forgotten.

## **B. Conceptual Frameworks**

In learning foreign language, vocabulary is a basic need. When students want to learn English, they should have enough vocabularies. Many application of language in daily life force the language user to enrich their vocabulary.

In learning vocabulary many strategies should be applied by the teachers. The teacher should be able to choose the interesting strategy which is able to increase students' motivation in learning and students' vocabulary mastery. Strategy in teaching influences the teaching learning vocabulary, one of the strategies is meaningful instructional model.

Instructional design is an integral part of a balanced approach to teaching vocabulary instruction. The goal of this paper is to reflect on several lessons using research-based vocabulary strategies, and to present think alouds that detail the steps in matching instructional design with those strategies, in order to reach the learning outcome.

## **C. Hypothesis**

The hypothesis of the research is as follows:

Ha: there is a significant effect of using meaningful instructional design on the students' vocabulary



Ho: there is no significant effect of using meaningful instructional design on the students' vocabulary

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location and Time**

The research was conducted at SMP Muhammadiyah 07 Medan in academic year 2016/2017, the location at Jl.pelita 4, kota Medan, Sumatera Utara. The reason for choosing this school because based on the researcher's interview and observation , the researcher found there many problem with the students ability in learning English and almost the English teachers just only used conventional method in teaching, especially in teaching English vocabulary.

#### **B. Population and Sample**

##### **1. Population**

Population is the totally of all objects or individuals that have certain characteristics, clear and complete to be studied (Mahmud, 2011:154). Population is objects or subjects that have quality and certain characteristic determined by the writer to be learned in order to get the conclusion. Arikunto states that, "the population is all of object".

The population of this research was taken from VIII grade students in academic year 2016/2017 of SMP Muhammadiyah 07. There are four classes which consist of VIII-A,VIII-B,VIII-C and VIII-D. Class VIII-A consists of 30 students, VIII-B consists of 30 students, VIII-C consists of 36 students and VIII-D

consists of 38 students. So the total of number of the students are 139 students. It will be shown in table 3.1.

**Table 3.1**  
**Population**

<b>No</b>	<b>Class</b>	<b>Population</b>
1	VIII-A	30
2	VIII-B	30
3	VIII-C	36
4	VIII-D	38
<b>TOTAL</b>		<b>134</b>

## **2. Sample**

Sample is a part of the population to be studied (Arifin, 2012: 215). the samples of this research are two classes of fourth classes from grade VIII SMP Muhammadiyah 07 Medan be selected by using cluster random sampling techniques .The sample of this research was taken from grade VIII , which consist two classes. There are VIII-A and VIII-B. Class VIII-A consist of 30 students as a control class and VIII-B consist of 30 students as an experimental class. It was shown in the table 3.2.

**Table 3.2**  
**Sample of research**

<b>Number</b>	<b>Class</b>	<b>Sample</b>
1	VIII-A (experimental)	30
2	VIII-B (control)	30
<b>TOTAL :</b>		<b>60</b>

### C. Research Design

This research was conducted by using experimental quantitative reserach. The design consist of two groups named experimental group and control group. The experimental group was taught by applying Meaningful Instructional Design while control group was taught by using lecturing method. Both of group was given pre-test and post-test. The design of this research can show below:

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre test</b>	<b>Treatment</b>	<b>Post test</b>
Experimental (X) VIII-A	✓	Meaningful Instructional Design	✓
Control (Y) VIII-B	✓	Lecturing Method	✓

### D. Instrument for Collecting Data

In this research was used story telling tests as the instrument in collecting the data. The test was divided in two seasons, the first was pre-test given prior to the treatment. The second was post test which applied after conducting the treatment.

### E. The Technique for Collecting Data

The data collection was an important part in conducting a research. To collect the data, this research used pre-test and post-test was given to the experimental group and control group.

The procedures in administering the test were shown below:

### 1. Giving Pre-test

The test was given before applying the techniques in experimental and control classes. It was given to know the ability of students story telling test in both of groups. For this pre-test, the researcher was asked the students to complete a narrative text based on the title. Pre-test was conducted before the treatment begin, pre-test was administrated to the sample, the experimental group and control group. The pre-test consist of Essay Test.

