

**THE EFFECT OF APPLYING WORD SORT STRATEGY TOWARD  
STUDENTS' VOCABULARY MASTERY OF THE EIGHT GRADE  
STUDENTS AT SMP NEGERI 3 PALU**



**SKRIPSI**

*Presented as a partial fulfillment of the requirements for the degree  
of Sarjana Pendidikan at the Teacher Training and Tarbiyah Faculty  
State Institute for Islamic Studies (IAIN) Palu*

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2020**

## **ABSTRACT**

Meydina (2020), "THE EFFECT OF APPLYING WORD SORT STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF THE EIGHT GRADE STUDENTS AT SMP NEGERI 3 PALU", English Tadris Department, Teacher Training & Tarbiyah Faculty, State Institute Islamic Studies (IAIN) Palu. Under the supervision of Muhammad Ihsan and Fitriingsih.

This research aims to know the sign effect of applying word sort strategy towards students' English vocabulary of the eight grade students of SMP Negeri 3 Palu. The research employed quasi and need pre-test and post-test to both experimental class and control class. The population of this research is all students in the grade VIII students of SMP Negeri 3 Palu. The sample was selected by using random sampling technique. The samples are 50 students of class VIII A as the control class and VIII B as an experimental class. The researcher analyzed the data statistically data collection. The result of the data analysis shows that the mean score of the experimental class (80.40) is higher than the mean score of the control class (65.06). the deviation score of both experimental class and control class is 7.45. The result of t-counted (8.20) which is higher than the t-table (2.01). In analyzing the data, the researcher used 0.05 level of significance and the degree of freedom ( $df = 25 + 25 - 2$ ) it means that the hypothesis of the research was accepted. Therefore, the application of word sort strategy increase students' vocabulary.

Keywords: Increasing, Word Sort Strategy, Vocabulary.

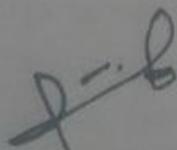
## APPROVAL SHEET

A skripsi entitled "THE EFFECT OF APPLYING WORD SORT STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF THE EIGHT GRADE STUDENTS AT SMP NEGERI 3 PALU" by Meydina NIM: 16.1.16.0073, student of English Department at the Teacher Training and Tarbiyah Faculty State Institute for Islamic Palu. After observing and correcting the skripsi, each supervisor see that proposal has been fulfilled scientific requirements for seminar.

Palu, 7 Juni 2020 M.

16 Syawal 1441 H

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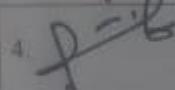
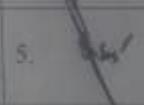
## RATIFICATION

Skripsi by Meydina NIM : 16.1.16.0073 with the title "THE EFFECT OF APPLYING WORD SORT STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF GRADE VIII STUDENTS AT SMP NEGERI 3 PALU" which has been examined in front of board examiner Teacher Training and Tarbiyah Faculty State Institute for Islamic Studies (IAIN) Palu on July 27, 2020. It is seen that Skripsi has met the criteria for writing scientific papers and can be accepted as a requirements to be obtain a Degree of Sarjana Pendidikan in English Department with some improvements.

Palu, August 10, 2020 M

9 Dzulhijjah 1441 H.

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## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

Praise is only rendered to Allah SWT, the almighty, for the mercy and strength so that the researcher can finish this Skripsi entitled: “THE EFFECT OF APPLYING WORD SORT STRATEGY TOWARD STUDENTS’ VOCABULARY MASTERY OF THE EIGHT GRADE STUDENTS AT SMP NEGERI 3 PALU”. This Skripsi is written as partial fulfillment of the requirements for Sarjana Pendidikan degree of English Department at Teacher Training and Tarbiyah Faculty, State Institute Islamic Studies Palu.

This Skripsi could not be completed without a great deal of help from many people who always guide and suggest the researcher in constructing this Skripsi. May Allah SWT give Gracious to you all.

Deepest gratitude also goes to those who have helped the researcher in finishing this Skripsi, among others:

1. The researcher parents, Mansyur Tahiya Dg. Manase (Father), Rahmawaty Labanu (mother), her beloved sisters and brothers of their relatives, who had given their materials, pray and motivation to support the researcher success at study.
2. Dr. Mohammad Idhan, S.Ag., M.Ag. The Dean of Teacher Training and Tarbiyah Faculty, who has directed the researcher in the research process.
3. Dr. Hj. Nur Asmawati.,S.Ag., M.Hum the Head of English Department, and Rasmi.,S.Pd.,M.Pd the Secretary of English Department and staff, who had given valuable advice, support and who has direct the researcher during the process of her study at IAIN Palu.
4. The researcher advisor Drs. Muhammad Ihsan.,M.Ag, and Fitriingsih. S.S., S.Pd., M.Hum. Who always guides in completing this Skripsi.

5. All of the Lecturers in English Tadris Department who had given motivation, support and precious knowledge during the researcher study at IAIN Palu.
6. The researcher beloved friends, Reza, Algi, Elvita, Silfana, Triana, Wahyu Sagusta, Fajar, Mandarwati, Tiara Radika and Mildesya Idrus, Who always help and support the researcher in writing the Skripsi.
7. The researcher classmates, at TBIG 3 Batch 2016 who always give advice and support the researcher to do the research.

Finally, to all of the participants, the researcher always wishes that all the assistance given in depth is an infinite reply from Allah SWT.

Palu, 7 Juni 2020 M.

16 Syawal 1441 H

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## CHAPTER I INTRODUCTION

### A. Background

Vocabulary is one of the most essential parts of the language components. It plays an important role to support the four language skills of listening, speaking, reading and writing. These language skills and components function as tools in developing science, technology, culture and art. The students are expected to acquire language skills in order to be able to speak with other people both in school and in social life.

Although some of Indonesian students have learnt English since they are in Elementary School, it cannot be denied that most of them are still hardly able to speak or to communicate in English. The same case is also found in teaching of reading, which is frequently integrated with vocabulary. It is still far from the learning target.<sup>1</sup>

In reading the students are not able to understand and comprehend the text. Also in writing, the students find it difficult to generate their ideas as they have limited words. Automatically, they are not able to write a paragraph even it just a sentence. Therefore, teaching and learning vocabulary cannot be neglected. In other words, vocabulary is central for study about language because vocabulary is can make the students easy to

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<sup>1</sup> Abdul Gafur Marzuki. "Utilizing Cooperative Learning In Islamic College Students' Classroom". (IAIN, Palu) p.2

organize ideas and argument both orally and actually in writing system. Without mastering numerous words, the students are not able to express their ideas, communicate orally and write in English, get difficulty to understand reading text as well as someone's utterance.

A successful teaching-learning process can be achieved through good lecturers' preparation. High students' motivation and appropriate instructional materials.<sup>2</sup>

On September 2019 after conducting the observation, the researcher found some problems at SMP Negeri 3 Palu. The problems were lack of vocabulary and the teacher often uses the same strategy such as translating or memorizing words. Therefore, the student got difficulty to construct the sentence, to understand the text, and to answer the teacher's question. As a result, the words which have been memorized are gone and the words cannot be stored in their mind. That is why, it is very important to find effective strategy to increase students' vocabulary.

Based on the description above, the students need a new strategy to improve students' vocabulary in the learning English. One of the strategies is word sort strategy. Word sort is simple small group activities. It helps students identify meaning and properties of words before sorting the list into defined groups. By this strategy they are actively using the brain, either to find the main idea of the material to solve problems, to apply what they

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<sup>2</sup> Abdul Gafur Marzuki. "Developing Speaking Skill Through Oral Report in an EFL class in Indonesia". (IAIN, Palu) p.2

learned into a problem that exists in real life. By using active learning, the students are invited to participate in all the learning process, both mentally and physically. The researcher chose word sort strategy because it can improve their vocabulary. The teachers can apply an effective strategy in the teaching learning process.

Word sorts are small group, categorizing and classifying activities. Word sorts help students activate and use their prior knowledge as well as providing them an opportunity to learn from and with each other.<sup>3</sup>

## **B. Research question**

The research question will be as follows:

*Is there any significant effect of word sort strategy towards students' English vocabulary Mastery of The Eight Grade students at SMP N 3 Palu?*

## **C. Objective of the research**

The objective of the research towards is to know the effectiveness of applying word sort strategy in teaching students' vocabulary of the grade VIII of SMP Negeri 3 Palu. Word sort strategy can be useful for students, and classroom situation. Firstly, it helps students to increase their vocabulary from reading section. Then, it makes will make the classroom situation should be more conductive and funnies.

## **D. Significance of the research**

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<sup>3</sup> Eri Kuriawati "The Effect of Using Word Sort Strategy toward Reading Comprehension Of The Second Year Students Of Senior High School 2 (Siak Hulu-Kampar Regency, 2012) p.95

The researcher expects that the result of this research would be useful for English teachers and students. First teachers can enrich their teaching strategy to make their class more interesting. Second, students can enjoy themselves in learning English in the class and enlarge their vocabulary easily. Finally, for the researcher herself, as a coming teacher this research will be useful to give her important experience in teaching English Language especially in English Vocabulary. In this research, the students will read the text in narrative text to answer the question.

**E. Definition of the terms**

The researcher uses some operational definition of key terms to explain the meaning of them in this research. The operational definition of the key terms is as follows:

- a. Increasing is to make something large or greater in size, amount, number, etc.
- b. Vocabulary is the stock of words used by or known to a particular people or group of persons.
- c. Word sort strategy is simple small group activities. They help students understand key words from a reading selection. Students identify meaning and properties of words before sorting the list into defined groups.

## CHAPTER II

### RELATED LITERATURE REVIEW

#### A. Previous Studies

The function of previous studies is to support the researcher or to take the differences between those previous studies. When the researcher reviewed the literature, she has found one study that relate to her study. The study is entitled “*The effects of word sorting techniques on developing vocabulary retention among pre-intermediate EFL learners.*”<sup>4</sup> In conducting the research he used quasi experimental research design. The result of his research shows that before giving treatment the researcher noted that students in seventh grade of class B still had some difficulties to find a new vocabulary from English text, after the treatment the student can know the new vocabulary. Word sort strategy can develop the students’ vocabulary and the student can be easier to remind a new vocabulary in the text and starting to read intensively.

