DEVELOPING ENGLISH VOCABULARY CARDS FOR TEACHING ENGLISH VOCABULARY TO THE FOURTH GRADE STUDENTS OF SD N 02 PURWOYOSO SEMARANG

THESIS

Submitted in Partial Fulfillment of the Requirement for
Degree of Bachelor of Education in English Language Education

By:

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ABSTRACT

Title : Developing English Vocabulary Cards for Teaching English Vocabulary to the Fourth Grade Students of SD N 02 Purwoyoso Semarang

Name of Student : Endang Puji Lestari

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The background of this research was based on the observation and interview that the fourth grade students of SD N 02 Purwoyoso Semarang have difficulties in mastering English vocabulary due to the lack of media used in the teaching and learning process. This reserach was Research and Development aimed to explain the learning need, the development, and the effectiveness of the product to teach English vocabulary. The subjects of this research were the fourth grade students that consisted of 40 students as experimental class and 40 students as control class. The instruments used in this research were observation guideline, interview guideline, questionnaire guideline, and test that consisted of pre-test and post-test. The data gathered were analyzed qualitatively and quantitatively. The cards developed in this research covered 5 topics and they were provided by manual book to support the implementation of the product. The results of this research are explained as follow: 1) cards development is needed since students need interesting and pleasing media that can enhance their interest and participation so they can remember and understand the materials easily; 2) The development of the product was done through the design model proposed by Borg and Gall with the following procedures: need analysis, planning, designing preliminary form of product, preliminary field testing, main product revision, main field testing, and revision. 3) English vocabulary cards is valid to be implemented in English learning process. It also can be used as an alternative aid to enhance students' achievement in learning vocabulary.

Keywords: *English vocabulary cards, media, young learner, vocabulary*

Man Jadda Wajada

When there is a will, there is a way

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved mother and father who always support me emotionally and materially with pray, guide, love, and patience.

2. My beloved young brother who always support me to reach my dream.

3. SD N 02 Purwoyoso Semarang, may this media will be beneficial to support teaching and learning process.

4. Miss Ika Syelvy Rizqyani, S.Pd. as English teacher of the fourth grade students.

5. All students of SD N 02 Purwoyoso Semarang, especially the fourth grade students.

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First of all, thanks to Allah SWT who has given health, kindness, blessings, mercies, and inspiration so the writer could accomplish this final project.

Secondly, may sholawat and salam always be presented to our prophet, Muhammad SAW, the last messenger of Allah, who has saved the human's life from destruction to safety, this is the God's favor, namely Islam is our true religion.

As human being, the writer realizes that she would not be able to complete this final project without any help of others. Many people had helped the writer during writing this thesis and it would be impossible to mention all of them one by one. In this chance the writer would like to express deep appreciation to:

1. Dr. Raharjo, M.Ed. ST., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. Ikhrom, M.Ag., as the head of English Language Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.
3. Dr. Hj. Siti Mariam, M.Pd., as the first advisor who has been guiding me during the arrangement of this thesis.
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8. Ika Syelvy Rizqiyani, S.Pd., as the English teacher of SD N 02 Purwoyoso Semarang who has given me advice and chance to conduct this research.

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Last but not least, those who cannot be mentioned one by one who have supported and have given motivation to the writer to finish this thesis. The writer realizes that this thesis is far from perfection. The writer needs some suggestions from the readers to make it perfect. Hopefully this thesis will be useful for the readers and other researchers who conduct the same research. Aamiin..

Semarang, ...

The Writer,

Endang Puji Lestari

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CHAPTER I

INTRODUCTION

This chapter explains about background of the reserach, question of the research, objective of the research, significance of the research, specification of the product, and assumption and limitation of the research.

A. Background of the Research

Vocabulary learning is an essential part in foreign language learning as the meaning of new word is very emphasized.[1] Cameron stated that vocabulary, as one of the knowledge areas in language, plays a main role for young learners when they are acquiring a language.[2] Young learners' vocabulary development is an important aspect of their language development. It is very important to improve the four language skills such as listening, speaking, reading, and writing. By mastering vocabulary, they will be able to gain comprehensive using of English in the future.

Teaching vocabulary to young learners is different from teaching vocabulary to teenagers and adult learners. It happens because different age has different needs, competencies, and

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[1] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, (Vol. III (5), 2015).

[2] Lynne Cameron, *Teaching Languages to Young Learners, (*New York: Cambridge University Press, 2001), page 11.

cognitive skills.[3] These different characteristics must become teachers' main consideration in treating them differently as the teaching subject. Teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. So that, they should be creative to draw students' interest and motivation in learning.[4] Young learners have a short span of concentration. Therefore, teachers must use something interesting to keep their concentration longer. They can create interesting learning by exploiting the use of teaching media.

The importance of teaching media is explained in Surah An-Nahl (16) : 89.

"And (bethink you of) the day when We raise in every nation a witness against them of their own folk, and We bring thee (Muhammad) as a witness against these. And We reveal the Scripture unto thee as an exposition of all things, and a guidance and a mercy and good tidings for those who have surrendered (to Allah)." (An-Nahl: 89)

This verse explains that Allah reminds people to use tools or things as media in explaining something as Allah sends al-Qur'an to Muhammad SAW to explain everything.

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[3] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (England: Oxford, 2001).

[4] Muslichah & Siti Tarwiyah, "Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizer", *Vision Journal*, (Volume 6 (2), 2017), page 11.

Media play important roles in educational sector; however, it needs people wisdom when in the usage.[5] Gerlach and Erly (1971) explain that teaching media may be in the form of person, thing, or event which builds such condition to facilitate students to get knowledge, skill, or attitude. It is strengthened by Arsyad (2002) that media are graphic, photographic, or electronic instruments to catch, proceed, and reorganize visual and verbal information.[6]

In teaching vocabulary to young learners, there are so many references of media that teachers can use in the classroom. Song, video, pictures, *realia*, miniature, and card are the examples of media that can be used in teaching vocabulary to young learners.

Knowing how important teaching media to teach English to young learners, the use of teaching media should be emphasized. Yet in reality, it is found that there are still many teachers in elementary schools do not use the appropriate media to teach their students. Many of them still use traditional method to deliver the materials. To minimalize this problem, the writer conducted a research. The research is focused on developing cards to teach vocabulary to young learners. A card or flash card is a set of card-based instruction bearing information, as words or

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[5] Muhammad Nafi Annury, "Childhood and Literacy (a Critical Study of Media Education as Contemporary Culture)", *Vision Journal*, (Vol. 4(1), 2015), page 76.
[6] Siti Tarwiyah, "Functioning Graphic Organizer as One of Literacy Media", *Vision Journal*, (Vol. 4 (1), 2015), page 126.

numbers, on either or both sides, used in classroom drills or in private study.[7] Charles said that flash cards are especially useful for memorizing vocabulary words and their definition. Here, flashcard or card is one of the best methods that teacher can use to teach vocabulary to young learners. The medium developed in this research will be applied to teach vocabulary to young learners at SD N 02 Purwoyoso, Ngaliyan, Semarang. This research is focused on the fourth-grade students. Fourth-grade students of elementary school actually need teaching media to enrich their vocabulary because they are in the early stage of English learning which most of the materials focus on various basic vocabulary related to school, jobs, body parts, colors, animal, etc.

Based on the observation and interview conducted in SD N 02 Purwoyoso Semarang, it is found that the fourth grade classroom in SD N 02 Purwoyoso Semarang did not have enough vocabulary teaching media which is actually very important to enrich their vocabulary and support the English teaching and learning. Besides that, students also had less vocabulary mastery due to the lack of media used in teaching learning process. Teacher mostly used lecturing method to teach vocabulary to the students. Perhaps, students like to learn by using pictures or video. To solve those problems, the writer is interested at developing a teaching

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[7] Elham Ghorbanpour, "The Effect of Flash Card-based Instruction on Vocabulary Learning by EFL Learners", *International Journal of Humanities and Cultural Studies*, Issue 2016, page 1931.

medium to enrich students' vocabulary mastery called English Vocabulary Cards. It was chosen based onn students' and teacher's statement that English vocabulary cards is a good medium to enhance students' interest and learning participation since it was rarely used in the classroom.

The medium contains lots of picture cards with various topics and fun games possibilities. It enables students to learn new vocabulary repeatedly without feeling bored quickly. The medium is also be completed with the manual book as the guidance to use the cards. The book is also completed with mini dictionary. Besides that, this teaching medium is designed to be played individually, in pairs and in groups to make the vocabulary learning more effective. It is based on students statement that they actually prefer to learn in groups to learn individually. Moreover, by providing vocabulary teaching media inside the classroom, the students will have more chance to learn the vocabulary actively at their leisure time.

B. **Questions of the Research**:

The problem of this research is focused on:

1. To what extend is the development of English vocabulary cards needed by the fourth grade students of SD N 02 Purwoyoso Semarang?
2. How is the development of English vocabulary cards for teaching vocabulary to the fourth grade students of SD N 02 Purwoyoso Semarang?
3. How is the effectiveness of English vocabulary cards for teaching vocabulary to the fourth grade students of SD N 02 Purwoyoso Semarang?

C. Objective of the Research:

The objectives of this research are:
1. To explain the extend of the need of English vocabulary card development for the fourth grade students of SD N 02 Purwoyoso Semarang.
2. To explain the development of English vocabulary cards for teaching vocabulary to the fourth grade students of SD N 02 Purwoyoso Semarang.
3. To explain the effectiveness of English vocabulary cards for teaching vocabulary to the fourth grade students of SD N 02 Purwoyoso Semarang.

D. Significance of the Research

The results of this research are expected to give benefits in many aspects as follow:

a. Theoritically

   The results of this research are expected to enrich the knowledge of developing a language teaching media to teach vocabulary to young learners, especially in foreign language.

b. Practically

   The results of this research are expected to help the readers to take consideration before choosing a teaching media to teach vocabulary to young learners since they have special characteristics that make them have to be treated differently as the teaching subjects. In addition, this research can be used by the next researchers to get information and reference in conducting the relevant studies.

c. Pedadogically

   1. For the researcher

      a. Get a direct experience of developing a medium to teach English vocabulary to young learners

      b. As a lesson to expand insight of developing a medium to teach English vocabulary to young learners

   2. For the students

      a. Students are expected to be more interested and active in developing English vocabulary mastery through English vocabulary cards.

b. Students get interesting learning experience through English vocabulary cards.

3. For the teacher

a. Teacher can exploit the use of English vocabulary cards in teaching English vocabulary.

b. Teacher can improve the effectiveness of vocabulary learning through English vocabulary cards.

4. For the school

a. School can exploit English vocabulary cards to support the learning process.

b. School can improve learning quality to produce qualified learning.

E. **Specification of the Product**

The spesifications of the product are as follow:

1. This medium is a kind of printed picture medium made of ivory paper with 8x12 cm size for each card.

2. Every box of this medium consists of 40-60 cards (depending on the kind of material) and a manual book. A manual book is used as the guidance to use the cards. The manual book is also completed with mini dictionary.