### 2. Giving Treatment

Both experimental and control groups was given in different treatment. The experimental group was taught with applying Meaningful Instructional Design, while control group was taught with lecturing method. The steps of treatment of experimental was shown as follow: (1) The teacher was explained how to know the vocabulary with pictures by applying Meaningful Instructional Design by showing its procedures. (2) The teacher was explained the vocabulary of narrative text. (3) The teacher was asked the student to complete the narrative text with use a vocabulary.

### 3. Giving Post-test

The similar test was given to both groups, experimental and control group after the treatment have completed. The aim of post-test was to find out the students' achievement in vocabulary mastery by applying Meaningful Instructional Design. The researcher used post-test to knew the effect of Meaningful Instructional Design to the students' vocabulary mastery in narrative text.

## F. Technique of Data Analysis

The test data hypothesis the following steps are administrated :

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

$$\text{Score} = \frac{\text{total of true answer}}{\text{total of the question}} \times 100\%$$

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

- a. Calculating Mean Score:

$$\bar{x} = \frac{\sum X_i}{n} \quad (\text{Sugiyono, 2015})$$

Note:  $\bar{x}$  = Mean

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

N = The number of students

- b. Standard Deviation by Formula

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

- c. Calculating correlation Product Moment between  $X_1$  and  $X_2$

$$R_{xy} = \frac{n \sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{\sqrt{(n \sum X_1^2 - (\sum X_1)^2)(n \sum Y_1^2 - (\sum Y_1)^2)}} \quad (\text{Sugiyono, 2015: 255})$$

- d. Determining T-test by formula (Sugiyono,2010:183).

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

Where :

$t$  = t-test

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

$\bar{X}_2$  = 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 moment between  $X_1$  and  $X_2$

## 5. Statistical Hypothesis

The following statistical hypothesis criteria was used to reject or accept the null hypothesis.

If  $t\text{-test} \geq t\text{-table}$  =  $H_a$  is accepted and  $H_o$  is rejected

If  $t\text{-test} \leq t\text{-table}$  =  $H_a$  is rejected and  $H_o$  is accepted

$H_a$ : There is significant effect of Applying Meaningful Instructional Design on the

students' vocabulary mastery (the hypothesis is accepted)

6. The significant effect of Applying Meaningful Instructional Design on the students' vocabulary mastery

The percentage of applying this model was:

$$D = (r_{xy})^2 \times 100\%$$



## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

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 can be 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.	AF	45	75
2.	AH	55	95
3.	AKB	55	80
4.	AW	45	90
5.	ANP	55	85
6.	BS	70	95
7.	DSW	45	85
8.	EA	55	85
9.	FA	65	85
10.	FS	50	80
11.	GZS	45	85
12.	HA	65	95
13.	IM	45	90
14.	MFA	45	90
15.	MHD	50	85
16.	MRM	45	85
17.	MP	70	95

18.	MA	65	90
19.	MBB	60	95
20.	MVY	50	90
21.	MSN	75	90
22.	NAS	65	80
23.	NFN	45	75
24.	NH	70	95
25.	PS	65	85
26.	RA	55	95
27.	RP	55	80
28.	RAM	65	90
29.	RK	60	95
30.	RT	50	90
<b>TOTAL</b>		<b><math>\sum X_1=1685</math></b>	<b><math>\sum X_2=2630</math></b>
<b>MEAN</b>		<b>56.16</b>	<b>87.66</b>

The data in table 4.1 showed that the mean of the pre-test in experimental group was 56.16 and the mean of the post test was 87.66. The data showed the higher score of the pre-test in experimental group was 75 and the lowest was 45. Which the higher score of the post-test was 95 and the lowest was 75. It can be happened because there was a change of students' value acquisition, before and after use a method. This acquisition can see through a students' value of pre-test and post-test in experimental class. To know a change of students' value, used a storytelling in narrative text to stimulate students' vocabulary.