The second research with the title: “*Teaching Vocabulary Using Word Cards and Word List*”.<sup>5</sup> The researcher applied a Quasi Experimental in this research. The result showed that teaching vocabulary by using word cards and word list as the treatment which was given to the experimental group affects the students’ academic vocabulary. It can be

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<sup>4</sup> Jenifer L. Cook. “The Effects of Word Sorting Techniques on Developing Vocabulary Retention Among Pre-Intermediate EFL Learners.” (Tehran, Viterbo University)

<sup>5</sup>Elsa Yuriska Sitompul. “Teaching Vocabulary Using Flashcards And Word List.” (Jakarta, Universitas Indonesia, 2013) p.5

applied easily in the teaching and learning process and make the students participate

From the two research above, the researcher can conclude that the important of learning strategies in learning academic vocabulary. The researcher as the teacher must be smarter in choosing technique or strategy that appropriate for the students. Word sort is the one of the strategies can be used by the teacher to make the learning vocabulary more effective.

## **B. Vocabulary**

### **1. Vocabulary Defined**

Vocabulary is a list of words and their combination in particular language.<sup>6</sup> Vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs.<sup>7</sup> Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached.

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

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<sup>6</sup> Joklova : 2009 in Elsa Yuriska Sitompul . “Teaching Vocabulary Using Flashcards And Word List.” (Jakarta, Universitas Indonesia, 2013) p.53

<sup>7</sup> Komachali and Khodareza, 2012 in Elsa Yuriska Sitompul “Teaching Vocabulary Using Flashcards And Word List.” (Jakarta, Universitas Indonesia, 2013) p.53

Vocabulary is primarily associated with the number of words that a person knows, one either has a large or small vocabulary. But the word has many shades of meaning and is nicely representative of the nuanced and multi-hued nature of so much of the English lexicon.

Vocabulary is a basis of language, it is very important to master in our language. Vocabulary is a set of words known to a person or other eternity, or that are parts of all words that are understood by that person when constructing new sentences.<sup>8</sup>

Based on the statement above, the researcher assumes that vocabulary is an important role in learning a language, vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate mastery of vocabulary.

#### **a) Importance of Vocabulary**

Vocabulary is very important in learning a language because without sufficient vocabulary people cannot understand others or express their own ideas. If people cannot understand each other language or express their idea to communicate, the language that they use is meaningless. It means that people have to purpose in learning vocabulary in the relation to their daily activity in interacting with others. They convey their message by producing words.

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<sup>8</sup>Aitchison, Jean. "New Media Language". (London and New York, 2001) p.331

In learning English, vocabulary is going to be a central to English Language Teaching because teaching vocabulary will help students to understand and communicate with others in English. Besides, teaching vocabulary will help students to increase or develop their ability in all language skill. Thus, students have, the easier they would be find to develop the four language skill that they use in English class.

### **b) Kinds of Vocabulary**

In English there are four kinds of vocabulary<sup>9</sup>:

- 1) Content words represent noun is the name of objectives or things for example mouse, motorcycle, and house. Verb is action by with those things for example sleep, write, and walk. Adjective is the qualities of these things for example fat, handsome, ugly and pretty. Adverb is the indication such meaning as frequency, degree, manner, and place for example right now, diligently, there.
- 2) Function words are those words that are used as a means of expressing relation of grammar/structure. Such as conjunction (and, or, but), preposition (in, to, of), pronouns (she, they).
- 3) Substitute words are those that represented individual thing or specific action as substitutes for whole from classes for words (anyone, somebody, anybody)

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<sup>9</sup> Fries, Charles. "Teaching English as a Foreign Language." (Michigan, 1974)

4) Distributed words, those are distributed in the according to grammatical mater as presence or absence of noun and negative.

Such as: any, either, and neither.

From the explanation above all notes there were four types of English vocabulary: content words, function words, substitute words and distributed words. It can be concluded that the vocabulary its words that have a meaning each and can be used to transfer the message from the speaker or writer for the listener or reader in the communication network. Therefore, the students have to learn vocabulary well. So that they are able to master the language are (speaking, writing, listening and reading).

### **C) Word Sort Strategy**

Word sorts are small group, categorizing and classifying activities. Word sorts help students activate and use their prior knowledge as well as providing them an opportunity to learn from and with each other.<sup>10</sup> According to the TCM staff, word sort can be used as a pre-reading strategy that prepares students for the information that will be covered in the text.<sup>11</sup>

A Word Sort is a simple small group activity. Students list key words from a reading selection. (Alternatively, the teacher may provide a list of terms prior to the reading activity.) Students identify the meaning and

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<sup>10</sup> Raffini, loc.cit. in Eri Kuriawati (Thesis : 2013) “The Effect of Using Word Sort Strategy toward Reading Comprehension Of The Second Year Students Of Senior High School 2 Siak Hulu-Kampar Regency” (Riau, UIN SUSKA,2013) p.95

<sup>11</sup>TCM Staff,. p.22 in Eri Kuriawati “The Effect of Using Word Sort Strategy toward Reading Comprehension Of The Second Year Students Of Senior High School 2 Siak Hulu-Kampar Regency.” (Riau, UIN SUSKA,2013) p.4

properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of a reading selection.

**a) Types of Word Sorts**

The researcher will use the theory <sup>12</sup> can describe two forms of Word Sorts:

- 1) Closed Word Sort–The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collections.
- 2) Open Word Sort–The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

**b) Step of Word Sort.**

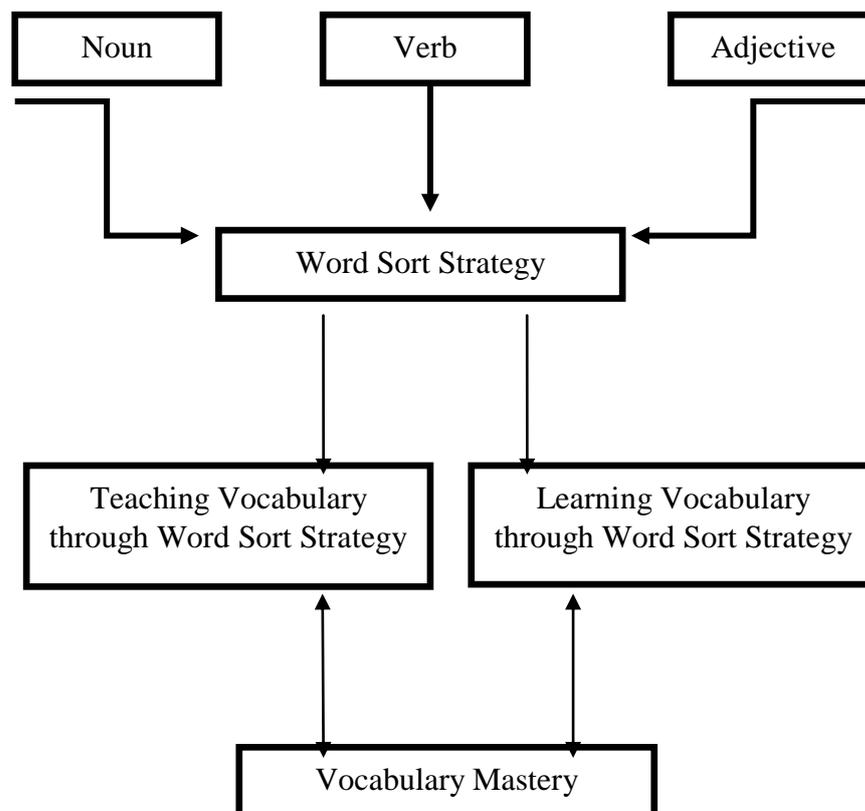
- 1) List between 10 and 20 key vocabulary words from a reading selection on the chalkboard or on index cards.
- 2) Divide the class into small groups of 4 or 5 students. (Distribute the index cards if this method is used.)

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<sup>12</sup> Vacca and Vacca *content area reading: Literacy and learning across the curriculum.* (1996)

- 3) For a Closed Word Sort, provide students with the categories into which they will sort the vocabulary words. For an Open Word Sort, instruct the student teams to suggest categories for organizing the words.
- 4) Allow 10 to 15 minutes for the student teams to assign the words to the appropriate categories.
- 5) Conduct a class discussion with each group presenting their word list for one of the categories. Require the students to defend their sorting of terms by asking about the common features of the categories and how each specific word meets these criteria.

#### A. Conceptual Framework



One of the important aspects of language is vocabulary. Without knowing the vocabulary, we have difficulty to reveal what we mean to other person. As a language component, vocabulary plays an important roles, it is one element that links the four skills of speaking, listening, reading and writing.

The main point in teaching vocabulary is increasing students' vocabulary by adding new words in their mind. In junior high school especially eight grade student, they have to know the three parts of speech that always they use. There are noun, verb, and adjectives. Those kinds of vocabulary are very important to increase, in order to the students be able to communicate in English.

Word sort is semantic map strategy that helps students increase their vocabulary and categorization skill and learn to organize concepts. Student can identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of reading selection.

## **B. Hypothesis**

The hypothesis of the research is there is an effect of word sort strategytowards students' English Vocabulary Mastery of Grade VIII at SMP N 3 Palu.

### CHAPTER III

## RESEARCH METHODOLOGY

#### A. Design of The Research

In this research the researcher used Experimental research to find the data and results of tests that have been done by the researcher to see the increase of the students in vocabulary mastery. Both classes were taken from the classes that already formed by looking at the same condition. Then the researcher used non equivalent control group design. The design of this research as follows:<sup>13</sup>

$O_1 X O_2$

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$O_3 O_4$

Note:

$O_1$ : pretest of experimental class

$O_2$ : posttest of experimental class

$O_3$ : pretest of control class

$O_4$ : posttest of control class

X: treatment of experimental class

-----: there is no random of subject.

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<sup>13</sup> Tuti Masnijar "The Use of English Kids Song To Improve Students' Listening Comprehension."(Banda Aceh, UIN Ar-Raniry, 2015) p.25

## **B. Population and Sample**

### **1. Population**

The population of this research was the eight grade students of SMPN 3 Palu academic year 2019/2020. The total of population is 316 students. They will be divided in 10 classes.

### **2. Sample**

In this research, the samples are two classes of populations. The researcher used purposive sampling technique in choosing the sample. Purposive sampling, researcher handpicks the cases was included the sample on the basis of their judgment of their typicality.<sup>14</sup> In SMP Negeri 3 Palu, there have been two excellent classes on every level. They were VIII A and VIII B. The two classes have similar skill and ability in almost every subject. Therefore, the purpose of choosing the sample of this research was decided which one of the classes is want to be the control class and which one is to be the experimental class. Furthermore, the researcher was decided that the experimental class as VIII A and VIII B as the controlled class.