3. This medium is designed for the 4th grade students or other young learners who learn the same materials.

4. This medium is made to be played individually, in pairs or in groups.

5. The contents of this medium are the materials of the fourth grade students of SD N 02 Purwoyoso Semarang in the second semester of academic year 2018/2019. Those are: Animals, Fruits, Vegetables, Things in the Bedroom, and Hobby.

6. This medium is made based on the curriculum of SD N 02 Purwoyoso Semarang.

7. The design of the medium is made colorfully to make students more interested. It also uses funny font type to make it more interesting.

8. The eligibility criteria of this medium includes the components of feasibility, practicality, display of media, materials, and learning.

F. **Assumption and Limitation of the Research**

1. The assumptions of this development are as follows:
   a. This medium can be used as an alternative aid to create fun and interesting teaching vocabulary for young learners.
   b. The purpose of this medium is developing students' motivation to learn English vocabulary as foreign language.
   c. By using this medium, students can learn actively both individually or group.

2. The limitations of this development are as follow:
   a. This medium only consists of 5 materials learned by the fourth grade students of SD N 02 Purwoyoso Semarang
   b. in the second semester of academic year 2018/2019. Those are the materials about: Animals, Fruits, Vegetables, Things in the Bedroom, and Hobby.
   c. This medium is only be reviewed and assessed by media expert and material expert to give suggestion and respond to the product. Material expert is English teacher of SD N 02 Purwoyoso Semarang. Media experts are the lecturers who have knowledge of learning media and learning media quality standards.
   d. This medium is responded by students.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains about previous researches, theoretical review, and conceptual framework.

A. Previous Researches

Various researchers had conducted some researches related to developing media to teach vocabulary. As references from the previous researches, the writer presents in this section.

Here are six previous researches related to this study:

1. The first is a research written by Gusti Ayu Putu & Tahayani (2017), entitled *"Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja".*[8] This research is Research and Development with the research design used is the model proposed by Hannafin and Peck. There were three phases conducted during the development of the product and the last was the evaluation from the experts and revision. Those three phases were need analysis, design and development/implementation. In the conclusion of the research it was shown that the quality of the flashcard and manual book got

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[8] Gusti Ayu Putu & Tahayani (22494589), "Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja", *Journal of Psychology and Instruction,* (Undiksha Press: Stella Mundi Early Learning Center, 2017).

score almost 5 (highest score), which categorized to the excellent category.

The researchers of this study conducted a research to develop flashcards and manual book as teaching media for teaching English vocabulary for young learners in Singaraja. The object of the research was the development of Flashcard and its manual book for the guidance to use the Flashcard in the classroom. Meanwhile the subjects of the research were five English teachers of Elementary Schools in Singaraja. They were teachers of SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 2 Banyuasri, SDN 2 Pemaron, and SDN 3 Kampung Baru.

In conducting the research, the researchers used interview guide, questionnaires for teachers and students, and the evaluation sheet as the research instruments. The data gathered was analyzed qualitatively and quantitatively. Qualitative analysis was used to explain the data from questionnaire and interview result. While quantitative analysis was used to explain the result of the evaluation sheet by the expert judgments. The flashcard developed in this study covered 11 topics of noun and they were provided by a manual book to support the implementation of the developed flashcard. The topics were stationary, things around the classroom, school's buildings, public places, animals, fruits, vegetables, foods, beverages, electronic appliances, and transportations.

After reviewing this research, the writer found that this research is very good since the research is conducted in some schools. It makes the result of the research becomes more valid. The materials developed also consisted of materials learned by students in some grade levels. Those were 4th, 5th, and 6th grades. But, the product of this research was not be tested to the students.

The similarity of the writer's research to this previous one is focused on developing flashcard to teach English vocabulary by using the same research method and data collection techniques. Those are interview, and questionnaire. While the differences found from this research are the subject, object, location, and material of media developed in the research. In this research the subjects were five English teachers of elementary school in Singaraja and the object was the development of flashcard and its manual book for the guidance to use the flashcard in the classroom, while the writer's research subject is the 4th grade students of SD N 02 Purwoyoso Semarang and the object is the development of English vocabulary cards. The materials of this previous research were 11 topics of noun while the writer's research materials consist of 5 topics.

After analyzing this research, the writer conducted a better research by developing a medium and asking some experts to give some judgements to the product. Besides that, the writer also

tested the developed product to teach students by doing small scale trial and big scale trial. This medium was implemented in teaching experimental class to find out the effectiveness of the product. After that, the students were asked to give some responses to the developed product. By doing these, it is hoped that the result of the research will be more valid.

This research is very useful for the writer since the research has the same method and data collection techniques. It helped the writer to arrange the better research.

2. The second is a research written by Sakilah Bewafa, Ana Utami Fatoni, Yuliana Fatima Dayana, and Puthut Joko Buntolo (2015), entitled *"Developing Teaching Media of Kangaroo Smart Frieze to Enrich Elementary School Students' Vocabulary".[9]*

This research adopted Research and Development (R & D) approach by conducting the preliminary survey, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result. The product developed in this reasearch was materials object. The researchers used questionnaires, test and interview to collect the data. The questionnaires were done to collect the data from students,

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[9] Sakilah Bewafa, Ana Utami Fatoni, Yuliana Fatima Dayana, and Puthut Joko Buntolo (2252-6706), "Developing Teaching Media of Kangaroo Smart Frieze to Enrich Elementary School Students' Vocabulary", *Journal of English Language Teaching*, (Semarang: State University of Semarang, 2015).

teachers, and expert lecturers. Test was done to collect the data from students. While the interview was done to collect the data from teacher. The data of this research were then analyzed qualitative descriptively.

This research aimed to know the problems faced by the English teacher and the fourth grade students of SD N 2 Sekaran in the vocabulary teaching and learning, and also to know how to develop teaching media of Kangaroo Smart Frieze. The subjects of this research were the fourth grade students of SDN 2 Sekaran in the academic year of 2013/2014.

The result of this study showed that the vocabulary teaching media needs to be developed with the focus on the quality of the media and also the variety of games played. The current vocabulary teaching media used by the fourth grade students of SD N 2 Sekaran are somehow fragile and quite boring. Kangaroo Smart Frieze is a good prospect to be used in the vocabulary teaching and learning process.

The similarity found from this research is: the researcher developed media to teach English vocabulary teaching by using the same research method and data collection techniques. Those were interview, questionnaires and test. The differences found from this research are: the subject, location, and material of the research. In this research the subjects were the fourth grade students of SDN 2 Sekaran in the academic year of 2013/2014,

while the writer's research subject is the 4th grade students of SD N 02 Purwoyoso Semarang. The materials of this research consist of 5 topics, those are topics of animals, body parts, jobs, school, and color. While in the writer's research materials consisted of 5 topics (hobby, fruits, animals, vegetables, and things in the bedroom).

After analyzing this research, the writer found that the product developed was very good. It had very good looking product because the product was put on kangoroo pouch. But, the researchers only tested the developed product once. That was in limited trial (try out). After knowing this fact, the writer wants to conduct the better research by testing the developed product twice. That are in the small scale trial and big scale trial. It is hoped that the developed product will be more valid.

This research is very useful for the writer since the research had the same method and data collection techniques. It helped the writer arrange the better research by following some steps used from this research.

3. The third is a research written by Lutfiana Ilma Annisa Rohani (2015), entitled *"Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015)"*.[10]

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[10] Lutfiana Ilma Annisa Rohani, "Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina

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This research was kind of Research and Development research with questionnaire and interview as the research instruments. In this research, the researcher used the model of development research from Borg & Gall.

The aims of this research were: first, to explain the problems of the English teacher and the eighth grade students of SMP Islam Al Madina Semarang. Second, to explain the vocabulary needs of the English teacher and the eighth grade students of SMP Islam Al Madina Semarang. The last, to show how to develop effective Quartet Card Games to enrich vocabulary. There were two subjects of this research. The first was the eighth grade students of SMP Islam Al Madina Semarang in the academic year of 2014/2015 and the second was the English teacher of SMP Islam Al Madina Semarang. The object of this research was the Quarted Card Media. R&D (Research and Development) approach was adopted in this study.

The result of this study showed that the developed medium had significant effect towards students learning process and could be used as the vocabulary teaching media. The assessment of media-display showed that the product of Quartet Card Games had a very good quality in the points of color composition, font type, size of the card, shape of the card, color arrangement,

Semarang in the Academic Year of 2014/2015)", *Journal of English Language Education*, (Vol. 4 (1), 2015), Semarang State University.

picture choice, and the meaning of the pictures. The average score for this part of assessment was 8 or categorized as good. The assessment of content showed that the product of Quartet Card Games had a good quality in the points of the content suitability, vocabulary choice, grammar, the ability to motivate the students, and the ability to encourage the students. The average score for this part of assessment was 9 (very good). The assessment of games showed that the product of Quartet Card Games had a good quality in the points of the student-centered action, the students' participation, and the interactive communication. The average score for this part of assessment was 9 (very good).

The similarity found from this research is: the researcher developed media to teach English vocabulary teaching by using the same research method and data collection techniques. The differences found from this research are: the subject, object, and location of the research. In this research the subjects were the eighth grade students of SMP Islam Al Madina Semarang in the academic year of 2014/2015 and the English teacher of SMP Islam Al Madina Semarang, while the writer's research subject is the fouth grade students of SD N 02 Purwoyoso Semarang in the academic year of 2018/2019. The object of this research was the Quarted Card Media, while the object the writer's research is English vocabulary card.

After analyzing this research, the writer found that the product developed was very good. It had very good looking product. But, the researcher only tested the developed product once. That was in limited trial (try out). After knowing this fact, the writer conducted the better research by testing the developed product twice. That are in the small scale trial and big scale trial. It is hoped that the developed product became more valid.

This research is very useful for the writer since the research has the same method and data collection techniques. It helped the writer arrange the better research by following some steps used from this research.

4. The fourth is a research written by Luh Ayu Tirtayani, Mutiara Magta, and Ni Gusti Ayu Made Yeni Lestari (2017) entitled *"Teacher Friendly E-Flashcard: A Development of Bilingual Learning Media for Young Learners"*.[11] This research was classified into an educational research development. The development of this medium was implemented in four stages: a preliminary study, development, evaluation, and reflection as well as documentation. The subjects of this research were twelve kindergarten teachers from four districts in Bali and the object was e flashcard.

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[11] Tirtayani, Magta, Lestari, "Teacher Friendly E-Flashcard: A Development of Bilingual Learning Media for Young Learners", *Journal of Education Technology*, (Vol. 1 (1), 2017) page 18-29.

The purpose of this study was to describe the development process of 'teacher friendly e-flashcards', a medium of the bilingual learning program to young learners in Bali. This study also had a purpose to describe the validation results of the medium on limited empirical test group, which is on six kindergartens in Bali area. The result was a hypothetic form of 'teacher friendly e-flashcards', a learning medium in the form of electronic flashcards aired on a computer or other electronic devices. The experts' validation of the content of the early childhood bilingual learning was obtained 95% (excellent). These experts assessed that the 'teacher friendly e-flashcards medium had a capability to load a real variety setting or situation faced by early childhood.