**Table 4.2**

**The Result of Pre-Test and Post-Test of the Control Group**

No.	Students' Initial	Score	
		Pre-Test (Y <sub>1</sub> )	Post-Test (Y <sub>2</sub> )
1.	ARH	65	75
2.	ARSM	60	70
3.	AA	50	65
4.	AI	35	55
5.	AHN	45	75

6.	AN	35	70
7.	AIW	65	75
8.	AF	65	90
9.	BS	50	70
10.	BAP	45	65
11.	CRL	65	80
12.	DR	40	65
13.	DWP	45	65
14.	DTY	35	55
15.	DPR	35	70
16.	FAF	65	70
17.	FKD	35	75
18.	GAB	65	75
19.	HNP	65	70
20.	IAL	55	75
21.	MFA	50	65
22.	MIS	35	70
23.	MSNA	40	75
24.	MAA	35	55
25.	MFH	35	60
26.	MA	50	65
27.	NAV	40	65
28.	NN	60	75
29.	PP	55	65
30.	PJ	50	70
<b>TOTAL</b>		<b><math>\sum Y_1=1470</math></b>	<b><math>\sum Y_2=2075</math></b>
<b>MEAN</b>		<b>49</b>	<b>69.16</b>

The data in table 4.2 showed that the mean of the pre-test in control group was 49 and the mean of the post-test was 69.16. The data showed also that the highest score of the pre-test in control group was 65 and the lowest was 35. While the high score of the post-test was 90 and the lowest was 55. In control group, the researcher only used lecturing method. Lecturing method used when the researcher give a post-test in control group. In this thing, the lecturing method in control group was different with the method in experimental group. So, the

students' value in post-test of control group was different with students' value in experimental group.

Based on the data in table 4.1 and 4.2 showed that the mean score of post-test in experimental group was 87.66 and the mean score of control group was 69.16. The data showed that the mean score of students in experimental group who were taught by applying *Meaningful Instructional Design* was greater than the mean score of students in control group who were taught by using *lecturing method*.

## B. Data Analysis

The effect of Applying Meaningful Instructional Design on the students' vocabulary mastery with the storytelling 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.	Students' Initial	Pre-Test (X1)	Post-Test (X2)	$\sum X_1^2$	$\sum X_2^2$
1.	AF	45	75	2025	5625
2.	AH	55	95	3025	9025
3.	AKB	55	80	3025	6400
4.	AW	45	90	2025	8100
5.	ANP	55	85	3025	7225
6.	BS	70	95	4900	9025
7.	DSW	45	85	2025	7225
8.	EA	55	85	3025	7225
9.	FA	65	85	4225	7225
10.	FS	50	80	2500	6400

11.	GZS	45	85	2025	7225
12.	HA	65	95	4225	9025
13.	IM	45	90	2025	8100
14.	MFA	45	90	2025	8100
15.	MHD	50	85	2500	7225
16.	MRM	45	85	2025	7225
17.	MP	70	95	4900	9025
18.	MA	65	90	4225	8100
19.	MBB	60	95	3600	9025
20.	MVY	50	90	2500	8100
21.	MSN	75	90	5625	8100
22.	NAS	65	80	4225	6400
23.	NFN	45	75	2025	5625
24.	NH	70	95	4900	9025
25.	PS	65	85	4225	7225
26.	RA	55	95	3025	9025
27.	RP	55	80	3025	6400
28.	RAM	65	90	4225	8100
29.	RK	60	95	3600	9025
30.	RT	50	90	2500	8100
<b>TOTAL</b>		<b><math>\Sigma X_1 = 1685</math></b>	<b><math>\Sigma X_2 = 2630</math></b>	<b><math>\Sigma X_1^2 = 97.225</math></b>	<b><math>\Sigma X_2^2 = 231.650</math></b>

Based on the table 4.3 above it can be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 45 and in post-test was 75. While the highest score of experimental class was 75 in pre-test and 95 in post-test. After calculated the data for the experimental group above the score for pre-test was 1685 and the total score for post-test was 2630. It means the score for post-test in higher than pre-test. The mean score was calculated as follows:

**The average (Mean)**

$$\bar{x} = \frac{\Sigma x}{n_x} = \frac{2630}{30} = 87.66$$

(Sugiyono, 2015)