## **C. Variable of The Research**

Each research has its variables that influence each other. Variable is a construct or a characteristic that can take on different values or

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<sup>14</sup> Cohen L "Research Method in education (fifth ed.). (London: Taylor & Francis e-Library,2000) p.103

scores.<sup>15</sup> The dependent variable was the one that influenced by the independent variable. Moreover, Creswell also point out that a variable refers to a characteristic or attribute of an organization that can be measured or observed and that varies among the people or organization being studied.

In this research, there are two variables namely independent variable and dependent variable. The independent variable of this research is word sort strategy and dependent variable is the vocabulary of Grade VIII students of SMP Negeri 3 Palu.

#### **D. Procedure Data Collection**

##### **1. Observation**

Observation supposedly to see whether other technique will use by the teacher can Increase vocabulary of the students and whether of this technique is different significantly. The researcher will observe the process of learning and teaching in the classroom to find any additional information concern the way of teacher to teach the students' about the vocabulary.

##### **2. Test**

The use of the test is measure the student's ability on vocabulary before the treatment. The items give on the pretest was same as the items

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<sup>15</sup> Ary D. Jacobs, L. C. & Razavieh A. "Introduction to research in education." (Wadsworth, Thomson Learning, 2002)

on the posttest. The test consists of three parts: the first part consist of 15 items of multiple choices and every correct answer score is 1. Second parts consist of 10 items of matching with every correct answer score is 1. The three parts consists of 5 items of completion with every correct answer is 1.

**a) Pre test**

The pre-test was given by the researcher before the treatment. The pretest in this research had a purpose to find out the students' vocabulary. The researcher was give to both of the control class and experimental class. The text of test for the experimental class and the control class was similar.

**b) Post test**

The post-test was administered after conducting the treatments in both of experimental and control class. This test was measure the students' vocabulary after doing the treatments. The process of posttest will similar with the pretest. Both experimental and control classes can get the same questions. Then, the score was collect and analyze. The differences can be seen in the result of the pre-test and the posttest.

### The Scoring System

**Table 1**

No.	Kinds of test	Items	Score
1.	Multiple choice	15	15
2.	Matching	10	10
3.	Completion	5	5
Total		30	30

### The Completion test

**Table 2**

No.	Test	Criteria	Score
1-15	Multiple		
	Choice	16-25	Matching
26-30		Correct answer	1
	Completion	Wrong answer	0

### E. Treatment

After giving the pre-test, the researcher conducted the treatment. The researcher conducted the treatment to the experimental class with the strategy that the researcher used while the control class will teach with a similar way as the teacher usually did.

## F. Technique of Data Analysis

To determine the individual score, the researcher was analyzed the students' standard score in the pretest and the posttest by using the following formula.<sup>16</sup>

$$\frac{A}{N} \times 100$$

Where: A = the number of students who answered the item correctly

N = the total number of students who attend the item

100 = constant number

Then, the researcher was analyzed the mean of the groups on pretest and posttest using the formula purposed by Hatch and Farhady<sup>17</sup> (1982:55);

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = mean score

$\sum x$  = amount of each data

N = amount of data

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<sup>16</sup> Cohen L, (2006: 312) "Research Method in Education (fifth ed.). London: Taylor & Francis e- Library

<sup>17</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied Linguistics.

After getting the mean score of both of the experimental and the control class, the researcher was computed the mean score and the square of the deviation to find out the significant difference between the experimental and the control class. The researcher was compared the mean score and the significant deviation by using formula suggested by Arikunto<sup>18</sup> as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

$\sum x^2$  = Deviation score of experimental class

$\sum y^2$  = Deviation score of control class

N = Number of students

In order to find the significant difference or testing hypothesis, the researcher was analyzed the data by using t-count formula<sup>19</sup> as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right] \left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

Where:

Mx = Mean of experimental class

My = Mean of control class

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<sup>18</sup> Arikunto, (2006:312) "Prosedur Penelitian Suatu Pendekatan Praktik"

<sup>19</sup> Arikunto, S. (2006) "prosedur penelitian satu pendekatan praktik" ( edisi revisi ke-6)

$\sum x$  = Sum of Square of experimental class

$\sum y$  = Sum of Square of control class

$N_x$  = Number of students of experimental class

$N_y$  = number of students of control class.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Findings of the Research**

The researcher has analyzed and presents the data obtained through test instruments, there are observation and test in this chapter. The researcher analyzed the data obtained from both experimental class and control class. The test (pretest-posttest) to both sample classes measuring the students' ability in comprehending narrative text before and after the treatment. The result of each test was compared to measure whether the use of word sort strategy increases the students' vocabulary or not.

#### **B. Findings of The Observation**

The observation was intended to know the real condition of English classroom activities and teaching of English reading. The result of observation is presented below:

- a. Before dealing with the discussion of the topic, first the teacher gave the students some question related to the topic discussed. It means that the teacher applied warming up activities.
- b. In presenting the materials, the teacher used Indonesian dominantly because the students did not understand if the teacher fully used English Language. The teacher guided the students to understand the meaning of the words through translation.

- c. The teacher asked the students to read some phrases or short sentences according to the topic in the text book.
- d. To make the students active in learning process, the teacher ask them to do the excercise and she mentioned the students when they did the activity.
- e. The students opened the dictionary and ask their friends when they are found the difficulties in meaning of words.
- f. In the classroom interaction, a several of students used Bahasa Indonesia to do the classroom activities, as in asking questions to the teacher or their friends, discussing the materials and ordering their friends.
- g. The teacher check the student's word by asking them to write their answer to the whiteboard or assigned their works.
- h. The teacher depended too much on the text book procedure in teaching.

By considering the finding on the observation above the researcher assumed that the students did not interest in studying English language because they looked passive when the teacher asked some questions that related to the topic. The student had not motivated in doing excercise individually, but they depended on their friend who can do the excercises.

### **C. Findings of Pre-test**

Before giving the treatment, the researcher administered a pre-test the ability of the VIII Grade students of SMPN 3 Palu in voabulary. The researcher conducted the pre-test by using whatsapp application on March 03<sup>th</sup> , 04<sup>st</sup> ,and 05<sup>th</sup> 2020. The resesarcher computed the result score of the pretest as can be seen in the following table:

**Table 4**  
**Result of Pre-test of the Experimental class**

<b>No.</b>	<b>Initial</b>	<b>Correct Item</b>	<b>Score</b>	<b>Category</b>	<b>Qualification</b>
1	AA	22	73.33	Fair	Successful
2	AK	15	50.00	Low	Failed
3	AS	11	36.67	Very Low	Failed
4	AT	18	60.00	Low	Failed
5	BN	18	60.00	Low	Failed
6	DA	19	63.33	Low	Failed
7	DB	18	60.00	Low	Failed
8	EO	12	40.00	Low	Failed
9	ER	10	33.33	Very Low	Failed
10	ES	12	40.00	Low	Failed
11	FT	16	53.33	Low	Failed
12	IA	15	50.00	Low	Failed
13	MF	23	76.67	Fair	Successful
14	MP	10	33.33	Very Low	Failed
15	MR	18	60.00	Low	Failed
16	MS	24	80.00	Good	Successful
17	MT	17	56.67	Low	Failed
18	NM	14	46.67	Low	Failed
19	PM	16	53.33	Low	Failed

20	RM	15	50.00	Low	Failed
21	SE	16	53.33	Low	Failed
22	SN	15	50.00	Low	Failed
23	SW	18	60.00	Low	Failed
24	TR	12	40.00	Low	Failed
25	WL	25	83.33	Good	Successful
Total		409	1363.33		

After calculating the total score, the researcher analyzed the mean score of pretest of the experimental class by using formula proposed by Hatch and Farhady<sup>20</sup> as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1363.33}{25}$$

$$\bar{X} = 54.53$$

Based on the analysis, it can be seen that the mean score of pretest of the experimental class is 54.53

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<sup>20</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied Linguistics.

**Table 5**  
**Result of Pre-test of the Control Class**

<b>No.</b>	<b>Initial</b>	<b>Correct Item</b>	<b>Score</b>	<b>Category</b>	<b>Qualification</b>
1	AD	20	66.67	Low	Failed
2	AM	18	60.00	Low	Failed
3	AR	15	50.00	Low	Failed
4	AS	21	70.00	Fair	Successful
5	AV	20	66.67	Low	Failed
6	AW	10	33.33	Very Low	Failed
7	DA	11	36.67	Very Low	Failed
8	IG	21	70.00	Fair	Successful
9	KS	15	50.00	Low	Failed
10	MA	22	73.33	Fair	Successful
11	MA	10	33.33	Very Low	Failed
12	MF	28	93.33	Very Good	Successful
13	MP	19	63.33	Low	Failed
14	MR	25	83.33	Good	Successful
15	NA	11	36.67	Very Low	Failed
16	NI	20	66.67	Low	Successful
17	NU	19	63.33	Low	Failed
18	NW	13	43.33	Low	Failed

19	PN	21	70.00	Fair	Failed
20	SK	17	56.67	Low	Failed
21	SR	16	53.33	Low	Failed
22	WS	11	36.67	Very Low	Failed
23	YD	15	50.00	Low	Failed
24	YS	15	50.00	Low	Failed
25	YU	18	60.00	Low	Successful
Total		431	1436.67		

After calculating the total score, the researcher analyzed the mean score of pretest of the control class by using the formula proposed by Hatch and Farhady<sup>21</sup> as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1436.67}{25}$$

$$\bar{X} = 57.46$$

Based on the analysis, it can be seen that the mean score of pretest of control class is 57.46

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<sup>21</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied Linguistics.