The similarity found from this research is: the researcher developed media to teach English vocabulary teaching by using the same research method that is Research and Development method. The differences found from this research are: the subject, location, and kind of product of the research. In this research the subjects were the twelve kindergarten teachers from four districts in Bali, while the writer's research subject is the 4th grade students of SD N 02 Purwoyoso Semarang. The product of this research was electronic flashcard with IT teaching media based, while the writer's research product is in the form of printed picture cards.

This research is very useful for the writer since the research has the same method and data collection techniques. It helped the writer arrange the better research by following some steps used from this research.

5. The fifth is a research written by Hesty Puspita Sari, Nita Sutanti, Linda Tri Wahyuningsih entitled *"Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School (Study Case in the seventh grade students at SMPN 1 Sanankulon).*[12] This research was categorized into an educational research and development which used Sugiyono's models in developing product. In this research, the researcher made a flashcard media to develop vocabulary mastery in the seventh grade students at SMPN 1 Sanankulon. The data were collected through interview, questionnaire, documentation, and test. In this case, the researcher used three validators. They are validator of media and validators of material.

The aims of this research were not only to know the development of flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years but also to know the effectiveness of flashcard media for teaching vocabulary to the seventh grade students at

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[12] Hesty Puspita Sari, et.al, Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School (Study Case in the seventh grade students at SMPN 1 Sanankulon), *Constructivism,* Vol. 10, No. 2, (Blitar: Universitas Islam Balitar, 2018). p-ISSN: 1979-9438; e-ISSN: 2442-2355

SMPN 1 Sanankulon in 2017/2018 academic years, to know the students response toward the use of flashcard in teaching learning vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years.

The result of the research showed that: 1) The result of media validation flashcard and guiding book got the average 84.37% while the result of content of material validation 87.5%. The average for all validation was 85.41%. The score was categorized as "very good" with interval 80% < x ≤ 100%. So, the developed flashcard media as a learning media in teaching and learning vocabulary to the seventh grade students was valid to be implemented for the seventh grade students and it can be used as media in teaching learning process especially in vocabulary mastery. 2) It proved by the result of the students' test. The mean score of pre-test and post-test increased from 69.81 to the 94.37.

The similarity found from this research is the writer developed a medium namely English Vocabulary Card to improve students' vocabulary mastery. Besides that, the writer also used the same research method (R&D) and data collection techniques namely interview, questionnaire, and test. The differences found from this research are in the subject, and the material of the medium developed. The subject of this research were the seventh grade students at SMPN 1 Sanankulon in

2017/2018 academic years, while the writer's research subjects were the fourth grade students of SD N 02 Purwoyoso Semarang in the academic year of 2018/2019. The materials of this research consisted of 7 materials learnt by the seventh grade students while the writer's medium materials consisted of 6 materials learnt by the fourth grades students of SD N 02 Purwoyoso Semarang.

After analyzing this research, the writer found that this research was very good. The medium was completed with the guiding book. The guiding book was also completed with the exercises. But, the researchers of this research only tested the product once. So that, the writer intended to conduct a better research by testing the product twice. It is to make the developed product become more valid and reliable.

6. The last is a researh written by Siti Mariam, Saleh M., Warsono, & Mujiyanto, J. (2018) entitled *"Using the Rasch Model for the Affective Assessment of EFL Learners."*[13] This research was an educational reserach and development. In this research, the researchers developed a Rasch Model to assess students' affective. The aims of this research were to (1) explain the way in which affective aspects improve students' English achievement, (2) explain the formulation of an affective assessment for EFL learners using the Rasch Model.

This research and development approach was employed as the basis to develop rating scale model as an instruments measuring the students' affective aspects in EFL classroom. The data were analyzed using the Rasch Model. The validity and reliability, in the small–scale field tryout were item reliability 1.00 and person reliability 0.93. Meanwhile, item validity were 0.90 and person validity 0.87 were used in the large-scale field one.

The results of this study shows that: (1) there are five affective dimensions or variables developed in this study. They are attitude, motivation, interest, self-concept, and personal value. The five dimensions consist of 24 aspects or sub variables and 35 indicators that became the basis of constracting the 120 item instrument, and as inventory rating scale model. It can be inferred that the affective measuring instrument with the 120 items of statement has a model fit with the data. It means that the model is able to estimate population covariance matrix which is not different from the sample covariance matrix so that the estimation result becomes a basis for generalization.

The similarity found from this research is the writer used the same research method (R&D). The differences found from this research are in the research focus, research subject, research instrument, and data analysis technique. The focus of this research was developing a Rasch Model to assess students'

affective. The subjects of this research were the students of Education and Teacher Training Faculty, Walisongo State Islamic University. The instruments used in this research were inventory, self report or affective scale. The technique of data analysis was then analized by using descriptive qualitative and quantitative.

B. Literature Review

1. Teaching English to Young Learners

a. Definition of Young Learners

Teaching English as an additional language for young learners has become a phenomenon in the recent years. Teaching English to Young Learners (TEYL) is a rapidly growing field around the world, and English education is increasingly found at the primary levels.[14]

Young learners are the age when they are naturally curious

and enthusiastic to explore everything around them. Many people believe that this age is the golden age where most children are eager to gain new experiences, including learning new language. Related to the definition of young learners, Joan Kang Shin states that young

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[14] Joan Kang Shin, *Teaching English to Young Learners*, (University of Maryland: English Language Center), page 6.

learners are children of 7 years old up to 12 years old. It is also stated by Slatterly and Willis that young learners are children in 7–12 years old.[15] Again, Copland and Garton define young learners as those at pre-primary and primary level, roughly from the age of 3 up to 11 or 12 years old.[16] Another definition comes from Graddol who says that young learners are students in Kindergarten – 3 grade Primary (5-9 years old).[17]

From the explanation above, it can be concluded that young leaners are children of 3 years old up to 12 years old or children of 7 years old up to 12 years old.

Based on the experts' explanations above, the writer prefers the theory brought by Joan Kang Shin and Slattery and Willis that young learners are children of 7 years old up to 12 years old. It happens because children are divided into young learners and very young learners. It is in accordance with Slattery and Willis (2001) that very young learners are children under 7 years old.

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[15] Slatterly and J. Willis, *English for Primary Teachers*, (Oxford: Oxford University Press, 2003) page 5.

[16] Sue Garton, Fiona Copland, *The Routledge Handbook of Teaching English to Young Learners,* (New York: Routledge, 2019), page 220.

[17] David Graddol, *English Next*, (United Kingdom: British Council, 2006), page 91.

b. Characteristics of Young Learners

Teaching English to young learners is different from teaching English to adult learners. It happens because young learners have different characteristics that make them have to be treated differently as teaching subject. Here are some different characteristics between children and adult learners:[18]

1. Children cannot keep concentration and interested in learning material and activity for a long time. They will be bored with monotonous and boring activity. But, the adults are more able to keep consentration and interested in learning material and activity.

2. The emotional factor which influences learning inhibition of children and adults is different. It can be seen when they are asked to practice English utterances. Adults are shy to do it. But children are not shy to receive it. Different from the children, adults are shy with their friends in receiving corrective feedback. Thus, children have longer social interaction with their friends in practicing English language than the adult.

3. Children acquire grammatical rule inductively and adults acquire grammatical rule deductively. When

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[18] Siti Mariam, "English for Young Learners: An Optimum Age Foreign Language Learning", *Vision Journal,* (Vol. 1 (1), 2012). UIN Walisongo Semarang.

learning grammatical rule, children can understand through some examples. Different from children, adults can understand the patterns of grammatical rule before seeing some examples. They can develop their abstract thinking ability.

4. Children are easier in acquiring English language through a lot of practicing and experiencing. In other wods, children period is the optimum age in learning English.

5. Most child learners are willing to try to use the language even when their proficiency is quite limited. Many adults and adolescents find it stressful when they are unable to express themselves correctly and clearly. [19]

Due to the characteristics of young learners, Scoot states that there are some general characteristics of the children in the beginner level (5-10 years old), they are: (a) they will tell what they heard, (b) they use their fantasy, (c) they love playing and learn best when they enjoy doing something, (d) they are enthusiastic and positive thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) they learn from the

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[19] Patsy M. Lightbown, Nina Spada, *How Language are Learned*, (New York: Oxford University Pres, 2006), page 31.

direct instruction, (g) their own understanding comes from eyes, hands and ears, (h) they have very short attention and concentration.[20]

Another argument are given by Slattery & Willis. They argue that the characteristics of young learners are as follows:[21]

They: 1) are developing quickly as individuals, 2) learn in a variety of ways: by watching, by listening, by imitating, and by doing things, 3) are not able to understand grammatical rules and explanations about language, 4) try to make sense of situations by making use of nonverbal clues, 5) talk in their mother tongue about what they understand and do, 6) can generally imitate the sounds they hear quite accurately and copy the way adults speak, 7) are naturally curious, 8) love to play and use their imagination, 9) are comfortable with routines and enjoy repetition, 10) have quite a short span attention span and so need variety.

Based on the explanation above, it is known that the characteristics of young learners are very different with the characteristics of adult learners. Young learners with all their special characteristics need to be treated differently in their learning process. So that, teaching English to young learners

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[20] Wendy A. Scott and Lisbeth H. Yteberg, *Teaching English to Children,* (London, Longman, 2000), page 1–4.

[21] Slatterly and J. Willis, *English for Primary Teachers*,…., page 4.

must be very careful. Teachers must give appropriate teaching media and also appropriate treatment.

c. **Helpful ideas to Teach English to Young Learners**

Children with all their special characters need something interesting to enhance their learning motivation. Here, teachers must be very creative to draw activities so their students will not feel bored quickly. To help teachers teach English to young learners, Joan Kang Shin gives ten helpful ideas. Here are the ten helpful ideas to teach English for young learners from Joan Kang Shin:[22]

1) Supply the activities with visuals, realia, and movement

Young learners are very active. They have a lot of physical energy and also short span of concentration. Their own understanding comes from their hands, eyes, and ears. Due to that phenomena, teachers have to use brightly colored visuals, toys, puppets, or objects and Total Physical Response (TPR) to teach them.

2) Involve students in making visual and realia

Having students involved in creating visuals that are related to the lesson helps engage students in the learning process. Let them draw their own visuals to make them feel interested and invested in the lesson. Make sure that

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[22] Joan Kang Shin, *Teaching English to Young Learners,* (University of Maryland: English Language Center), page 6-7.

the visuals they are making are relevant to the vocabulary items. After that, let them introduce their own visuals by using "show & tell" activity presentation. This activity gives students a chance to introduce their visuals in English.

3) Move from activity to activity

Young learners have a short span of attention. So, teachers have to move quickly from activity to activity. Teachers can only keep activities only around 5-10 minutes long for students in 5-7 years old. For students in 8-10 years old, teachers can only keep activities only around 8-10 minutes long. Here teachers can use quiet or noisy exercises with different skills, like listening, reading, writing, and speaking. Besides that, students must learn in various activities, like individual activity, pairwork activity, group work activity, and whole class activity.[23]

4) Teach in themes

Teaching by themes will make students' focus on the lesson better. Moving from one activity to others that are related in content and language helps to recycle the language and reinforce students' understanding.[24] Common themes for young learners are animals, friends,

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[23] Joan Kang Shin, *Teaching English to Young Learners*......, page 6-7.
[24] Joan Kang Shin, *Teaching English to Young Learners*......, page 6-7.

family, environment, shopping, or units revolving around a storybook, websites, or movie students like.