**Standard deviation of X variable**

$$\begin{aligned}SD_1 &= \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1-1)}} && \text{(Sugiyono, 2015)} \\&= \sqrt{\frac{30(231650) - (2630)^2}{30(30-1)}} \\&= \sqrt{\frac{6949500 - 6916900}{870}} \\&= \sqrt{\frac{32600}{870}} \\&= \sqrt{37.47} \\&= 6.12\end{aligned}$$

**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.	ARH	65	75	4225	5625
2.	ARSM	60	70	3600	4900
3.	AA	50	65	2500	4225
4.	AI	35	55	1225	3025
5.	AHN	45	75	2025	5625
6.	AN	35	70	1225	4900
7.	AIW	65	75	4225	5625
8.	AF	65	90	4225	8100
9.	BS	50	70	2500	4900
10.	BAP	45	65	2025	4225
11.	CRL	65	80	4225	6400
12.	DR	40	65	1600	4225

13.	DWP	45	65	2025	4225
14.	DTY	35	55	1225	3025
15.	DPR	35	70	1225	4900
16.	FAF	65	70	4225	4900
17.	FKD	35	75	1225	5625
18.	GAB	65	75	4225	5625
19.	HNP	65	70	4225	4900
20.	IAL	55	75	3025	5625
21.	MFA	50	65	2500	4225
22.	MIS	35	70	1225	4900
23.	MSNA	40	75	4900	5625
24.	MAA	35	55	1225	3025
25.	MFH	35	60	1225	3600
26.	MA	50	65	2500	4225
27.	NAV	40	65	4900	4225
28.	NN	60	75	3600	5625
29.	PP	55	65	3025	4225
30.	PJ	50	70	2500	4900
<b>TOTAL</b>		<b><math>\Sigma Y_1 = 1470</math></b>	<b><math>\Sigma Y_2 = 2075</math></b>	<b><math>\Sigma Y_1^2 = 85900</math></b>	<b><math>\Sigma Y_2^2 = 144175</math></b>

Based on the table 4.4 above it can be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 35 and in post-test was 55. While the highest score of control class was 65 in pre-test and 90 in post-test. After calculated the data for the control group above the score for pre-test was 1470 and the total score for post-test was 2075. 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)**

$$\bar{y} = \frac{\sum y}{n_y} = \frac{2075}{30} = 69.16 \quad (\text{Sugiyono, 2015})$$

**Standard deviation of Y variable**

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

$$= \sqrt{\frac{30(144175) - (2075)^2}{30(30-1)}}$$

$$= \sqrt{\frac{4325250 - 4305625}{870}}$$

$$= \sqrt{\frac{19625}{870}}$$

$$= \sqrt{22.55}$$

$$= 4.74$$

**Table 4.5**

**Calculating Correlation Between Product Moment  $X_1$  and  $X_2$**

No.	$\sum X_1$	$\sum X_2$	$\sum X_1^2$	$\sum X_2^2$	$\sum X_1 X_2$
1.	AF	45	75	2025	3375
2.	AH	55	95	3025	5225
3.	AKB	55	80	3025	4400
4.	AW	45	90	2025	4050
5.	ANP	55	85	3025	4675
6.	BS	70	95	4900	6650
7.	DSW	45	85	2025	3825
8.	EA	55	85	3025	4675



9.	FA	65	85	4225	5525
10.	FS	50	80	2500	4000
11.	GZS	45	85	2025	3825
12.	HA	65	95	4225	6175
13.	IM	45	90	2025	4050
14.	MFA	45	90	2025	4050
15.	MHD	50	85	2500	4250
16.	MRM	45	85	2025	3825
17.	MP	70	95	4900	6650
18.	MA	65	90	4225	5850
19.	MBB	60	95	3600	5700
20.	MVY	50	90	2500	4500
21.	MSN	75	90	5625	6750
22.	NAS	65	80	4225	5200
23.	NFN	45	75	2025	3375
24.	NH	70	95	4900	6650
25.	PS	65	85	4225	5525
26.	RA	55	95	3025	5225
27.	RP	55	80	3025	4400
28.	RAM	65	90	4225	5850
29.	RK	60	95	3600	5700
30.	RT	50	90	2500	4500
<b>Jumlah</b>	$\sum X_1 =$ <b>1685</b>	$\sum X_2 =$ <b>2630</b>	$\sum X_1^2 =$ <b>97.225</b>	$\sum X_2^2 =$ <b>31.650</b>	$\sum X_1 X_2 =$ <b>148450</b>