#### D. Findings of Post-test

After giving the treatment , the researcher administered post-test. The researcher conducted post-test on Mei, 22<sup>nd</sup>, of 2020. The result of the post-test is presented as follows:

**Table 6**  
**Result of the Post-test of the Experimental Class**

No.	Initial	Correct Item	Score	Category	Qualification
1	AA	30	100.00	Very Good	Successful
2	AK	26	86.67	Good	Successful
3	AS	22	73.33	Fair	Successful
4	AT	26	86.67	Good	Successful
5	BN	24	80.00	Good	Successful
6	DA	27	90.00	Very Good	Successful
7	DB	27	90.00	Very Good	Successful
8	EO	22	73.33	Fair	Successful
9	ER	18	60.00	Low	Failed
10	ES	18	60.00	Low	Failed
11	FT	21	70.00	Fair	Successful
12	IA	18	60.00	Low	Failed
13	MF	30	100.00	Very Good	Successful
14	MP	20	66.67	Low	Failed
15	MR	24	80.00	Good	Successful

16	MS	30	100.00	Very Good	Successful
17	MT	24	80.00	Good	Successful
18	NM	23	76.67	Fair	Successful
19	PM	25	83.33	Good	Successful
20	RM	27	90.00	Very Good	Successful
21	SE	21	70.00	Fair	Successful
22	SN	24	80.00	Good	Successful
23	SW	28	93.33	Very Good	Successful
24	TR	18	60.00	Low	Failed
25	WL	30	100.00	Very Good	Successful
Total		603	2010.00		

After calculating the total score, the researcher computed the mean score of posttest of experimental class by using formula proposed by Hatch and Farhady<sup>22</sup> as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2010}{25}$$

$$\bar{X} = 51.53 \rightarrow 80.40$$

Based on the analysis, it can be seen that the mean score of posttest of the experimental class was 80.40.

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<sup>22</sup> Hatch, E & Farhady. H. (1982 :55) "Research Design and Statistic For Applied Linguistics.

**Table 7**  
**Result of the Post-test of the Control Class**

No.	Initial	Correct Item	Score	Category	Qualification
1	AD	22	73.33	Fair	Successful
2	AM	18	60.00	Low	Failed
3	AR	18	60.00	Low	Failed
4	AS	22	73.33	Fair	Successful
5	AV	20	66.67	Low	Failed
6	AW	20	66.67	Low	Failed
7	DA	15	50.00	Low	Failed
8	IG	27	90.00	Very Good	Failed
9	KS	22	73.33	Fair	Failed
10	MA	25	83.33	Good	Successful
11	MA	14	46.67	Low	Failed
12	MF	30	100.00	Very Good	Successful
13	MP	19	63.33	Low	Failed
14	MR	30	100.00	Very Good	Successful
15	NA	15	50.00	Low	Failed
16	NI	23	76.67	Fair	Successful
17	NU	21	70.00	Fair	Successful
18	NW	15	50.00	Low	Failed
19	PN	23	76.67	Fair	Successful

20	SK	18	60.00	Low	Failed
21	SR	16	53.33	Low	Failed
22	WS	14	46.67	Low	Failed
23	YD	15	50.00	Low	Failed
24	YS	15	50.00	Low	Failed
25	YU	19	63.33	Low	Failed
Total		488	1626.67		

After calculating the total score, the researcher analyzed the mean score of posttest of the control class by using the formula proposed by Hatch and Farhady (1982:55) as follow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1626.67}{25}$$

$$\bar{X} = 57.46 \rightarrow 65.06$$

Based on the analysis, it can be seen that the mean score of posttest of the control class was 65.06.

### E. Deviation and Square Deviation

The deviation of the students' score of pre-test and post-test can be seen as follows:

**Tabel 8**

#### Deviation and Square Deviation of experimental Class

No	Initials	Score		Deviation (x)	Square Deviation (x <sup>2</sup> )
		Pre-test	Post-test		
1	AA	73.33	100.00	26.67	711.11
2	AK	50.00	86.67	36.67	1344.44
3	AS	36.67	73.33	36.67	1344.44
4	AT	60.00	86.67	26.67	711.11
5	BN	60.00	80.00	20.00	400.00
6	DA	63.33	90.00	26.67	711.11
7	DB	60.00	90.00	30.00	900.00
8	EO	40.00	73.33	33.33	1111.11
9	ER	33.33	60.00	26.67	711.11
10	ES	40.00	60.00	20.00	400.00
11	FT	53.33	70.00	16.67	277.78
12	IA	50.00	60.00	10.00	100.00
13	MF	76.67	100.00	23.33	544.44
14	MP	33.33	66.67	33.33	1111.11
15	MR	60.00	80.00	20.00	400.00

16	MS	80.00	100.00	20.00	400.00
17	MT	56.67	80.00	23.33	544.44
18	NM	46.67	76.67	30.00	900.00
19	PM	53.33	83.33	30.00	900.00
20	RM	50.00	90.00	40.00	1600.00
21	SE	53.33	70.00	16.67	277.78
22	SN	50.00	80.00	30.00	900.00
23	SW	60.00	93.33	33.33	1111.11
24	TR	40.00	60.00	20.00	400.00
25	WL	83.33	100.00	16.67	277.78
<b>Total Score</b>		<b>1363.33</b>	<b>2010.00</b>	<b>646.67</b>	<b>18088.89</b>

By

looking at the table G the highest deviation ( $x$ ) score was 36.67 and the lowest was 10.00, while the highest square deviation ( $x^2$ ) was 1344.44 and the lowest was 100.00.

**Tabel 9**  
**Deviation and Square Deviation of Control Class**

No	Initials	Score		Deviation	Square
		Pre-test	Post-test	(x)	Deviation (x <sup>2</sup> )
1	AD	66.67	73.33	6.67	44.44
2	AM	60.00	60.00	0.00	0.00
3	AR	50.00	60.00	10.00	100.00
4	AS	70.00	73.33	3.33	11.11
5	AV	66.67	66.67	0.00	0.00
6	AW	33.33	66.67	33.33	1111.11
7	DA	36.67	50.00	13.33	177.78
8	IG	70.00	76.67	6.67	44.44
9	KS	50.00	73.33	23.33	544.44
10	MA	73.33	73.33	0.00	0.00
11	MA	33.33	46.67	13.33	177.78
12	MF	93.33	100.00	6.67	44.44
13	MP	63.33	63.33	0.00	0.00
14	MR	83.33	100.00	16.67	277.78
15	NA	36.67	50.00	13.33	177.78
16	NI	66.67	66.67	0.00	0.00
17	NU	63.33	70.00	6.67	44.44

18	NW	43.33	50.00	6.67	44.44
19	PN	70.00	76.67	6.67	44.44
20	SK	56.67	60.00	3.33	11.11
21	SR	53.33	53.33	0.00	0.00
22	WS	36.67	46.67	10.00	100.00
23	YD	50.00	50.00	0.00	0.00
24	YS	50.00	50.00	0.00	0.00
25	YU	60.00	63.33	3.33	11.11
<b>Total</b>		<b>1436.67</b>	<b>1620.00</b>	<b>183.33</b>	<b>2966.67</b>
<b>Score</b>					

The table 4.6, indicates that the highest deviation (y) score was 23.33 and the lowest was 0, while the highest square deviation (y<sup>2</sup>) was 1111.11 and the lowest was 0.

After getting the deviation and square deviation of control and experimental classes, the research calculated the mean deviation of both the classes by using the formula:

$$\begin{aligned}
 Mx &= \frac{\sum x}{n} & My &= \frac{\sum y}{n} \\
 &= \frac{646.67}{25} & &= \frac{183.33}{25} \\
 &= 25.86 & &= 7.33
 \end{aligned}$$

Furthermore, the researcher analyzed the square deviation of both control and experimental classes by using the formula:

$$\begin{aligned}\sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{n} & \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{n} \\ &= 18088.89 - \frac{(646.67)^2}{25} & &= 2966.67 - \frac{(183.33)^2}{25} \\ &= 18088.89 - \frac{418177.78}{25} & &= 2966.67 - \frac{33609.88}{25} \\ &= 18088.89 - 16727.11 & &= 2966.67 - 1344.39 \\ \sum x^2 &= 1361.78 & \sum y^2 &= 1713.78\end{aligned}$$

Next, the researcher analyzed the t-counted to find out the significant difference between the control class and the experimental class.

$$\begin{aligned}t &= \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\ t &= \frac{25.86 - 7.33}{\sqrt{\left(\frac{1361.78 + 1713.78}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}} \\ t &= \frac{18.53}{\sqrt{\left(\frac{3075.56}{48}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}} \\ t &= \frac{18.53}{\sqrt{\left(\frac{3075.56}{48}\right) \left(\frac{2}{25}\right)}} \\ t &= \frac{18.53}{\sqrt{(64.07)(0.08)}}\end{aligned}$$

$$t = \frac{18.53}{\sqrt{(5.12)}}$$

$$t = \frac{18.53}{2.26}$$

$$t = 8.20$$

t -counted was 8.20

#### **F. Testing Hypothesis**

The researcher had to test the hypothesis after analyzing the data. The hypothesis was the use the word sort strategy can increase the vocabulary of the grade VIII students at SMPN 3 Palu. To notice that the hypothesis was accepted or rejected, the researcher tested the hypothesis. There were two criteria that the researcher used in making the hypothesis of the research as follow:

- a. If the value of t-counted is higher than value of t-table, means that the research hypothesis is accepted. In other words, the use of word sort strategy can increase the students' vocabulary of the grade VIII students of SMPN 3 Palu.
- b. If the value of t-counted is lower than the t-table , it indicates that the research hypothesis is rejected. In other words, the use of word sort strategy cannot increase the students' vocabulary of the grade VIII students of SMPN 3 Palu.

However, before deciding whether the hypothesis is accepted or not, the researcher needed to know the critical t-table using 0.05 level

significance and the degree of freedom (df)  $N_x + N_y - 2 = 25 + 25 - 2$   
 $= 48$ . The researcher used the interpolation formula as follows:

$$\frac{a}{b} \times c$$

Where:

- a. The result of the degree of freedom obtained from the students' number in sample and the degree of freedom whose figure precedes right before the df obtained on the table of critical values of students' distribution
- b. The subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom on the table of critical values of the students' distribution
- c. The subtraction of values of degree of freedom in b

The computation of interpolation formula can be seen below:

$$\begin{aligned} \text{Degree of freedom (df)} &= N_1 + N_2 - 2 \\ &= 25 + 25 - 2 \\ &= 48 \text{ (between 40-60)} \end{aligned}$$

Level of significance = 0.05

$$\text{a: } 48 - 40 = 8$$

$$\text{b: } 60 - 40 = 20$$

$$\text{c: } 40 = 2.021$$

$$60 = 2.000$$

$$2.021 - 2.000 = 0.021$$

$$\frac{a}{b} \times c = \frac{8}{20} \times 0.021$$

$$= 0.0084$$

$$Df (48) = 2.021 - 0.0084$$

$$= 2.01$$

*t-table* was 2.01

The result of the data analysis showed that the *t*-counted was 8.20. By applying 0.05 level of significant with the degree of freedom (df)  $N_x + N_y - 2 = 48$ , the research found that *t*-counted (8.20) was higher than *t*-table (2.01). It means that the research hypothesis was accepted. In other words, the use of Word Sort Strategy can enhance the students' vocabulary mastery of the grade VIII students of SMP N 3 Palu.