5) Use stories and contexts that are familiar with students

Young learners are just beginning to learn stories in their mother language. The use of stories and contexts that are familiar with their mother language can help young learners connect English with their background knowledge which is limited because of their young age and inexperience. Here, the teacher can use a favorite story in L1 and translate it into English. Then, allow students to personalize the content of every lesson.

6) Establish classroom routines in English

Young learners function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners. Here teacher can clap short rhythms for students to repeat, start the lesson with song or chant, and add classroom language to the routine as well.

7) Use L1 as a resource when necessary

It is important for a teacher to use L1 in the teaching learning process when it is necessary. Several students who have very low proficiency can easily become discouraged when all communication in the classroom is

done in English. Sometimes these students can express comprehension of English in their native language, and this can be acceptable for lower level students.

8) Bring in helpers from the community

To get students more excited and create a break in the regular routine, teachers can ask helpers to do a story telling with some fun activities. Helpers may come from a local university, someone new and interesting, or other older students who are studying English.

9) Collaborate with other teachers in your school

Collaborate with other teachers in school by visiting each other classrooms can be a wonderful way to get to know what is being learned in each other classes and how. It can aid in the creation of more effective lessons for students and can increase their ability to make connections between language and content.[25]

10) Communicate with other TEYL professionals

To get many beneficial things related to teaching English to young learners, teachers can communicate with other TEYL professionals. The professional may come from local are or international area.

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[25] Joan Kang Shin, *Teaching English to Young Learners......*, page 6-7.

Other suggestions are given by Marry Slaterry and Jane Willis. The suggestions are as follows:[26]

1. Make English learning is enjoyable and fun
2. Do not be too worry about mistake and make sure children feel comfortable and not afraid to take action
3. Present the words with a lot of gestures, action, or pictures
4. Talk using English
5. Play a game and sing a song together
6. Tell short stories using pictures and act with attractive voices
7. Do not be too worry when children use their mother language
8. Consistently recycle new language and add new things or to use words they want to know
9. Plan the lesson with varied activities.

Based on the theories explained above, the writer prefers the theory brought by Joan Kang Shin to the theory brought by Marry Slattery and Jane Willis. It happens because Joan Kang Shin's theory consists of more complex helpful ideas to teach English to young learners. It is important to supplement the activity using visuals, realia, and movement to make students become more interested in the learning

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[26] Mary Slaterry and Jane Willis, *Teaching for Foreign Language*. (New York: Oxford University Press, 2003), page 4.

process. Besides that, it will help students to have a deeper understanding of the materials they are learning by seeing or touching it. Involving students in making the visuals and realia and moving from activity to activity will also bring positive effects to students. By making it by themselves, students will have new experience that may give them more chance to explore the materials they are learning. Teaching in themes and using stories familiar to the students are also very good. Teaching in themes will ease students in comprehending the materials because they will be more focus. Then, young learners will have a better understanding of English stories if those stories are adapted from favorite stories in their mother language. Establishing classroom routines in English, use L1 as a resource when necessary, bring in helpers from a community, collaborate with other TEYL teachers and professionals will also good to be implemented.[27]

2. **Teaching Media**

   a. **Definition of Teaching Media**

   Media have always been inextricably linked to the process of teaching and learning, both in formal and informal

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[27] Joan Kang Shin, *Teaching English to Young Learners*......, page 6-7.

learning contexts.[28] Media is a tool used to distribute messages or information from the sender to the recipient of the message. The Merriam-Webster's Collegiate Dictionary describes a medium as a means of effecting or conveying something. The following two sub-definitions would seem to correspond in part to the way media are used and understood in the educational context today:[29]

1) A channel or system of communication, information, or entertainment

2) Something (such as a magnetic disk) on which information may be stored.

To strengthen the understanding about teaching media, Arsyad argues some characteristics of teaching media as follows:[30]

1. Teaching media have a physical definition or commonly called as hardware. That is something that can be seen, touched, and heard.

2. Teaching media have non physical definition or commonly called as software.

3. Teaching media emphasize on audio and visual.

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[28] Wai Meng Chan,et.al, *Media in Foreign Language Teaching and Learning*, (Boston: Walter De Gruyter, 2011), page 1.

[29] Wai Meng Chan,et.al, *Media*,.... page 2.

[30] Azhar Arsyad, *Media Pembelajaran (Edisi Revisi)*, (Jakarta: Rajawali Pers, 2013), page 6.

4. Teaching media are aids in teaching and learning process.

5. Teaching media are used as communication and interaction tool between teacher and student.

6. Teaching media can be used massively (such as radio, television), in group (such as film, slide, video), or individually (such as module, computer, audio tape/cassette, or video).

From the explanation above, it can be concluded that teaching media is everything that can be used to convey message and information in the teaching and learning process. It is to stimulate students' attention and motivation in learning.

b. Kinds of Teaching Media

Related to the types of teaching media, Ohm classifies teaching media into three categories of media. They are auditive media, visual media, and audiovisual media.[31]

1. Auditive media (examples: Piece of music, radio program etc.)

2. Visual media (examples: Picture, silent film etc.)

3. Audiovisual media (examples: Sound film, TV program etc.)

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[31] Wai Meng Chan, et.al, *Media in Foreign Language Teaching*, (Boston: Walter de Gruyter, 2011), page 5.

In accordance with the argument of Ohm, Arsyad states that media can be classified into five categories: they are human-based media, printed based media, visual-based media, computer-based media and audiovisual based media.[32]

1. Human-Based Media

   Human-based media is the oldest media used to send and communicate message and information. For example teacher, instructor, tutor, role play, group activity.

2. Printed Based Media

   The examples of printed based media are book, journal, magazine, etc.

3. Visual Based Media

   The visual is the ability to interpret, negotiate, and make meaning from information presented in the form of an image or printed text. Visual media are all the props used in the learning process that can be enjoyed through the eye senses. It plays important roles in the teaching and learning process. Visual is based on the idea that pictures can be read and the meaning can be communicated through a process or reading. For examples blackboard, pictures, sticks figures, diagram, chart, graphic, map, and flashcard.

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[32] Azhar Arsyad, *Media Pembelajaran ……*, page 79-98.

4. Computer-Based Media

This type of media includes all media that use a computer and video interactive.

5. Audio Visual Based Media

The audiovisual media refer to media with both sound and visual component. For example video, film, slide, television, etc.

Another classification of teaching media comes from Laurillard. She classifies teaching media into some categories, they are:[33]

1. Narrative media

Narrative media refers to linear presentational media that are non-interactive and non-computer based, such as print, audiocassette, television or film, and digital disc.

2. Interactive media

Interactive media are computer-based presentational media which allow users to navigate and select content. For examples: hypertext, hypermedia, and multimedia resources. The content may consist of text, graphics, audio, video or any combinations of these.

3. Adaptive media

Adaptive media are such computer-based media that can change their state in response to the user's actions. For

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[33] Wai Meng Chan, et.al, *Media in*.., page 4.

examples: simulations, virtual environments, tutorial programs and tutorial simulations.

4. Communicative media

   Communicative media serve the purpose of enabling discourse. That is bringing people together to discuss and interact through text/graphics, audio, video or any combinations of these three modes. The examples of this kind of media are computer-mediated conferencing, digital document discussion environment, audio and video conferencing.

5. Productive media

   These media enable students to harness the productive capability of electronic media to build something or author their own contributions. Examples: microworlds and modeling.[34]

   Based on the explanations above, it is known that there are many kinds of media that can be used in the teaching learning process. Actually, all media are good and there is no the best one among them. The use of media will be good if it is appropriate to the target learners, materials, classroom environment, and other things related to the educational process.

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[34] Wai Meng Chan, et.al, *Media in...*, page 4.

a. General Concept of Vocabulary

Language consists of vocabulary. It is a collection of words in the language which is very important. Vocabulary is all the words that a person knows or uses.[35] Vocabulary is a main aspect of the language.[36] Without vocabulary, people will not be able to communicate effectively or express their ideas in both oral and written form.

Lehr, Osborn, and Hiebert state that vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms.[37] Further, Hatch and Brown define vocabulary as a set of words for a particular language that people might use.[38] It means vocabulary is the words of a certain language which are used by language user in using language.

From the explanations above, it can be concluded that vocabulary is a word or a set of words that people know and use to communicate to express their feeling or thought. It is the basic element of language that can influence the mastery

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[35] *Oxford Learner's Pocket Dictionary (Fourth Edition),* (New York: Oxford University Press, 2008), page 495.

[36] James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, (New York: Cambridge University Press., 2003), page 5.

[37] Elfrieda H. Hiebert and Michael Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice,* (London: Routledge, 2005), page 2-3.

[38] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education,* (New York: Cambridge University Press, 2001), page 1.

of four language skills. It means, without vocabulary people will not be able to master a language.

b. The Importance of Vocabulary

Vocabulary is the basic component of language which make the language more useful for communication and many other things related to language. Virginia states that without vocabulary people will not be able to speak and understand the language.[39] Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading, and writing.[40] By mastering vocabulary, people will be able to gain comprehensive using of English.

Thornbury describes the importance of vocabulary as: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[41] From that description, it is known that someone can speak English even though he/she has no good grammatical mastery during the keywords are easy to be understood. In the other side, someone cannot say something if he/she does not know vocabulary. It means that he/she will not be able to communicate well.

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[39] Virginia French Allen, *Techniques in Teaching Vocabulary,* (New York: Oxford University Press, 1983), page 7.

[40] Ida Ubaidillah Hidayati, "The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of SMK Muhammadiyah Salatiga in Academic Year 2011/2012*", Vision Journal,* (Vol. 6 (2), 2017), page 1.

[41] Scott Thornbury, *How to Teach Vocabulary 2,* (London: Longman, 2002), page 13.

Another argument comes from Nunan, he says that vocabulary acquisition is very important to use the structures and functions that the learners may have learned for comprehensible communication.[42] It means that vocabulary should be at the center of language teaching.

From the explanation above, it can be concluded that learning vocabulary is a primary step in language learning and second language acquisition. Without vocabulary, people will not be able to communicate and convey their feeling and thought. Besides that, they will also not be able to have good language mastery because vocabulary plays an important role in four language skills (listening, reading, speaking, and writing).

By realizing the importance of vocabulary development in learning a foreign language, students must devote part of their time to learn vocabulary items. To foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very much different from students' native language and students' national language.