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

$$= \frac{30(148450) - (1685)(2630)}{\sqrt{\{30(97225) - (1685)^2\} \{30(231650) - (2630)^2\}}}$$

$$= \frac{(4453500) - (4431550)}{\sqrt{\{(2916750) - (2839225)\} \{(6949500) - (6916900)\}}}$$

$$= \frac{21950}{\sqrt{\{77525\} \{32600\}}}$$

$$= \frac{21950}{\sqrt{25273}}$$

$$= \frac{21950}{158974}$$

$$= 0.13$$

### C. Testing Hypothesis

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

Ha:  $p \neq 0$  There is a significant effect of applying Peer Tutoring Method with the picture story as media in teaching vocabulary.

**Determining the value of t-test with formula:**

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

$$t = \frac{87.66 - 56.16}{\sqrt{\frac{37.45}{30} + \frac{88.92}{30} - 2(0.13)\left(\frac{6.12}{\sqrt{30}}\right)\left(\frac{9.43}{\sqrt{30}}\right)}}$$

$$= \frac{31.5}{\sqrt{1.24 + 2.96 - 2(0.13)\left(\frac{6.12}{5.47}\right)\left(\frac{9.43}{5.47}\right)}}$$

$$= \frac{31.5}{\sqrt{4.2 - 0.26(1.11)(1.72)}}$$

$$= \frac{31.5}{\sqrt{4.2 - 0.26(1.90)}}$$

$$= \frac{31.5}{\sqrt{4.2-0.49}}$$

$$= \frac{31.5}{\sqrt{3.71}}$$

$$= \frac{31.5}{1.92}$$

$$= 16.40$$

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  $(2n-2=60-2=58)$  in line of 58 that t-table is 1.68 for 0.05. It could be conclude  $t\text{-test} > t\text{-table}$  or  $16.40 > 1.68$  so,  $H_0$  is rejected and  $H_a$  is accepted or “there was the effect of applying Meaningful Instructional Design on the students’ vocabulary mastery.”

#### **D. The significant effect of Applying Meaningful Instructional Design**

The percentage of applying this model was:

$$\text{Significant} = r^2 \times 100\%$$

$$= 0.13^2 \times 100$$

$$= 0.0169 \times 100$$

$$= 16.9\%$$

$$100\% - r^2 = 83.1\%$$

It means: The effect of applying the picture word inductive model on the students' writing achievement in narrative text is 83.1 % was influenced by another factors.

#### **E. Research Findings**

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Meaningful Instructional Design got higher score than those who were taught by using lecturing method. It was proved from the result of t-test which was 16.40 and t-table which was 1.68 ( $t\text{-test} > t\text{-table}$ ,  $16.40 > 1.68$ ). So, the fact showed that the students' vocabulary achievement was more significant than those by lecturing method.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

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

#### **A. Conclusions**

Based on the data analysis, it can be concluded that applying Meaningful Instructional Design more significantly affects on the students' vocabulary mastery. It can be 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 231650 and the mean score was 87.6, while in the control group were 144175 and the mean score was 69.16. 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 16.40 was higher than t-table 1.68, it means that the alternative hypothesis ( $H_a$ ) was acceptable.

#### **B. Suggestions**

Therefore, the researcher tried to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMP Muhammadiyah 07 Medan. They can try Meaningful Instructional Design in teaching English to increase their knowledge and by using a good technique the students are easier and motivated to learn English, especially in vocabulary. The English should select a technique that are not only interesting

but also appropriate with the subject and the students' need. So, the teacher can use Meaningful Instructional Design as an active technique to teach in the class.