### **G. Discussion**

In this research process, the researcher gives the pre-test by whatsapp application, in order to measure that students' vocabulary before they get treatment. In the pre-test, some of students feel difficult to answer the test. It cause of students' lack of vocabulary. The percentage of the pre-test result showed that there were 4 out of 25 or 16% students got good score while in control class there were 6 out of 25 or 24 % students got good score and could pass the minimum of standard achievement  $\geq 70$ .

The researcher applies Word Sort Strategy in six meetings in whatsapp application in their class group. In the first step the teacher divides class into small groups no more than 4 students. The second is the teacher gives a reading text to the students. The third step is divided into close and open word sort. For

close word sort, teacher provides students with categories. For example, the categories are noun, verb, and adjective. Then, the students list words based on a reading text into the categories. For open word sort, teacher provides students with words. For example, the words are window, angry, and walk. Then, the students find the categories based on the words. The fourth step is to manage the students. The teacher manages them while they are working in group. The fifth step is the teacher gives an opportunity for students to discuss based on their word list result in the class. The sixth step is the students share their answer to other groups in whatsapp class group VIII B of SMPN 3 Palu .

By doing the treatment, the researcher finds that the potential step in increasing students' vocabulary is third step. In the third step, the students have an opportunity to increase their vocabulary by list words.

After doing the treatment, the researcher gives the post-test. This test is used in order to measure the students' vocabulary after doing the treatments. The post-test results showed that there were 20 out of 25 or 80% students got good score while in control class there 10 out of 25 or 40% students got the good score so there was significant difference of the post-test result. This meant that in experimental class there were 80% students while in control class there were 40% students could pass the minimum of standard achievement  $\geq 70$ . Moreover, the researcher concluded that the students had positive progress in identify noun, adjective, and verb. It clearly stated that the value of the t-counted (8.20) was much higher than the t-table (2.01). In the other words, it has been proved that the use of Word Sort Strategy helps students to increase their vocabulary of the grade

VIII at SMP Negeri 3 Palu. In relating to this matter, Define that students identify the meaning and properties of each word and then "sort" the list into collections of words with similar features. This "sorting" process links students' prior knowledge to the basic vocabulary of a reading selection<sup>23</sup>. It can be concluded that Word Sort Strategy is the effective strategy to increase students' vocabulary.

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<sup>23</sup>Vacca and Vacca *content area reading: Literacy and learning across the curriculum*. (1996)

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusion**

Word sort strategy is effective in teaching vocabulary at SMP Negeri 3 Palu by looking the percentage of pre-test and post-test between two classes.

#### **B. Suggestion**

In order to develop the teaching English quality, the researcher would like to convey some suggestions for those who involve in English teaching learning process there are as follows:

- a. The further researcher has to observe the students' difficulties in learning English before applying the strategy at the school in order to help the students in solving their problem.
- b. The English teacher should provide learning experience to the students by using a good strategy such Word Sort to increase their vocabulary.

The English teacher can ask the students to use their dictionary very well or to make them easier to find the words.

# APPENDICES

## PRE-TEST

Name : \_\_\_\_\_

*A. Look at the pictures and choose either a, b, c, or d for the correct answer.*

Text 1 for no. 1-10

### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. Where does the story take place?
  - a. Buenos Aires
  - b. Jakarta
  - c. London
  - d. Puerto Rico
2. What is the word that the parrot cannot say?
  - a. Canato
  - b. Catano
  - c. Nacato
  - d. Tacano
3. How often did the owner teach the bird how to say the word?
  - a. Always
  - b. Everyday
  - C. Every second
  - d. Many times
4. Which statement is true according to the text?
  - a. The parrot could say Catano
  - b. Catano was the name at the parrot

- c. At last the parrot could say Catano  
d. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.  
a. The sold the bird.  
b. The man ate the bird.  
c. The man killed the bird.  
d. The man taught the bird.
6. It is most likely that ....  
a. The bird played with the chicken.  
b. The bird killed the three chickens.  
c. The three chickens killed the bird.  
d. The bird killed one of the three chickens.
7. What is the story about?  
a. A parrot and a cat  
b. A parrot and a chicken  
c. A parrot and the owner  
d. A parrot, the owner, and chickens
8. "It was very, very smart"  
The underlined word refers to ....  
a. The bird  
b. The chicken  
c. The man  
d. Puerto Rico
9. "The parrot was very, very smart"  
The word 'smart' means ....  
a. Beautiful  
b. Clever  
c. Stubborn  
d. Stupid
10. "The parrot was screaming at the fourth chickens"  
What does the underlined word mean?  
a. Crying  
b. Laugh  
c. Shouting  
d. Smiling

Text 2 for no. 11-15

### Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

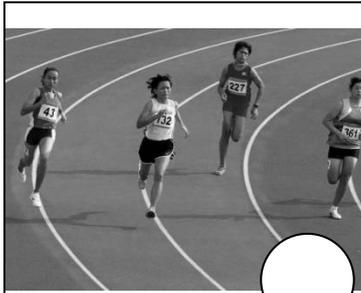
King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

11. The two brother's ambition was to ....
  - a. become rich
  - b. become ministers
  - c. help the king make good laws
  - d. make the king's subjects happy
12. King Aruya called Akomi a liar because Akomi ....
  - a. knew everything
  - b. made him angry
  - c. did not tell the truth
  - d. wanted to collect money
13. Ombah said I know nothing because he ....
  - a. did not want to lie to king aruya
  - b. wanted to see the crocodiles
  - c. did not know how many stars there were
  - d. thought that the answer would be right
14. Ombah's hands trembled because he...
  - a. was afraid
  - b. knew nothing
  - c. was thinking hard
  - d. had the right answer
15. From the story, we can see that King Aruya ....
  - a. kept many crocodiles
  - b. could make good laws
  - c. did not need any ministers
  - d. disliked people who told lies

***B. Match the pictures below with suitable words in the box! Put the letter of the words in the column of pictures!***



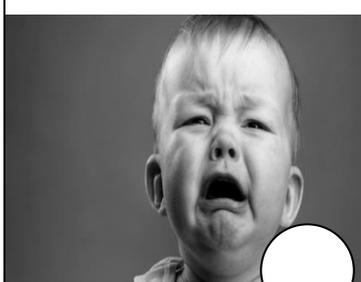
16.



17.



18.



19.



20.



21.



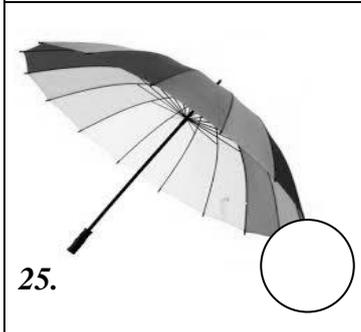
22.



23.



24.



25.

**b. Screaming**

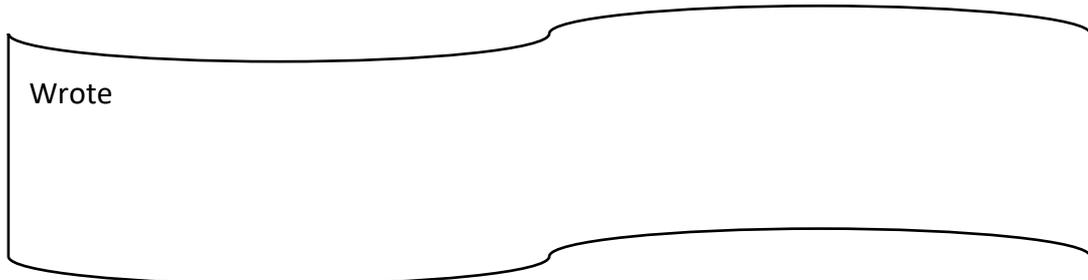
**b. Bucket**

## Sand and Stone

A story tells that two friends were walking through the desert. During point of the journey they had an argument, and one friend slapped the others one in the face. The one who got (26) was hurt, but without saying anything, wrote in the sand: "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE."

They kept on walking until they found, where they (27) to take a bath. The one who had been slapped, got stuck in the mire and started drowning, but the friend saved him. After the friend recovered from the near drowning, he (28) on a stone. "TODAY MY BEST FRIEND SAVED MY LIVE."

The friend who had slapped and saved his best friend asked him, " After I hurt you, you wrote in the sand and now, you write on the stone, why?"The other friend replied, "When someone hurts us, we should write it down in sand where winds of (29) can erase it away. But, when someone does something (30) for us, we must engrave it on stone where no wind can ever erase it."EARN TO WRITE YOUR HURTS IN THE SAND AND TO CARVE YOUR BENEFITS ON STONE.



Wrote

## POST-TEST

Name : \_\_\_\_\_

- A. *Look at the pictures and choose either a, b, c, or d for the correct answer.*

Text 1 for no. 1-10

### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

- Where does the story take place?
  - Buenos Aires
  - Jakarta
  - London
  - Puerto Rico
- What is the word that the parrot cannot say?
  - Canato
  - Catano
  - Nacato
  - Tacano
- How often did the owner teach the bird how to say the word?
  - Always
  - Everyday
  - Every second
  - Many times
- Which statement is true according to the text?
  - The parrot could say Catano
  - Catano was the name at the parrot

- c. At last the parrot could say Catano  
d. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.  
a. The sold the bird.  
b. The man ate the bird.  
c. The man killed the bird.  
d. The man taught the bird.
6. It is most likely that ....  
a. The bird played with the chicken.  
b. The bird killed the three chickens.  
c. The three chickens killed the bird.  
d. The bird killed one of the three chickens.
7. What is the story about?  
a. A parrot and a cat  
b. A parrot and a chicken  
c. A parrot and the owner  
d. A parrot, the owner, and chickens
8. "It was very, very smart"  
The underlined word refers to ....  
a. The bird  
b. The chicken  
c. The man  
d. Puerto Rico
9. "The parrot was very, very smart"  
The word 'smart' means ....  
a. Beautiful  
b. Clever  
c. Stubborn  
d. Stupid
10. "The parrot was screaming at the fourth chickens"  
What does the underlined word mean?  
a. Crying  
b. Laugh  
c. Shouting  
d. Smiling