Some facts in some cases have shown that lack of vocabulary mastery will be a big obstacle in using and

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[42] David Nunan, *Language Teaching Methodology: A Textbook for Teachers, (London: Prentice Hall International.*, 1991), page 117.

understanding language itself. Especially in a second language and foreign language learning. For example many of Indonesia students feel difficulty in comprehending and answering reading comprehension questions of TOEFL. Many of them argue that they do not understand the meaning of the texts. This fact shows how big vocabulary affects students' reading comprehension. In other cases like speaking and writing, they argue that they actually want to express many things in their thoughts, but they have no enough vocabulary to express.

c. Kinds of Vocabulary

According to Jackson, there are two types of vocabulary, they are active vocabulary and passive vocabulary.[43] Active vocabulary refers to the words the students can understand, can pronounce correctly and can use them constructively in speaking and writing.[44] It means, to use the productive vocabulary, the students are supposed to know how to pronounce it well. They also must know and must be able to use the grammar of the language target. This type of vocabulary is often used in speaking and writing skill. On the other hand, passive vocabulary refers to the words in which

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[43] Howard Jackson, *Grammar and Vocabulary*, (London: Routledge, 2002), page 28.

[44] David Corson*, Using English Words*, (New York: Springer, 2013), page 45.

the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Another argument comes from Andrew P. Johnson. According to him, vocabulary is divided into four categories. They are: listening vocabulary, writing vocabulary, reading vocabulary, and speaking vocabulary.[45]

1. Listening vocabulary are the words we hear and understand. It commonly refers to the words we know. This is the largest of our vocabulary and the one upon the others are built.

2. Writing vocabulary are the words we use to express ourselves in writing form. This is usually the smallest of the four vocabularies.

3. Reading vocabulary are the words that we can read. It is all the words that people can recognize when they are reading.

4. Speaking vocabulary are the words we use in conversation.

In addition to the terms of vocabulary, there are some kinds of vocabulary, they are: noun, verb, adjective, pronoun, adverb, conjunction, interjection.

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[45] Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman & Littlefield Education, 2008), page 93-94.

1. Noun is word that refers to a person (such as 'Michael', 'teacher', or 'police officer'), a place (such as 'France' or 'school'), a thing or an activity (such as 'coffee' or 'football'), or a quality or idea (such as 'danger' or 'happiness').[46] A noun can be used as the subject or object of a verb (as in 'the teacher arrived', or 'We like the teacher'), or as the object of a preposition (as in 'good at football').[47]

2. A verb is a word or phrase that expresses an action, an event, or a state.[48] It is the word which expresses an action or help to make a statement.

3. Adjective is word that describes noun.[49] It is the word used to qualify a noun or pronoun.

4. Pronoun is word which can take the place of a noun.

5. Adverb is word that adds information to a verb, adjective, phrase, or another.[50]

6. Conjunction is a word used to relate one word to another one, or one sentence to another one.

7. An interjection is a word put into a sentence to express a sudden feeling of mind or emotions.[51]

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[46] *Oxford Learner's Pocket Dictionary*,... page 298.
[47] Betty Schampfer Azar, *Understanding and using English Grammar,* (USA: Prentice Hall Regents, 1989), page 263.
[48] *Oxford Learner's Pocket Dictionary*,... page 492.
[49] *Oxford Learner's Pocket Dictionary*,... page 6.
[50] *Oxford Learner's Pocket Dictionary*,... page 7.
[51] *Oxford Learner's Pocket Dictionary*,... page 233.

From the explanations above, the writer agrees with the argument that vocabulary is noun, verb, adjective, pronoun, adverb, conjunction, and interjection or commonly said as part of speech. According to the writer, those classifications of vocabulary have covered all vocabulary the language learner needs to master a language. They have covered active and passive vocabulary, listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary.

d. **Testing Vocabulary of Young Learners**

In developing a vocabulary test for young learners, several aspects need to be taken into account. It should not be too difficult nor too easy and give young learners a chance to show what they know and to reveal what they do not know.[52] It means teachers should develop the test in medium level. It must also be challenging in which it should give students chance to show what they know and to reveal what they do not know.

According to Hughes, young learners' vocabulary mastery can be assessed through some activities such as matching pictures with words, unscrambling words, labeling

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[52] Liss Kerstin Sylven & Pia Sundqvist, Needed: "A Vocabulary Test for Young Learners of English", *English Language Learning Theory and Practice 2014*, (Sweden: University of Gothenburd, 2014).

pictures, sorting words by content, completing word puzzles, and providing missing letters in words.[53]

Different from Hughes, Dunn states that young learners' vocabulary can be tested through *Peabody Picture Vocabulary Test*.[54] Moreover, Cambridge English Language Assessment cited in Liss Kerstin offers three types of English tests called *Starters, Movers, and Flyers*.[55]

Another argument comes from Fatemeh and Muhammad that teachers can test student vocabulary knowledge and growth via various informal assessments. Here teachers can make teacher-created tests. Typical teacher-created tests are sorts of recall assessments that require defining a word by giving/choosing a definition, giving/choosing a synonym, giving/choosing an opposite, giving/choosing a classification, giving/choosing a picture, giving/choosing examples, giving/choosing an explanation of how something is used, and giving/choosing a word to complete a context [56]

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[53] Arthur Hughes, *Testing for Language Teachers*, (Cambridge, UK: Cambridge University Press, 2003), page 174.

[54] Dunn, L. M. & Dunn, D. M., *Peabody picture vocabulary test manual (PPTVTM-4)*, (Minneapolis, MA: Pearson, 2007), page 4.

[55] Liss Kerstin Sylven & Pia Sundqvist, "Validation of Test Measuring….., page 4.

[56] Fatemah Mollaei & Mohammad Sadegh Bagheri, Vocabulary Acquisition and Vocabulary Assessment of Young Iranian EFL Learners, *Journal of Applied Linguistics and Language Research*, (Vol 4, Issue 4, 2017), page 179.

From the explanations above, it can be taken in general that testing English vocabulary of young learners can be done through several test types. Here, the writer is interested with the test types stated by Hughes that young learners' vocabulary mastery can be assessed through some activities such as matching pictures with words, unscrambling words, labeling pictures, sorting words by content, completing word puzzles, and providing missing letters in words. It happens because the test types brought by Hughes are more appropriate to be applied to assess young learners in Indonesia.

4. Media to Teach Vocabulary to Young Learners

Teaching vocabulary to young learners is different from teaching vocabulary to teenagers and adult learners. It happens because different age has different needs, competencies, and cognitive skill.[57] These different characteristics must become teachers' mains consideration in treating them differently as the teaching subject. In teaching process, teachers play important roles to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. So that, they should be creative to draw students' interest and motivation in learning.[58]

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[57] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (England: Oxford), 2001.
[58] Muslichah & Siti Tarwiyah, "Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizer", *Vision Journal*, (Vol. 6 (2), 2017), page 11.

In teaching vocabulary to young learners, there are so many references of media that teacher can use in the classroom. Media is mains instrument in teaching and learning process. It is used to attract the students' attention and deliver the information easily. Teachers of young learners have to use some visual media to facilitate their teaching. According to Wright, there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary.[59] It is strengthened by Ismail that vocabulary is best learned when the meaning of the word (s) is illustrated, for example by a picture, an action, or a real object.[60] Pictures, *realia*, puppets, and card are examples of media that can be used in teaching vocabulary for young learners.

a. Picture

Picture is photographic representation of people, place, and things. Picture can translate abstract concepts into realistic or concrete items. Teachers can get various colorful pictures from magazine, posters, brochures, or from newspaper and calendars. Picture is simple to use because they do not require any equipment and they are inexpensive. Besides that, they will last long and can be used in beginner level.

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[59] Ismail Cakir, "The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom", *The Turkish Online Journal of Educational Technology*, (Vol. 5, 2006), page 67.

[60] Sarah Philips, *Young Learners,* (New York: Oxford University Press, 1993), page 68.

The criteria of picture that are used to teach vocabulary are: picture should be enough to be seen by all students, the picture of an individual object of people should be as simple as possible, and some of picture should contain colors.

The aim of using picture in teaching vocabulary as the following:[61]

1. To raise the students' interest in learning a foreign language

   By using picture, students will get more experience in learning a foreign language. It happens because they will not only get information in the form of words, but also they will get real experience from the picture seen.

2. To brighten the classroom

   Picture can be used to brighten the classroom since it has many colors that can make the classroom alive.

3. To keep the students' attention

   Learning a foreign language is such a boring thing since it need more effort to be able to understand it well. That's way, picture is needed to keep students' attention. Especially when teaching a foreigner language to young learners.

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[61] Andrew Wright, *Pictures of Language Learning*, (London: Cambridge University Press, 2004), page 136-137.

4. To make the subject easier and clearer

Picture can make the subject easier and clearer since it can give direct experience to students. By seeing the picture of real object, students will have deeper understanding and memorizing to the subject learned.

5. To encourage student learning participation

By using picture, the horizons of children's experiences are increasingly widespread, perceptions are increasingly sharp, and concepts are increasingly complete, so that new desires and interests for learning always arise. It can automatically increase their participation.[62]

From the explanations above, it is known that picture has many positive effects in the teaching learning process.

b. Flashcard

Flashcard is a card with a word or words or sometimes a picture on it. Flashcards are held up for pupils as a visual aid to learning. When we use flashcards, we must consider the following questions:

1. Are they large enough for the whole class to see?
2. Does the picture convey the meaning clearly? For example, for naming an animal, an object, a size-big or

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[62] Andrew Wright, *Pictures of Language Learning*, (London: Cambridge University Press, 2004), page 136-137.

small, for describing action using the present continuous, and so on.

Flashcard is often made by using picture and individual words. If it is served as the word, it should be written in clear, large letters. Picture can also be drawn or copied. Copied picture can be colored by pupils. Picture can also cut from used magazine. Brochures and catalogs can be a useful source for finding picture.

c. Puppets

Puppets are very popular among children. They have been popular for hundreds of years because they are so much fun. Some simple puppets are very easy to make. We will probably be able to make some using things around us.

By using suitable vocabulary teaching techniques and supporting with appropriate teaching media, the students will be motivated to learn English vocabulary effectively. The meaning of the term motivation as Dornyei stated that the definition of motivation concerns the direction and magnitude of human behavior, that is the choice of a particular action, the persistence, and the effort expended on it. In other words, motivation is responsible for why people decide to do

something, how long they are willing to sustain the activity, and how hard they are going to pursue it.[63]

5. **English Vocabulary Cards**

    a. **Definition of English Vocabulary Cards**

    Before defining what English Vocabulary Cards is, it is very important to know the definition of flashcard. Flashcard is one of media to teach English, especially in vocabulary. There is no single definition of flash card. There some relevant explanations by some experts about the meaning of flash card.

    According to John Haycraft, flashcards are cards on which words and/or pictures are printed or drawn.[64] In line with John Haycraft, Oxford Advanced Learners Dictionary explains that flashcard is a card with the word or words and sometimes a picture drawn on it. Flashcards are the cards with words and or picture that are painted or drawn.[65]

    Further, Nasr says that flashcards show picture or words. Flashcard is usually in the form of a piece of cardboard about 18 X 6 inches. In making flashcard, the lettering should be large, net and clear so that it can be seen from the rear of

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[63] Zoltan Dornyei and Ema Ushioda, *Teaching and Researching Motivation*. (London: Pearson, 2001), page 4.

[64] John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978), page 102.