2. The students, the students should be active in the classroom because in the Meaningful Instructional Design the students are supported to be active in learning process, its hope that the students can be increase the knowledge.
3. 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)

<b>School</b>	: SMP Muhammadiyah 07
<b>Subject</b>	: English
<b>Class/semester</b>	: VIII
<b>Language Skill/Component</b>	: Vocabulary
<b>Material</b>	: narrative text

#### **A. STANDARD COMPETENCE**

To express the meaning of short functional text and essay in form of narrative text in context of daily life.

#### **B. BASIC COMPETENCE**

To express meaning and theoretical steps in written essay text accurately, fluently, and appropriately in context of daily life and to access knowledge in the form of narrative text.

#### **C. INDICATORS**

At the end of the lesson students can:

1. Know the vocabulary with pictures
2. Complete or fill in the blank the narrative text with the keyword



3. Know about narrative text

## **Character Value and Entrepreneurship**

### Character Value

- Religious
- Discipline
- Hardworking
- Curiosity
- Communicative
- Environmental awareness

### Entrepreneurship

- Confidence
- Task and Result oriente

## **D. LEARNING OBJECTIVE :**

The students able to:

1. Know the vocabulary with pictures
2. Complete or fill in the blank the narrative text with the keyword
3. Know about narrative text

## **E. TEACHING MATERIALS :**

### **Narrative text**

Narrative text is a kind of text to retell the story occurred in past tense.

The purpose of the text is to entertain or to amuse the readers/listeners.

### **Generic structure**

1. Orientation : who,when,what,and where
2. Complication : the series of chronological events and tells the problems of the story
- 3.Resolution : the crisis is resolved,for better or worse.

### **Language features**

1. Using past tense :

Positive : S+V<sub>2</sub>

Negative : S+did+Not+V<sub>1</sub>

Introgative : did+S+V<sub>1</sub>

2. Usingtime connectives and conjuntions (one day,then,before,after,soon)

Long time ago,in a small **village** near the beach in West Sumatera, lived a women and her son, malin kundang.malin including a smart kid but a bit naughty. After growing up,he thought to make a living in the country side hopes of later on when returning home, he was

already a wealthy man, so he said to his mother, "mother I want to be a rich man, so I want to go to country side. Please release me". His mother was originally less agreeable with Malin Kundang, but she finally agreed through with a heavy heart. His mother said, "my son, if you have succeeded, don't you forget about your mother and the village, son,"

In country side, he worked diligently. With tenacity and perseverance in work, Malin gradually managed to become a wealthy man. It has a lot of merchant ships with men of more than 100 people. And then, Malin Kundang marry a girl to be his wife.

After long time, Malin and his wife went to his village. His mother recognize him and then hugged Malin and said, "Malin Kundang, my son, why did you go so long without sending any news?". But do you what happens then? Malin Kundang immediately release her mother's arms and pushed it down. "hey woman, how dare you claim to be my mother. Don't you see? I'm a rich man, and you? You're just an old, poor, and dirty woman" said Malin Kundang to his mother. Malin Kundang pretended not to recognize his mother, embarrassed by her mother was old and wearing tattered pail. "is she your mother", asked his wife. "no, she was just a beggar who pretended as my mother to get my property," said Malin to his wife.

She is very sad. She is not expected him to be a rebellious child. And then, she said while crying, "oh god, if he my son, I curse he become a

rock". Suddenly, a thunderstorm came. Not long after that, malin's body slowly becomes stiff and eventually finally shaped into a rock.

## **F. STEPS OF LEARNING**

### **1. Pre-activities**

#### **Prepare Classroom:**

- Greeting he students
- Checking the students attendance
- Reviewing the materials on the previous meeting
- Motivating the students and describing the materials which are going to be discusses generally telling the objective of the lesson

### **2. Whilst-Activities**

#### **Exploration:**

- Provide stimulus in the form of a short essay material about the simple form of a narrative
- Teacher show the video about the material and ask the students to analysis the video to find out the difficult word for them.
- The teachers help the student to indentifying the difficult word and the teachers introduces vocabulary (introducing stage) with clear and correct speech ,the teacher gives an

example of using the appropriate grammar pronunciation vocabulary (modeling stage)