Text 2 for no. 11-15

### Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

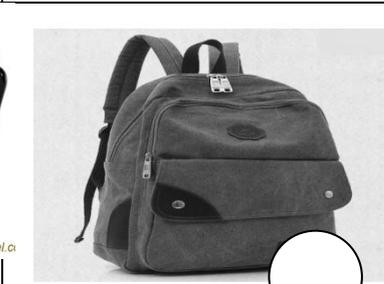
King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

11. The two brother's ambition was to ....
  - a. become rich
  - b. become ministers
  - c. help the king make good laws
  - d. make the king's subjects happy
12. King Aruya called Akomi a liar because Akomi ....
  - a. knew everything
  - b. made him angry
  - c. did not tell the truth
  - d. wanted to collect money
13. Ombah said I know nothing because he ....
  - a. did not want to lie to king aruya
  - b. wanted to see the crocodiles
  - c. did not know how many stars there were
  - d. thought that the answer would be right
14. Ombah's hands trembled because he...
  - a. was afraid
  - b. knew nothing
  - c. was thinking hard
  - d. had the right answer
15. From the story, we can see that King Aruya ....
  - a. kept many crocodiles
  - b. could make good laws
  - c. did not need any ministers
  - d. disliked people who told lies

**C. Match the pictures below with suitable words in the box! Put the letter of the words in the column of pictures!**

 <p>16.</p>	 <p>17.</p>	 <p>18.</p>
 <p>19.</p>	 <p>20.</p>	 <p>21.</p>
 <p>22.</p>	 <p>23.</p>	 <p>24.</p>
 <p>25.</p>		

**a. Screaming**

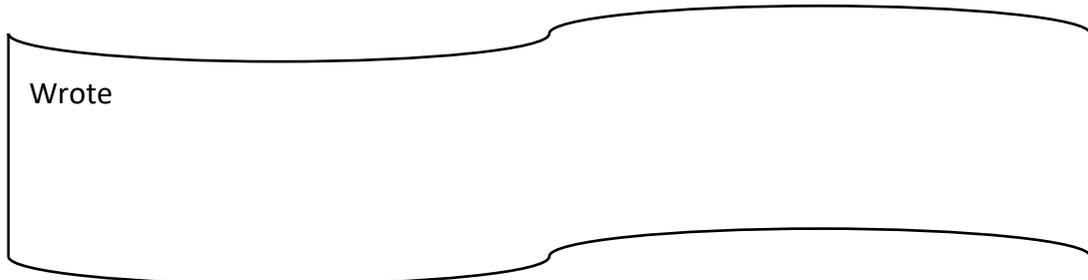
**b. Bucket**

## Sand and Stone

A story tells that two friends were walking through the desert. During point of the journey they had an argument, and one friend slapped the others one in the face. The one who got (26) was hurt, but without saying anything, wrote in the sand: "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE."

They kept on walking until they found, where they (27) to take a bath. The one who had been slapped, got stuck in the mire and started drowning, but the friend saved him. After the friend recovered from the near drowning, he (28) on a stone. "TODAY MY BEST FRIEND SAVED MY LIVE."

The friend who had slapped and saved his best friend asked him, " After I hurt you, you wrote in the sand and now, you write on the stone, why?"The other friend replied, "When someone hurts us, we should write it down in sand where winds of (29) can erase it away. But, when someone does something (30) for us, we must engrave it on stone where no wind can ever erase it."EARN TO WRITE YOUR HURTS IN THE SAND AND TO CARVE YOUR BENEFITS ON STONE.



Wrote

## LESSON PLAN

**School** : SMP Negeri 3 Palu

**Subject** : English

**Class/ Semester** : VIII / 2

**Time Allocation** : 2x 45 Minutes (1x pertemuan)

**Meeting** :

1<sup>st</sup>

**Standard Competence:** 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence:** 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indicator:**

Students are able to:

- Identify noun, verb, and adjective based on the text.
- Find the meaning of the word.

**Type of Text:** Narrative Text

**A. Teaching Objective:**

- Identify noun, verb, and adjective based on the text.
- Find the meaning of the word.

**B. Teaching Material:**

**Malin Kundang**

Once upon a time, on the west of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. "Mother, what if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree but Malin Kundang had made up his mind. "Mother if I stay here, I'll always be a poor man. I want to be successful person," urged Malin Kundang. His mother wiped her tears, "if you really want to go, I can't stop you. I could only pray to God for you to gain success in life," said his mother wisely. "But, promise me, you'll come home."

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. "Take a good care with yourself son," said Malin Kundang's mother as she gave him some food supplies. "Yes, Mother," Malin Kundang said. "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his

mother's hand. Before Malin stepped into the ship, Malin's mother hugged him tight as if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin Kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a years she had not heard any news from Malin Kundang. She kept waiting and praying for him.

After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her so. When the ship finally pulled over, Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang her son.

Malin Kundang's mother quickly went to see her beloved son. "Malin, you're back, son!" said Malin Kundang's mother and without hesitation, she came running to hug Malin Kundang, "I miss you so much." But, Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my mother. I don't know you. My mother would never wear such ragged and ugly clothes," said Malin Kundang as he release his mother embrace.

Malin Kundang's mother take a step back, "Malin... you don't recognize me? I'm your mother!" she said sadly. Malin Kundang's face was as cold as ice. "Guard, take this old woman out of here," Malin Kundang ordered his bodyguard. "Give her some money so she won't disturb me again!" Malin Kundang's mother cried as she was dragged by the bodyguard, "Malin... my son. Why do you treat your own mother like this?"

Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the pier. Her heart was so hurt. She cried and cried. "Dear God, if he isn't my son. Please let him have a safe journey. But if he is, I cursed him to become a stone," She prayed to the God.

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. Malin Kundang's huge ship was wrecked. He was thrown by the wave out of his ship and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

**C. Teaching Strategy:** Word Sort Strategy

**D. Teaching activities:**

a. Pre Activities

- Teacher greets the students' (Greeting)
- Teacher checks students' attendance.
- Teacher lead to prayer before class starts.

b. While Activities

- Teacher divides class into small group no more than four students.
- Teacher asks students to identify noun, verb, and adjective based on the text.
- Teacher asks students to find the meaning of word.
- Teacher manages students 10-15 minutes to work in groups.
- Discuss word list result.

c. Post Activities

- Teacher gives evaluation
- Teacher gives motivation
- Teacher terminates the class and greets the students.

**Task 1**

Identify noun, verb, and adjective based on the text.

No	Noun	Verb	Adjective
1			
2			
3			

**Task 2**

Find the meaning of the word.

- |                 |               |
|-----------------|---------------|
| 1. Son          | 6. Ship       |
| 2. Overseas     | 7. Fishman    |
| 3. Wealthy      | 8. Hesitation |
| 4. Thunderstrom | 9. Wave       |
| 5. Embrace      | 10. Journey   |

**E. Media/ Learning resource :**

- English on Sky 2 (for Junior high school students year VIII) Written by Josephine S.M S.Pd, Dr.MukartoM.Sc, SujatmikoS.Pd, WidyaKiswaraS.Pd . Jakarta: PenerbitErlangga, Internet.
- Students worksheet.
- Internet and other books.

**F. Evaluation:** arrange the words into good sentences!

1. Read-I-book-a
2. I-red-have-pen-a
3. Bags-they-three-have
4. A-yesterday-she-letter-wrote
5. Pen-the-is-a-there-bag-in

Mengetahui,

An. Kepala Sekolah,

Wakasek Kesiswaan

Palu, 25 Maret 2020

Guru

**Andi Hakim Ramang, S.Pd**

NIP. 19760817 200301 1 001

**Meydina Nurul Faradilla**

NIM : 16.1.16.0073

## LESSON PLAN

**School : SMP Negeri 3 Palu**

**Subject : English**

**Class/ Semester : VIII / 2**

**Time Allocation : 2x 45 Minutes (1x pertemuan)**

**Meeting : 2<sup>nd</sup>**

Standard Competence: 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence: 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Indicator:

Students are able to:

- Match the words based on the categories
- Change the word from Verb 2 to Verb 1

Type of Text:

Narrative Text

**A. Teaching Objective:**

- Match the words based on the categories
- Change the word from Verb 2 to Verb 1

**B. Teaching Material:****The Prince and His Best Friends**

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

**C. Teaching Strategy: Word Sort Strategy**

**D. Teaching activities:**

a. Pre Activities

- Teacher greets the students' (Greeting)
- Teacher checks students' attendance.
- Teacher lead to prayer before class starts.

b. While Activities

- Teacher divide class into small group no more than four students.
- Teacher asks students to match the word based on the categories.
- Teacher ask students to change the word from Verb 2 to Verb 1
- Teacher manages students 10-15 minutes to work in groups.
- Discuss word list result.

c. Post Activities

- Teacher gives evaluation
- Teacher gives motivation
- Teacher terminates the class and greets the students

**Task 1**

Match the words based on the categories

Noun	Verb	Adjective
House	Father	Walk
Window	Scared	Near
Suspicious	Angry	Saw
Came	Heard	Opened
Hostage	Terrified	Boy

**Task 2**

Change the word from Verb2 to Verb1

- |           |            |
|-----------|------------|
| 1. Came   | 6. Raised  |
| 2. Lived  | 7. Made    |
| 3. Scared | 8. Decided |
| 4. Opened | 9. Went    |
| 5. Saw    | 10. Heard  |

**E. Media/ Learning resource**

:

- English on Sky 2 (for Junior high school students year VIII) Written by Josephine S.M S.Pd, Dr.MukartoM.Sc, SujatmikoS.Pd, WidyaKiswaraS.Pd . Jakarta: PenerbitErlangga, Internet.

- Students worksheet.
- Internet and other books.

**F. Evaluation:** Please find the meaning of the words below!

1. Heard
2. Came
3. Ate
4. Drank
5. fell

Mengetahui,

An. Kepala Sekolah,

Wakasek Kesiswaan

Palu, 26 Maret 2020

Guru

**Andi Hakim Ramang, S.Pd**

NIP. 19760817 200301 1 001

**Meydina Nurul Faradilla**

NIM : 16.1.16.0073

## LESSON PLAN

**School : SMP Negeri 3 Palu**

**Subject : English**

**Class/ Semester : VIII / 2**

**Time Allocation : 2x 45 Minutes (1x pertemuan)**

**Meeting : 3<sup>rd</sup>**

**Standard Competence:** 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence:** 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indicator:**

Students are able to:

- Identify noun, verb, and adjective based on the text.
- Match the synonym of the word.

**Type of Text:** Narrative Text

**A. Teaching Objective:**

- Identify noun, verb, and adjective based on the text.