[65] Insaniyah, The Use of Flashcards in Teaching English for The Sixth Year Students of SDN 1 Tuntang in The Academic Year of 2002-2003, *Thesis, (*Salatiga: STAIN Salatiga, 2003), page 19.

the room. The capital letters should also be preferred and the print should also be used since it is easy to read at a distance.[66]

Based on the explanation above, it can be taken in general that flashcards are cards with a word or words, number, or a picture on it. They are used to help learners to learn and memorize new words.

English vocabulary cards are cards containing pictures and words that can be used by teacher to enhance students vocabulary comprehension. By using this card, it is hoped that students will have a deeper understanding of vocabulary learned. Besides that, it also can help the teacher manage the classroom well.

b. **Materials Covered in English Vocabulary Cards**

The materials of this medium consist of 5 materials learned by the 4th-grade students of SD N 2 Purwoyoso Semarang in the second semester of academic year 2018/2019. The materials can be seen below:

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[66] Raja T. Nasr, *Teaching and Learning English*, (London: Longman Group Limited, 1972), page 119.

Fruit	Vegetables	Animals
1. Apple	1. Eggplant	1. Ant
2. Avocado	2. Bell Pepper	2. Bat
3. Banana	3. Broccoli	3. Bear
4. Blueberry	4. Cabbage	4. Bee
5. Cherry	5. Carrot	5. Bird
6. Coconut	6. Celery	6. Cat
7. Date	7. Corn	7. Chicken
8. Dragon Fruit	8. Cucumber	8. Cow
9. Durian	9. Mushroom	9. Camel
10. Grape	10. Onion	10. Duck
11. Guava	11. Garlic	11. Elephant
12. Kiwi	12. Pea	12. Fish
13. Lychee	13. Tomato	13. Frog
14. Lemon	14. Potato	14. Giraffe
15. Mango	15. Pumpkin	15. Horse
16. Mangosteen	16. Sweet Potat	16. Jellyfish
17. Orange	17. Squash	17. Koala
18. Papaya	18. Chilli	18. Lion
19. Peach	19. Peanut	19. Monkey
20. Pear	20. Cassava	20. Mouse
21. Pineapple		21. Octopus
22. Star fruit		22. Owl
23. Strawberry		23. Panda

		24. Mosquito
24. Pomegranate		25. Rabbit
25. Water Melon		26. Sea Horse
		27. Seal
		28. Snake
		29. Tiger
		30. Wolf

Things in the Bedroom	Hobby
1. Clock	1. Diving
2. Alarm Clock	2. Jogging
3. Bed	3. Traveling
4. Picture	4. Reading
5. Blanket	5. Dancing
6. Bolster	6. Painting
7. Pillow	7. Singing
8. Bookcase	8. Watching TV
9. Carpet	9. Fishing
10. Curtains	10. Playing Football
11. Chair	11. Playing Music
12. Drawer	12. Cooking
13. Doormat	13. Swimming
14. Lamp	14. Cycling
15. Table	15. Writing

16. Mirror	16. Skate Boarding
17. Wardrobe	17. Hiking
18. Cupboard	18. Playing Badminton
19. Door	19. Drawing
20. Window	20. Carving
21. Switch	
22. Cloth	
23. Television	
24. Book	
25. Bag	

Table 2.1 Materials Covered in English Vocabulary

In summary, English vocabulary cards consist of 25 vocabulary of fruits, 20 materials of vegetables, 30 vocabulary of animals, 25 vocabulary of things in the bedroom, and 20 vocabulary of hobby.

c. **The Importance of English Vocabulary Cards to teach English Vocabulary**

The use of flashcard in the English teaching-learning process is very useful to help the teacher. Kasihani and Suyanto explain that flashcards make teacher familiar and stable with singular and plural concept, familiar and stable with numbers, and familiar and stable with a few and a lot of concepts. Besides that, flashcards help teacher to get the

students' attention using extract pictures with appropriate vocabulary and color. By using flashcards, teacher also can give variation in the teaching learning process.

Related to the advantages of using flashcards, Haycraft says that flashcards can be used for consolidating vocabulary; they are motivating and eye-catching; they are effective media that can be used to teach students in many levels. Besides that, they can be taken almost everywhere and studied when the area has free moment; they can be arranged to create logical grouping of the target words. They also can be used for practicing structure and word order. Flashcards are cost-effective/inexpensive and the last, flashcards provide visual link between L1 and the target language.[67]

Based on the explanations above, it can be taken in general that using flashcard in teaching and learning process is very beneficial for both students and teacher since it is an effective medium that has many function, inexpensive, and can be used everywhere.

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[67] John Haycraft, *An Introduction to English Language Teaching*,…., page 102.

C. Conceptual Framework

In every research, a conceptual framework is needed as a guideline in determining the direction of the research. This is needed so research remains focused on the studies that will be studied. Research and development is product development and validation process. So that, this English vocabulary card needs a conceptual framework for more effective development.

There are some steps used in this research. These steps are preliminary research, research planning, and product development. To make it easier to see the thinking flow of English vocabulary card development, this can be seen in figure 2.1.
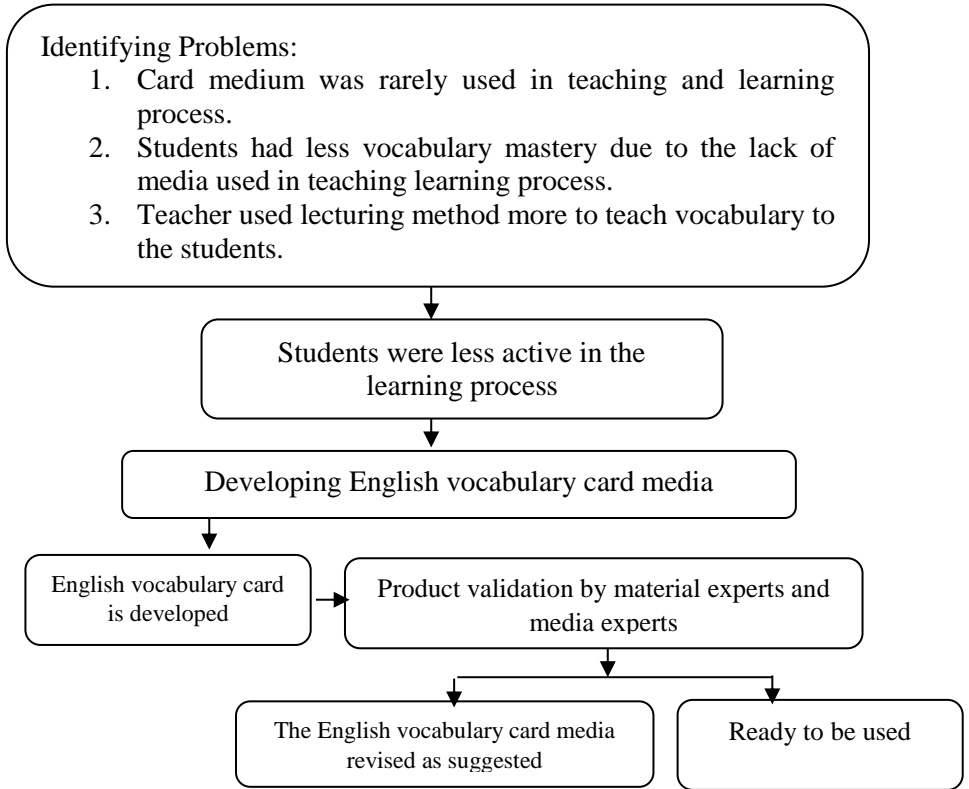
**Figure 2.1 Conceptual Framework
of English Vocabulary Card Development**

Cards medium was rarely used in teaching and learning process; students had less vocabulary mastery due to the lack of media used in teaching learning process; teacher mostly used drilling and lecturing method to teach vocabulary to the students become main problems faced in this research. Those three factors make students less active in the learning process.

Therefore, English vocabulary cards is developed. It is to help students to understand vocabulary material and to help teachers providing learning media. This medium is tested and validated by material expert and media experts. After being tested and validated by the media expert and material experts, this medium is revised according to the suggestions and input. After that, the English vocabulary card is ready to be used.

CHAPTER III
RESEARCH METHOD

This chapter explains research design, research setting, research and development procedures, instrument of collecting data, and methods of data analysis.

A. Research Design

This research is classified into an Educational Research and Development (R&D) since the objective is to develop vocabulary teaching media to teach vocabulary to young learners. Educational R & D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards. Further Walter R. Brog & Meredith D. Gall explain educational research and development (R & D) as a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consist of studying research finding pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In more rigorous program of R & D, this cycle

is repeated until the field-test data indicate that the product meets its objectives.[68]

The research and development model used the research model of Borg and Gall. According to Borg and Gall, there are 10 steps of doing research and development. The first step is need analysis. This step includes review of literature and classroom observation. The second and third step are planning and developing preliminary form of the product. Planning includes defining product, stating objectives, determining course sequence, and the scale of testing product. Developing preliminary form of product included preparation of the materials and the instrument of assessment. Then, the fourth and fifth steps are involving the preliminary field testing and main product revision, revision of product as suggested by preliminary field-test result. The sixth step includes main field testing and the seventh step is main product revision. Operational product was conducted in the eighth step. Next, the ninth step involves the operational field testing and final product. the last step is dissemination and implementation. The product is validated by experts and English teacher.[69]

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[68] Walter R. Borg & Meredith D. Gall, *Educational Research an Introduction; Seventh Edition*, (New York: Longman Inc., 2003), page 569.
[69] Walter R. Borg & Meredith D. Gall, *Educational Research an......,* page 570-572.