- The teacher divide the students into group and show the second video.The teacher ask the students to analyze the video.
- After the video has showed , the teacher give the students challenge to matching the correct word into a appropriate picture in whiteboard.
- Teacher with the students correct the answer directly in whiteboard

**Elaboration :**

- The teacher prepared and explained the material clearly on the white board.
- Students with each group to analyze and discuss these flash cards together.
- Teacher given students the time to read and understand the material given by the teachers

**Confirmation:**

- Teacher share the worksheets to the students and asked students to work the task individually.
- The teacher collect the students answer sheets

### 3. Post- Activities

- Teacher asked students summarizing the material which has already been discussed, and teacher complete the summary material today.
- Teacher giving homework to the students.
- Teacher closing the class and give the motivation the students.

### G. Media :

- Video from youtube
- Picture
- Flash card
- Laptop, LCD, Speaker

### H. Sources:

- Buku Siswa Bahasa Inggris Kelas VIII.

### I. ASSESSMENT

#### Process Evaluation :

$$\text{Score} = \frac{\text{total of true answer}}{\text{total of the question}} \times 100\%$$

Medan,

2017

The English Teacher

Researcher,

( )

(Monatia Hutabarat)

## **APPENDIX II:**

### **LESSON PLAN**

(Control Group)

<b>School</b>	: SMP Muhammadiyah 07
<b>Subject</b>	: English
<b>Class/semester</b>	: VIII
<b>Language Skill/Component</b>	: Vocabulary
<b>Material</b>	: Narrative teks

#### **A. STANDARD COMPETENCE:**

To express the meaning of short functional text and essay in form of narrative text in context of daily life.

#### **B. BASIC COMPETENCE :**

To express meaning and theoretical steps in written essay text accurately, fluently, and appropriately in context of daily life and to access knowledge in the form of narrative text.

#### **C. INDICATORS :**

At the end of the lesson students can:

1. Know the vocabulary with pictures
2. Complete or fill in the blank the narrative text with the keyword

3. Know about narrative text

### **Character Value and Entrepreneurship**

#### Character Value

- Religious
- Discipline
- Hardworking
- Curiosity
- Communicative
- Environmental awareness

#### Entrepreneurship

- Confidence
- Task and Result oriented

### **D. LEARNING OBJECTIVE :**

The students able to:

1. Know the vocabulary with pictures
2. Complete or fill in the blank the narrative text with the keyword
3. Know about narrative text

### **E. TEACHING MATERIALS :**

**Narrative text :**



Narrative text is a kind of text to retell the story occurred in past tense.

The purpose of the text is to entertain or to amuse the readers/listeners.

**Generic structure :**

1. Orientation : who,when,what,and where
2. Complication : the series of chronological events and tells the problems of the story
- 3.Resolution : the crisis is resolved,for better or worse.

**Language features :**

Using past tense :

Positive : S+V<sub>2</sub>

Negative : S+did+Not+V<sub>1</sub>

Introgrative : did+S+V<sub>1</sub>

Using time connectives and conjuntions (one day,then,before,after,soon)

Long time ago,in a small village near the beach in West Sumatera, lived a women and her son, malin kundang.malin including a smart kid but a bit naughty. After growing up,he thought to make a living in the country side hopes of later on when returning home, he was already a whealty man, so he said to his mother,"mother i want to be a rich man,so i want to go to country side. Please release me".his

mother was originally less agrees with malin kundang, but she finally agreed through with a heavy heart. His mother said,“ my son,if you have succeeded,don't you forget about your mother and the village,son,”

In country side, he worked diligently. With tenacity and perseverance in work,malin gradually managed to become a wealthy man.it has a lot of merchant ships with men of more than 100 people. And then, malin kundang marry a girl to be his wife.

After long time, malin and his wife went to his village. His mother recognize him and then hugged malin and said.”malin kundang, my son, why did you go so long without sending any news?”. But do you what happens than? Malin kundang immedietly release her mother's arms and pushed it down. “hey woman,how dare you claim to be my mother. Don't you see? I'm a rich man, and you? You're just an old,poor, and dirty woman” said malin kundang to his mother. Malin kundang pretended not to recognize his mother,embarrassed by her mother was old and wearing tetternedpail. “is she your mother”,asked his wife. “ no, she was just a beggar who pretendeed as my mother to get my property,”sai malin to his wife.