➤ Match the synonym of the words.

**B. Teaching Material :**

**Alladin and The Magic Lamp**

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave.

Aladdin called out, "Magician, I have found the lamp."

"Excellent," answered the magician. "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered the magic lamp. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, “Master, I am the Genie of the ring. How can I help you?”

Aladdin was frightened, but he soon found the courage to ask, “Could you please send me back to my house?”, No time at all Aladdin was back home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, “Master, your wish is my command.” Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin’s palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

**C. Teaching Strategy:** Word Sort Strategy

**D. Teaching activities:**

a. Pre Activities

- Teacher greets the students’ (Greeting)
- Teacher checks students’ attendance.
- Teacher lead to prayer before class starts.

b. While Activities

- Teacher divide class into small group no more than four students.

- Teacher asks students to identify noun, verb, and adjective based on the text.
- Teacher ask students to match the synonym of the words.
- Teacher manages students 10-15 minutes to work in groups.
- Discuss word list result.
- Discuss word list result.

c. Post Activities

- Teacher gives evaluation
- Teacher gives motivation
- Teacher terminates the class and greets the students.

**Task 1**

Identify noun, verb, and adjective based on the text.

No	Noun	Verb	Adjective
1			
2			
3			

**Task 2**

Match the synonym of the word

- |             |              |
|-------------|--------------|
| 1. Clever   | a. Pretty    |
| 2. Handsome | b. Cheerful  |
| 3. Angry    | c. Ingenious |

4. Beautiful                      d. Attractive  
 5. Happy                            e. Mad

**G. Media/ Learning resource :**

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- Students worksheet.
- Internet and other books.

**H. Evaluation:** Rearrange the words below into new words

1. s-i-p-r-c-s-n-e
2. p-a-l-m
3. h-w-s-i
4. n-e-i-g-e
5. f-e-b-a-u-l-i-t-u

Mengetahui,

An. Kepala Sekolah,

Wakasek Kesiswaan

Palu, 15 April 2020

Guru

**Andi Hakim Ramang, S.Pd**

NIP. 19760817 200301 1 001

**Meydina Nurul Faradilla**

NIM : 16.1.16.0073

## LESSON PLAN

**School : SMP Negeri 3 Palu**

**Subject : English**

**Class/ Semester : VIII / 2**

**Time Allocation : 2x 45 Minutes (1x pertemuan)**

**Meeting : 4th**

**Standard Competence:** 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence:** 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indicator:**

Students are able to:

- Match the words based on the categories
- Change the word from Verb 2 to Verb 1

**Type of Text:**

Narrative Text

**A. Teaching Objective:**

- Match the words based on the categories
- Change the word from Verb 2 to Verb 1

**B. Teaching Material:****Snow White**

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her uncle and aunt were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" "I am Snow White," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

**C. Teaching Strategy: Word Sort Strategy****D. Teaching activities:**

## d. Pre Activities

- Teacher greets the students' (Greeting)
- Teacher checks students' attendance.
- Teacher lead to prayer before class starts.

## e. While Activities

- Teacher divide class into small group no more than four students.
- Teacher asks students to match the word based on the categories.
- Teacher asks students to match change the word from Verb 2 to Verb 1
- Teacher manages students 10-15 minutes to work in groups.
- Discuss word list result.

## f. Post Activities

- Teacher gives evaluation
- Teacher gives motivation
- Teacher terminates the class and greets the students

**Task 1**

Match the words based on the categories

Noun	Verb	Adjective
Tired	Money	Uncle
Ran	White	Heard
Snow	Happy	Woke up

Dead	Dwarf	Live
Saw	Asleep	Hungry

## Task 2

Change the word from Verb 2 to Verb 1

- |            |              |
|------------|--------------|
| 1. Woke Up | 6. Told      |
| 2. Saw     | 7. Decided   |
| 3. Heard   | 8. Ran       |
| 4. Found   | 9. Went      |
| 5. Knocked | 10. Answered |

### E. Media/ Learning resource:

- English on Sky 2 (for Junior high school students year VIII)  
Written by Josephine S.M S.Pd, Dr.Mukarto M.Sc, Sujatmiko  
S.Pd, Widya Kiswara S.Pd . Jakarta: Penerbit Erlangga, Internet.
- Students worksheet.
- Internet and other books.

### F. Evaluation: Please find the meaning of the words below!

1. Dwarf
2. Woke Up
3. Breakfast
4. Found
5. Home

Mengetahui,

An. Kepala Sekolah,

Wakasek Kesiswaan

Palu, 15 April 2020

Guru

**Andi Hakim Ramang, S.Pd**

NIP. 19760817 200301 1 001

**Meydina Nurul Faradilla**

NIM : 16.1.16.0073

## LESSON PLAN

**School** : SMP Negeri 3 Palu

**Subject** : English

**Class/ Semester** : VIII / 2

**Time Allocation** : 2x 45 Minutes (1x pertemuan)

**Meeting** : 5th

**Standard Competence:** 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Basic Competence:** 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

**Indicator:**

Students are able to:

- Identify noun, verb, and adjective based on the text.
- Find the meaning of the word.

**Type of Text:** Narrative Text

**A. Teaching Objective:**

- Identify noun, verb, and adjective based on the text.

➤ Find the meaning of the word.

**B. Teaching Material:**

**Pinocchio**

He great Italian pine forest, was lonely. He always dreamed about having a son. Each day, he went cutting woods for the town's people.

One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive!

One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio.

"It's my birthday soon, my little son! I hope you didn't forget it!"

"Euh, sure, I didn't!"

Pinocchio felt awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present. After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside to find the ingredients. The main problem was he didn't even know the ingredients and the recipe.

So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

"Hey, little boy, do you need some help for your chocolate cake?"

"Hum... You can help me?", asked Pinocchio.

"Sure, I can. Follow me!"

After walking few minutes so, Pinocchio saw a big candy house. They entered together and Pinocchio got caught by a big cage.

"Mouahahaha!!! I finally caught you! You'll be mine, you're going to work for me!", said the evil sorcerer.

Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very fast and he succeeded to escape.

At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil sorcerer changed the little wooden puppet into a chocolate cake! When he came back home, he told the entire story to his father and they went to find the god fairy. After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio.

**C. Teaching Strategy: Word Sort Strategy**

**D. Teaching activities:**

a. Pre Activities

- Teacher greets the students' (Greeting)
- Teacher checks students' attendance.
- Teacher lead to prayer before class starts.

b. While Activities

- Teacher divides class into small group no more than four students.
- Teacher asks students to identify noun, verb, and adjective based on the text.
- Teacher asks students to find the meaning of word.

- Teacher manages students 10-15 minutes to work in groups.
- Discuss word list result.

c. Post Activities

- Teacher gives evaluation
- Teacher gives motivation
- Teacher terminates the class and greets the students.

**Task 1**

Identify noun, verb, and adjective based on the text.

No	Noun	Verb	Adjective
1			
2			
3			

**Task 2**

Find the meaning of the word.

- |           |                |
|-----------|----------------|
| 1. Dream  | 6. Ingredients |
| 2. Forest | 7. Evil        |
| 3. Cage   | 8. Troops      |
| 4. Scared | 9. Escape      |
| 5. Magic  | 10. Fairy      |

**E. Media/ Learning resource :**

- English on Sky 2 (for Junior high school students year VIII) Written by Josephine S.M S.Pd, Dr.MukartoM.Sc, SujatmikoS.Pd, WidyaKiswaraS.Pd . Jakarta: PenerbitErlangga, Internet.
- Students worksheet.
- Internet and other books.

**F. Evaluation:** arrange the words into good sentences!

- a. Read-I-book-a
- b. I-red-have-pen-a
- c. Bags-they-three-have
- d. A-yesterday-she-letter-wrote
- e. Pen-the-is-a-there-bag-in

Mengetahui,

An. Kepala Sekolah,

Wakasek Kesiswaan

Palu, 15 April 2020

Guru

**Andi Hakim Ramang, S.Pd**

NIP. 19760817 200301 1 001

**Meydina Nurul Faradilla**

NIM : 16.1.16.0073

## LESSON PLAN

**School : SMP Negeri 3 Palu**

**Subject : English**

**Class/ Semester : VIII / 2**

**Time Allocation : 2x 45 Minutes (1x pertemuan)**

**Meeting : 6th**

Standard Competence: 1.1 Memahami makna dalam esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence: 1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Indicator:

Students are able to:

- Match the words based on the categories
- Change the word from Verb 2 to Verb 1

Type of Text:

Narrative Text

**A. Teaching Objective:**

- Match the words based on the categories
- Change the word from Verb 2 to Verb 1

**B. Teaching Material:****The Tortoise and The Hare**

“I have never been beaten,” he said arrogantly, “If I run with my full speed. I challenge everyone here to against me in a racing.”

The Tortoise replied quietly, “I will accept your challenge.”

“Is that a joke?” said the Hare again, “I could dance round you all the way from the start to the finish spot.”

“Keep your boasting till you win,” the Tortoise answered. “Shall we start?”

So a course was agreed and a starting point was made. At once the hare darted almost out of sight, but soon he stopped and to show his contempt for the Tortoise, he lay down to have a nap soundly.

The Tortoise plodded on and plodded on as the time going, and when the Hare awoke from his nap, he was shocked to see the Tortoise just near the winning-post and could not run up in time to save the race. Then the tortoise said: “Slow but steady process will win the race.”

**C. Teaching Strategy: Word Sort Strategy****D. Teaching activities:****a. Pre Activities**

- Teacher greets the students’ (Greeting)
- Teacher checks students’ attendance.

- Teacher lead to prayer before class starts.

-

b. While Activities

- Teacher divide class into small group no more than four students.
- Teacher asks students to match the word based on the categories.
- Teacher ask students to change the word from Verb 2 to Verb 1
- Teacher manages students 10-15 minutes to work in groups.
- Discuss word list result.

c. Post Activities

- Teacher gives evaluation
- Teacher gives motivation
- Teacher terminates the class and greets the students

**Task 1**

Match the words based on the categories

Noun	Verb	Adjective
Lay	Quiet	Joke
Steady	Soundly	Speed
Dance	Sight	Awake

**Task 2**

Change the word from Verb2 to Verb1

1. Awake

2. Agreed
3. Said
4. Made
5. Answered

**E. Media/ Learning resource:**

- English on Sky 2 (for Junior high school students year VIII) Written by Josephine S.M S.Pd, Dr.MukartoM.Sc, SujatmikoS.Pd, WidyakiswaraS.Pd . Jakarta: PenerbitErlangga, Internet.
- Students worksheet.
- Internet and other books.