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┌─────────────┐     ┌─────────────┐     ┌──────────────────┐
│Need Analysis│ ──> │  Planning   │ ──> │Develop Preliminary│
│             │     │             │     │Design of Product │
└─────────────┘     └─────────────┘     └──────────────────┘
                                                  │
                                                  v
┌─────────────┐     ┌─────────────┐     ┌──────────────────┐
│ Main Field  │ <── │Main Product │ <── │Preliminary Field │
│  Testing    │     │  Revision   │     │     Testing      │
└─────────────┘     └─────────────┘     └──────────────────┘
       │                                          │
       v                                          v
┌─────────────┐     ┌─────────────┐     ┌──────────────────┐
│ Revision of │ ──> │ Operational │ ──> │Dissemination and │
│  Product    │     │Field Testing│     │ Implementation   │
└─────────────┘     └─────────────┘     └──────────────────┘
                                                  │
                                                  v
                                        ┌──────────────────┐
                                        │  Final Product   │
                                        │    Revision      │
                                        └──────────────────┘
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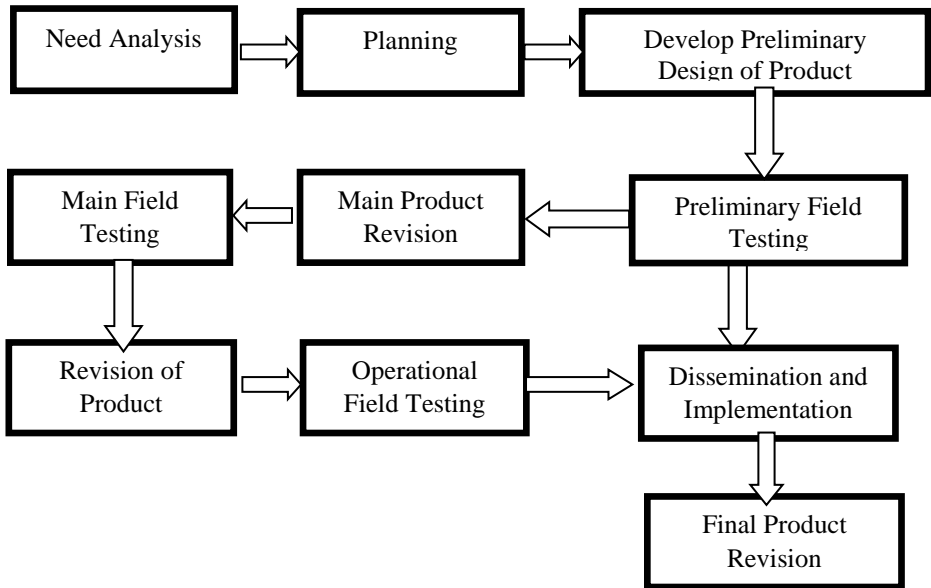
Figure 3.1 Borg and Gall Steps Scheme

However, by considering the time of the research, research fund, and also the researcher's ability, the steps applied in this research were limited only from the first until the seventh steps. Those are need analysis, planning, developing preliminary form of the product, preliminary field testing, main product revision, main field testing and product revision.

B. Research Setting

This research was conducted at SD N 02 Purwoyoso Semarang which is located at Jl. Purwoyoso Tengah, Purwoyoso, Ngaliyan, Semarang. It was done in the second semester of academic year 2018/2019. The sample of this research was 4A and 4B students. 4B students were experimental class with 9 students as small scale trial, and all students as large scale trial. Then, 4A students were as control class. A control class is rarely receiving no treatment.[70]

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[70] Bert P.M. Creemers, K. Leonidas, and Pam Samsons, *Methodological Advances in Educational Effective Research*, (London: Routledge Taylor and Francis Group, 2010), page 107.

C. Research and Development Procedure

The research and development procedures used in this research can be seen in the following figure:
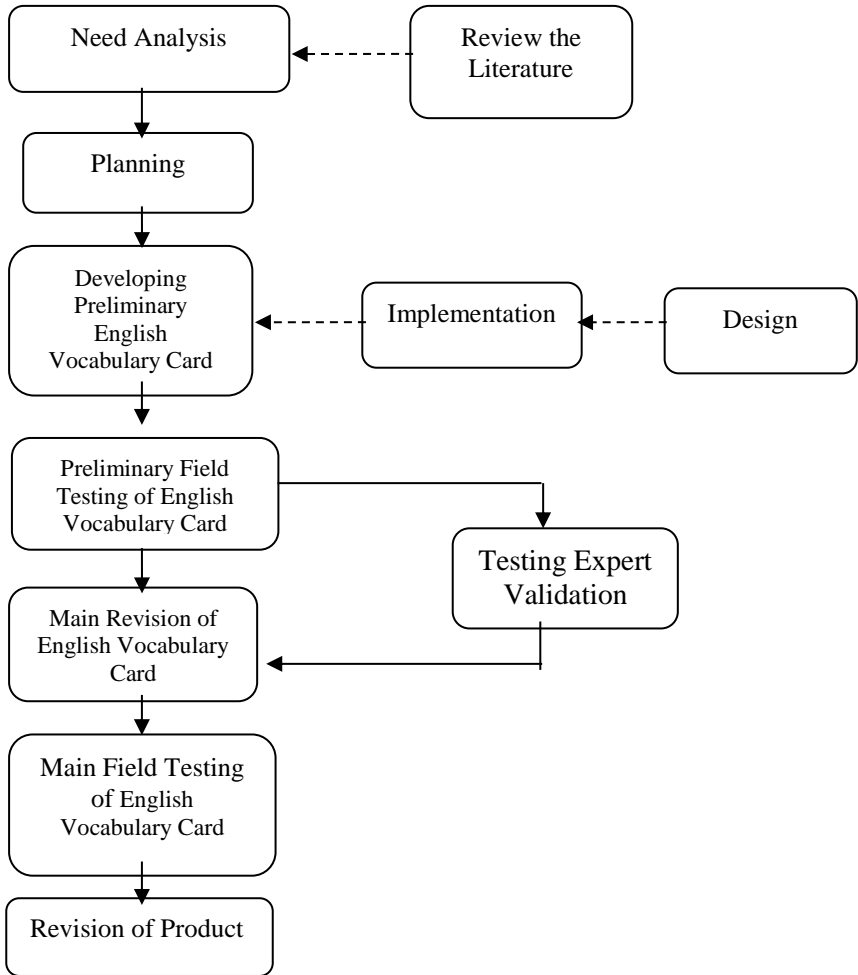
Figure 3.2 Procedure of Development

3.2.1. Need Analysis

The first step in R&D design is need analysis. This step is conducted to gain information of the importance of the product developed. The analysis of students' need is the most important point in conducting Design based Research model. It becomes starting step in developing the product. Students' need analysis includes students' problems faced in the learning process. The English teacher is also involved in giving the information about students' needs and problems faced in the classroom.

The need analysis of this development gained through interview and observation. First, the writer did observation to identify students' learning environment, school's facilities, language tecaching media, and students' characteristics. After doing the observation, the writer interviewed some students. Furthermore, the writer interviewed the English teacher to convince the data obtained from students.

3.2.2. Planning

After potential and problems analyzed, the next step is collecting the information related to the development. The information is used to plan a certain product that can be used to solve the problems.

Before formulating the product, the writer collected some information about the curriculum and the materials used to teach English for fourth-grade students of SD N 2 Purwoyoso. It was to support the development of the medium. These data became the fundamental data and it was involved in designing contents of English vocabulary card media. Other data were taken from literature review, journals, and expert opinion.

After some materials had been collected, then the writer started to formulate the media to teach English vocabulary card.

3.2.3. Developing Preliminary Form of English Vocabulary Cards

After collecting the data of materials, the writer started to design the product. The steps of designing this product are as follows:

1. Looking for pictures related to the materials. The pictures are got from some sources. Those are the pictures of the materials about Fruits, Vegetables, Animals, Things in the bedroom, and Hobby.

2. Designing English vocabulary card media by using Adobe Photoshop CS6 based on color, material, and picture.

3. Designing module and mini dictionary.

The product consists of:

1. English Vocabulary Cards

    This medium consists of:

    a. Box.

    b. Some cards and its English translation.

2. Manual book

    This manual book consists of:

    a. Cover

    b. Preface

    c. Procedures of using the cards

    d. Mini dictionary

After the product had been designed, then the product was validated by media expert and material expert. The validation of the product aimed to evaluate the suitability and the validity of the media designed. This step was used to find out whether there were some deficiencies of the product developed which is required to be repaired. Here, the writer asked for validation for the product designed to the media expert and material expert. Some aspects that were valuated by media expert and material expert include display of media, colour, picture, picture position, and suitability of vocabulary material with the curriculum. Subsequently, validation

of media contained of card appearance and the appearance quality.

The steps of validating the design are as follow:

Comes to the validators and brings the media	→	Explains the purpose of media development

	Asks for response and suggestions for the media and material
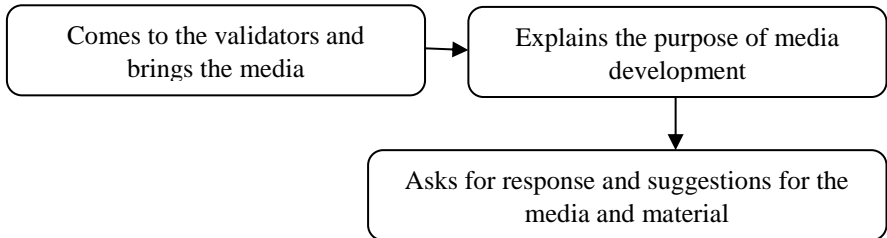
Figure 3.3 The Steps of Validation

3.2.4. Preliminary Field Testing of English Vocabulary Cards

Preliminary field testing aims to gain an early qualitative evaluation of the new educational product. It is to find out the effectiveness of the product from the students' achievement and students' difficulty learning.

In this step, the product was tested in the small scale group of 4B students of SD N 02 Purwoyso which consisted of 9 students. Here, they were given a pre-test, treatment, and post-test after using the product developed.

To find out the influence of the product developed towards students' achievement, they were tested through one-group pretest-posttest experiment design. One-group pretest-posttest experiment is chosen to be the design because it uses pretest before the application of treatment so that the influence of the product developed towards students' achievement will be more valid. The formula can be seen below:[71]

$$\boxed{O_1} \quad X \quad \boxed{O_2}$$

O_1 = Pretest score before using English Vocabulary Card

O_2 = Posttest score after using English Vocabulary Card

X = Treatment (the use of English Vocabulary Card to teach vocabulary)

After that, the writer provided a questionnaire about the student's response to the development product that had been used.

3.2.5. Main Revision of English Vocabulary Card

The next step is revising the product. The result of the experts' validation was then analyzed and measured based on validation criteria. The result of the

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[71] Walter R. Borg & Meredith D. Gall, *Educational Research an......*, page 385.

validation determines whether the product developed is needed to be revised or it is able to be implemented in teaching learning process without any revision.

3.2.6. Main Field Testing of English Vocabulary Card

The purpose of the main field testing in R & D cycle is to determine whether the product under development meets its performance objectives or not. Generally, an experimental design was used to answer this question.[72]

After the second revision, then the medium was tested in a big scale trial. Here, an experimental design was used to get the influence of English Vocabulary Cards toward students' achievement. The objects of this trial were 4B students as experiment class and 4A students as control class. Pre-test and post-test were used to know the effectiveness of the product. The result of students' pre-test and post-test were compared between students in experiment class and control class.

The main field testing was conducted by using *Pretest-Posttest Control Group Design*.[73] Pretest-Posttest Control Group Design was used to know the influence of the product developed towards students'

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[72] Meredith Gall & Walter R. Borg, *Educational Research and Development...,* page 570.
[73] Walter R. Borg & Meredith D. Gall, *Educational Research an......,* page 385.

achievement. It was to know the effectiveness of the product developed. The formula is presented in the box below:

$$E \quad O_1 \quad X \quad O_2$$
$$\dots\dots\dots\dots\dots\dots\dots\dots\dots$$
$$C \quad O_3 \quad \quad O_4$$

Where:

E	: Experiment Class
C	: Control Class
X	: Treatment (the use of English Vocabulary Cards to each English Vocabulary)
O_1	: Pretest score of experimental class
O_2	: Posttest score after using English Vocabulary Cards (Experimental Clas)
O_3	: Pretest score of control class
O_4	: Post-test score of control class

3.2.7. Final Revision of English Vocabulary Card

The final revision is needed when there are inadequacy and weakness of the product developed in the main field testing. In this step, the researcher puts some recommendation of the final product to make it better and feasible to be implemented in teaching and learning process.