She is very sad. She is not expected him to be a rebellious child. And then, she said while crying,”oh god, if he my son, i curse he become a rock”. Suddenly, a thunderstorm came. Not long after that, malin's body slowly becomes stiff and eventually finally shaped into a rock.

## **F. STEPS OF LEARNING**

### **4. Pre-activities**

#### **Prepare Classroom:**

- Greeting the students
- Checking the students attendance
- Reviewing the materials on the previous meeting
- Motivating the students and describing the materials which are going to be discusses generally telling the objective of the lesson

### **5. Whilst-Activities**

#### **Exploration:**

- Teacher show the video about the material and ask the students to analysis the video to find out the difficult word for them.
- The teachers help the student to indentifying the difficult word and the teachers introduces vocabulary (introducing stage) with clear and correct speech ,the teacher gives an example of using the appropriate grammar pronunciation vocabulary (modeling stage)

#### **Confirmation:**

- Teacher share the worksheets to the students and asked students to work the task individually.
- The teacher collect the students answer sheets

## 6. Post- Activities

- Teacher asked students summarizing the material which has already been discussed, and teacher complete the summary material today.
- Teacher giving homework to the students and closing the class

## G. Media :

- Video from youtube
- Laptop, LCD, Speaker

## H.Sources :

- Buku Siswa Bahasa Inggris Kelas VII .

## I. ASSESSMENT

### Process Evaluation

$$\text{Score} = \frac{\text{total of true answer}}{\text{total of the question}} \times 100\%$$

Medan,

2017

The English Teacher

Researcher,

(Yusiyani,Spd)

(Monatia Hutabarat)

**APPENDIX III:**

**KEYS ITEM:**

**TASK I: MATCHING THE WORD WITH APPROPRIATE PICTURES**

Instruction: matching the appropriate word in box with the pictures with line:



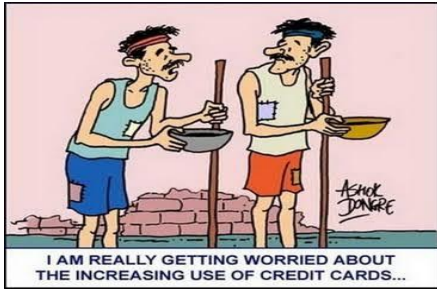
- a. CITY
- b. MARKET
- c. VILLAGE



- a. HOSPITAL
- b. HOUSE
- c. RESTAURANT



- a. MOP
- b. SWEEP
- c. FARM



- a. POOR
- b. RICH
- c. HUMBLE



- a. CRYING
- b. HAPPY
- c. SAD



- a. SAD
- b. SLEEP
- c. EAT



- a. OLD
- b. GIRL
- c. YOUNG



- a. CLOTHES
- b. PANTS
- c. SKIRT



- a. PAIL
- b. DRESS
- c. CLOTHES

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- a. CHILD
- b. GRANDMOTHER
- c. UNCLE

**APPENDIX IV:**

**KEYS ITEM:**

**TASK I: MATCHING THE WORD WITH APPROPRIATE PICTURES**



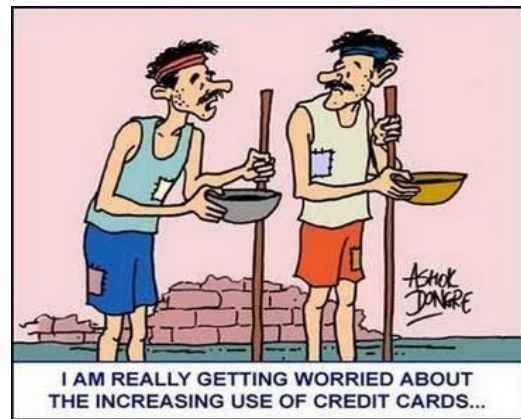
**( VILLAGE )**



**( HOUSE )**



**( SWEEP )**



**( POOR )**





( CRYING )



( SAD )



( OLD )



( CLOTHES )



( PAIL )



( CHILD )