**F. Evaluation:** Please find the meaning of the words below!

1. Heard
2. Came
3. Ate
4. Drank
5. fell

Mengetahui,  
An. Kepala Sekolah,  
Wakasek Kesiswaan

Palu, 15 April 2020

Guru

**Andi Hakim Ramang, S.Pd**

NIP. 19760817 200301 1 001

**Meydina Nurul Faradilla**

NIM : 16.1.16.0073



PEMERINTAH KOTA PALU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 3 PALU



NSS : 201186001003

Alamat : Jl. Kemiri No. 35 Telp. 421992

Kelurahan : SIRANINDI  
Kecamatan : Palu Barat  
Kota : Palu

Propinsi : SULAWESI TENGAH  
Telp. : ( 0451 ) 421992  
Kode Pos : 94223

**SURAT KETERANGAN**

NO. KP.7/ 148 /421.3/ Pend

Yang bertanda tangan dibawah ini An. Kepala SMP Negeri 3 Palu Wakasek Kesiswaan, menerangkan bahwa :

Nama : MEYDINA  
NIM : 16.1.16.0073  
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian / Observasi di SMP Negeri 3 Palu, Mulai Tanggal 3 Maret s.d 22 Mei 2020, dalam rangka penyelesaian Skripsi dengan judul :

**“ INCREASING ENGLISH VOCABULARY MASTERY OF GRADE VIII STUDENTS  
THROUGH WORD SHORT STRATEGY AT SMPN 3 PALU “.**

Sesuai surat dari Dekan IAIN Palu, tanggal 03 Maret 2020, Nomor : 258/In.13/F.I/PP.009/03/ 2020.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Palu, 09 Juni 2020

Andi Hakim Ramang, S.Pd  
NIP. 19760817 200301 1 001



**Pre-Test of experimental class**



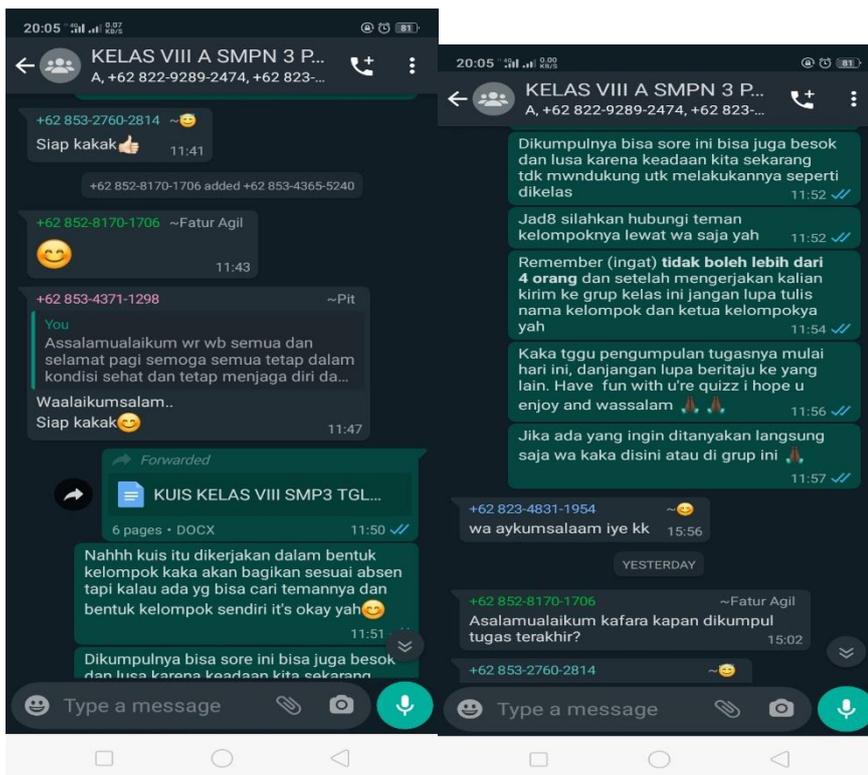
**Pre-Test of experimental class**

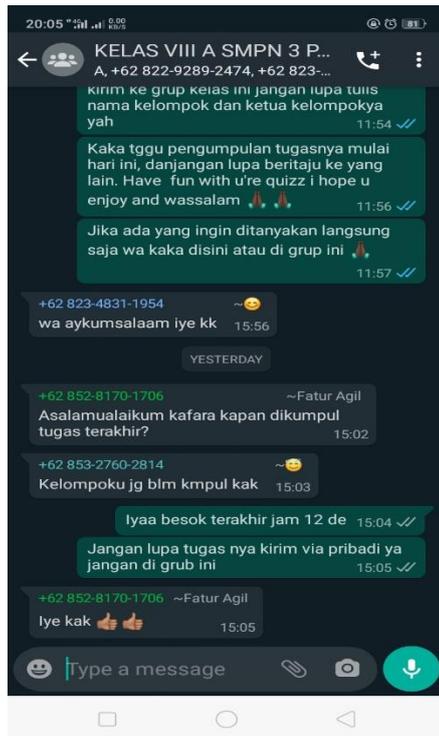


**Pre-Test of control class**



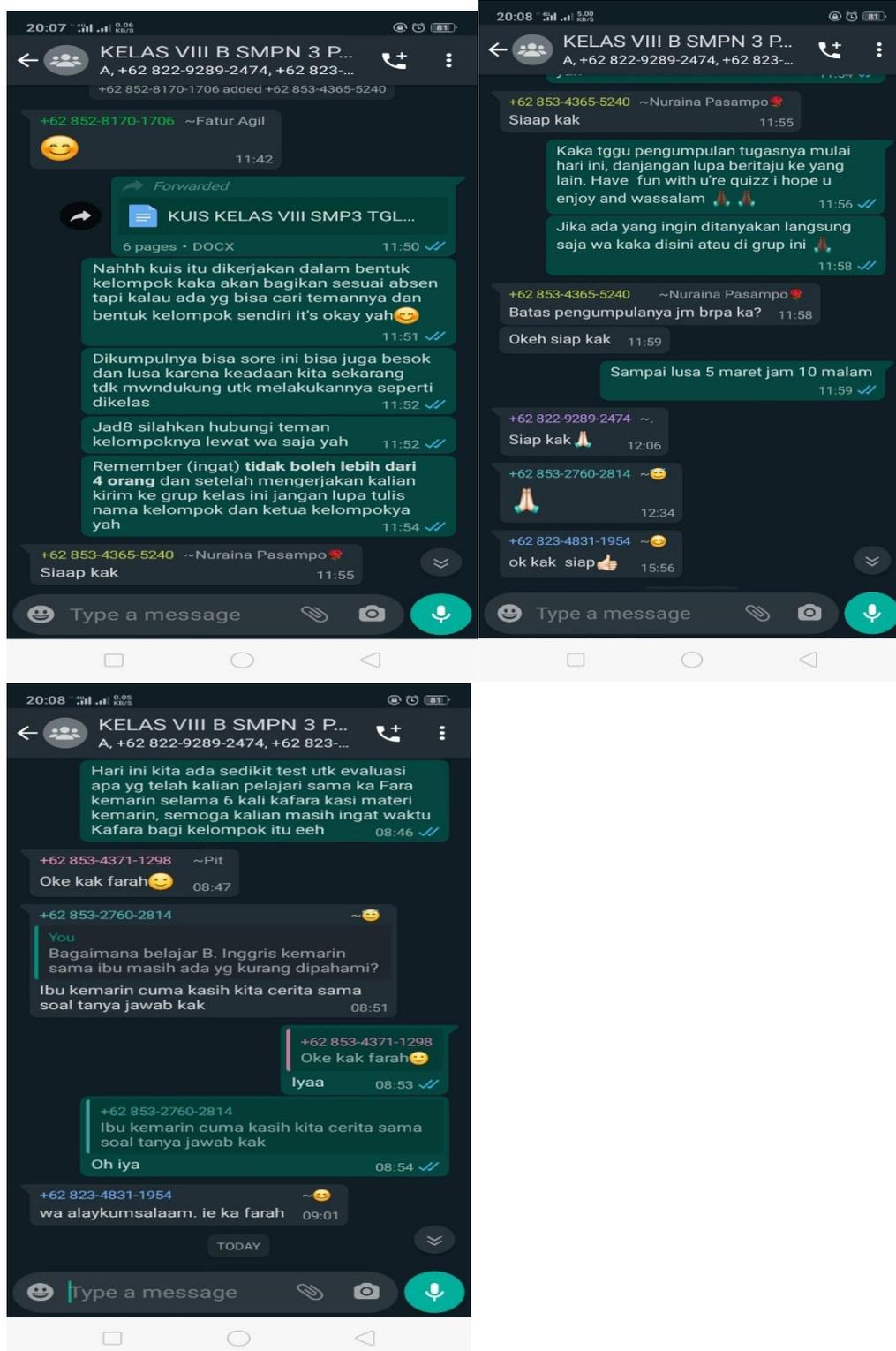
**Pre-Test of control class**





### Introduction and giving the pre-test & post-test at control class





Introduction, doing the treatment and giving the pre-test & post-test at experimental class

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## DAFTAR RIWAYAT HIDUP

Saya yang bertanda tangan di bawah ini:

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Jenis Kelamin : Perempuan

Tempat Tanggal Lahir : Palu, 07 Mei 1995

Kewarganegaraan : Indonesia

Alamat : Jl. Tg. Tada I No.1B Kel. Lolu Selatan Kec. Palu Selatan 94221

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Status : Belum Kawin

Tinggi/berat badan : 165 cm/52 kg

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Pendidikan:

SD Inpres V Lolu Palu 2000 - 2006

MTSN Model Palu Jakarta 2006 - 2009

SMK Negeri 1 Palu 2009 - 2012

Universitas Indonesia (Ilmu Komunikasi) 2013 - 2017

Pengalaman Organisasi:

Sekretaris Himpunan Jurusan Tadris Bhs. Inggris periode 2017-2018

Sekretaris Divisi Perjalanan Umum Organisasi MANPA IAIN Palu Periode 2016 - 2017.

Pengalaman Kerja :

BEST WESTERN COCO HOTEL & CONVENTION PALU dari tahun 2016 - 2018

Minat dan Keahlian:

Mampu berbicara dengan baik  
membaca novel fiksi & Non-fiksi

Hormat saya

Meydina N Faradilla