D. Instrument of Collecting Data

        Research instrument is needed as a tool used to measure the quality of the research. The research instruments used observation guidelines, interview guideline, questionnaires, and test. Those instruments were used to know the quality of developed medium. The instruments are as follows:

a) Observation guideline

    To answer the first research question, the writer used an observation guideline. It is used to get the data about the real teaching and learning process in the classroom.

b) Interview guideline

    To answer the first research question, the writer used interview guidelines to support the data got from observation.

c) Questionnaire

    Questionnaire in this research is used to collect the data about students' and experts' response to the product. It consists of validation questionnaire and students' response questionnaire.

    1) Validation Questionnaire

        Validation questionnaire is a research instrument used in validation process. This validation questionnaire uses *Likert Scal*e as the assessment form. The alternative

assessments are: very good, good, acceptable, and poor. The determination of the *Likert Scale* score used are (1) score 4 for very good, (2) score 3 for good, (3) score 2 for acceptable, (4) score 1 for poor. The validation questionnaire in this research consists of the validation from media expert and material expert.

1. Experts Validation Questionnaire

    This kind of validation was used to get the validation from media expert and material expert. There were some assessment aspects given in this questionnaire.

    The validation questionnaire used in this research was adopted by questionnaire that had been validated from the research entitled *"Pengembangan Media Pembelajaran Kartu Misteri untuk Mencapai Ketuntasan Hasil Belajar Peserta Didik pada Materi Fluida Dinamis´* by Anis Luthfiani, State University of Yogyakarta, 2017.

    The result of expert validation of developed medium was analyzed through descriptive statistic. It is to determine whether the developed medium is valid to be used or need revisions before being implemented in the real field. The validation was looked out by some components, they were: content feasibility aspect, language feature, appearance

aspect, and graphical aspect. The result of validation score is calculated and shown in percentage by this following formula:

$$Score (\%):$$

$$\frac{total\ score\ of\ validation\ component}{maximal\ score} \times 100\%$$

Furthermore, the score (%) gained is conversed to the criteria as presented in the table below:

Table 3.1. The Level of Validity Criteria[74]

No	Criteria of Validity	Level of Validity
1.	85.01% - 100%	Valid; can be used without revision
2.	70.01% - 85%	Fair; can be used with small revision
3.	50.01% - 70%	Less; proposed to be unimplemented because need major revision
4.	1% - 50%	Invalid; forbidden to be implemented

2) Students' Response Questionnaire

Questionnaire for students' response to the English vocabulary card in learning English was used to obtain data as a reference for developed medium. Students' response questionnaire captures response data about

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[74] Sa'dun Akbar, *Instrumen Perangkat Pembelajaran,* (Bandung: PT Remaja Rosdakarya, 2013), page 40-41.

product quality in terms of conformity aspects with learning, display, language, and its implementation. Then, the students' response questionnaire is drawn up in checklist form based on *Likert Scale*. The alternative assessments are: strongly agree, agree, disagree, and strongly disagree. The determination of the *Likert Scale* score used are (1) score 4 for strongly agree, (2) score 3 for agree, (3) score 2 for disagree, (4) score 1 for strongly disagree. (See appendix 4)

The students' response questionnaire used in this research was adopted by questionnaire that had been validated from the research entitled *"Pengembangan Media Pembelajaran Kartu Misteri untuk Mencapai Ketuntasan Hasil Belajar Peserta Didik pada Materi Fluida Dinamis´* by Anis Luthfiani, State University of Yogyakarta, 2017.

The data acquired by students' response questionnaire were analyzed and presented in number of percentage which follows the formula below:

Score (%):

$$\frac{total\ score\ of\ students'perception}{maximal\ score} \ x\ 100\%$$

The percentage score then conversed in the form of criteria as follow:

78

Table 3.2 The Level of Criteria[75]

No	Range of Score	Category
1.	86-100%	Excellent
2.	46 – 85%	Good
3.	56 – 75%	Fair
4.	55 – 59%	Less
5.	5 0 – 54%	Worst

d) Test

Test was used to measure students' achievement before and after using English Vocabulary Cards.

E. **Methods of Collecting Data**

This section discusses methods of collecting data and the research instrument used in this research. The writer uses qualitative and quantitative methods. The qualitative data are taken from observation, questionnaire, interview, and documentation. The quantitative data are taken from tests.

1. Observation

In this research, observation was conducted to observe what the students and teacher were doing in the teaching and learning process. It is also conducted to know what kinds of teaching media teacher usually used in the classroom.

2. Interview

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[75] Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: Remaja Rosdakarya, 2002), page 103.

Interview consists of oral questions asked by the interviewer and oral responses by the research participants.[76] In this research, interview was used to collect the data about students' need, teachers' need, and teaching method also teaching media usually used by teacher in the teaching learning process. Besides that, it was also used to clarify the writer's result of observation. The sources of the interview in this research were some students and English teacher of SD N 02 Purwoyoso Semarang (Miss Ika Syelvi Rizqyani, S.Pd.). Besides that, the interview was used to answer the research question number one.

3. Questionnaire

According to Meredith D. Gall, questionnaires are documents that ask the same questions of all individuals in the sample.[77]

In this research, questionnaires were used to get the data about students' and teacher's response to the product. It consisted of questionnaire of students' response, and questionnaire of experts' response.

First, questionnaire for students response. This step was conducted to know the validity of the product developed based on students response.

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[76] Meredith D. Gall, & Borg, W.R. *Educational Research: An ...,* page 223.
[77] Meredith D. Gall, & Borg, W.R. *Educational Research: An….,* page 222.

Second, questionnaire for experts' response. This step was conducted to know the validity of the product developed based on the expert response.

4. Test

Test in this research was used to analyze student's achievement in learning vocabulary before and after using media developed. There were two tests used in this research, they were pre-test and post-test which were taken from preliminary field testing and main field testing. These tests were used to find out the effectiveness of the product developed in this

F. **Methods of Data Analysis**

The methods of data analysis of this research are explained as follow:

a. **Qualitative Data**

Qualitative data analysis is the process of searching and arranging data systematically obtained from interviews, field notes, and other materials. The qualitative data often presented narratively.

This data analysis method is describing all judgment, response, and suggestion. Qualitative analysis in this research is used to explain the data taken from potential and problem identification, interview result to students and English

teacher, experts' evaluation of the product developed, experts' validation value, and students' acceptability.

According to Miles and Huberman, there are some steps in analyzing qualitative data, they are:[78]

1) Data Collection

   The data needed to conduct the research are collected to gain information, such as material, validation of product, students' and teacher's need analysis, students' acceptability and experts' validation.

2) Data Reduction

   This is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

3) Data Display

   The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been a narrative text.

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[78] Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods: Second Edition*, (California: SAGE, 1984), page 21-22.

4) Conclusion drawing and verifying

The next stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analysis is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their validity. Otherwise, we are left with interesting stories of unknown truth and utility.

b. Quantitative Data

Quantitative data of developing medium to teach vocabulary to young learners are tested through some steps, they are Instrument Validity Test, Pre-requisite Test that consists of Normality Test and Homogeneity, and Hypothesis Test.

1. Instrument Validity Test

a. Qualitative Validity

1. Construct Validity

Construct validity is the extent to which a measure used in a case study correctly

operatinalizes the concepts that being studied.[79] Construct validity can be tested through experts judgment. In this case, after the instrument about aspects that will be measured has been constructed, it must be consulted to the experts. Here the experts give decision whether the instrument can be used without revision, with revision, or maybe it should be changed.

2. Content Validity

Instrument in the form of test can be tested using content validity. The test is conducted by comparing the content of the instrument with the materials that have been taught. When a teacher gives a test outside the set lesson, it means that the test instrument does not have content validity. The validity of the instrument items is consulted with experts.

b. Quantitative Validity

1. Try Out Test

Before the test is used as an instrument to collect the data, the test is first tested to students from another class. It is to analyze validity,

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[79] Robert K. Yin, *Case Study Research Design and Method,* (USA: Sage Publication, 2003), page 35.

reliability, difficulty level, and descrimination power of each item.

1) Validity Test

Validity is an important quality of any test. A test is valid when it measures what is supposed to be measured. The validity of this test is calculated by using Product Moment with the following formula:

$$r_{xy} = \frac{N \sum XY - \sum(X)\sum(Y)}{\sqrt{\{N\sum x2 - (\sum x)2\}\{N\sum y2 - \sum y)2\}}}$$

Where:

r_{xy} : the correlation coefficient between X and Y

N   : the number of students

$\sum X$: the total score of X

$\sum Y$: the total score of Y

The calculation result of r_{xy} is compared with r_{table} of Product Moment by 5% degree of significance. If r_{xy} is higher that r_{table}, the item of question is valid.

2) Reliability

According to Douglas Brown, reliability means consistent and dependent.[80]

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[80] H. Dougles Brown, *Language Assessment Principles and Classroom Practices,* (San Francisco: Longman, 2004), page 20.

Besides having good validity, a good test should also have high reliability. The formula used to know the reliability of the test is as follow:

$$r11 = \left(\frac{k}{k-1}\right)\left(\frac{S2 - \sum pq}{S2}\right)$$

Where:

r_{11} : the reliability

k : the number of item

p : the proportion of students who have right answer

q : the proportion of students who have wrong answer

S^2 : the standard deviation of test

The calculation result of r_{11} is compared with r_{table} of Product Moment by 5% degree of significance. If r_{11} is higher that r_{table}, the item of question is reliable.

3) Degree of Test Difficulty

A good question is a question that is not too easy nor too difficult. The degree of test difficulty is calculated by using the following formula:

$$P = \frac{B}{JS}$$

Where:

P : difficulty item

B : number of students who answer correctly

JS : number of students

  The level of difficulty of each item was determined by using the following categories:

$0 < P \leq 0.3$ is difficult

$0.3 < P \leq 0.7$ is medium

$P > 0.7$ is easy

4) Discriminating Power

The discriminating power is used to know how accurate the question differ higher subject and lower subject. The formula is shown below:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

D : Discrimination index

JA : number of student in upper group

JB : number of student in low group

BA : number of student in upper group who answer correctly

BB : number of student in low group who answer correctly

2. Pre-requisite Test

a. Normality test

Normality test is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the data distribution. In this test, H_0 is stated that data distribute normally, meanwhile, H_a stated that data do not distribute normally.

H_0 is acceptable if $\chi^2_{count} < \chi^2_{table}$ (with the standard of error, $\alpha = 5\%$), it means that data distribute normally and H_a is rejected. In another hand, if $\chi^2_{count} > \chi^2_{table}$, then it means that data do not distribute normally, so H_a is acceptable and H_0 is rejected[81]. Calculation of chi-square (χ^2) use the following formula:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = chi-square value

O_i = observed frequency

E_i = expected frequency

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[81] Sudjana., *Metode Statistika* (Bandung: Tarsito, 2001), page 272.

b. Homogeneity

   Homogeneity test is meant to get the assumption that sample of research came from the same condition or homogenous. It is used to know whether experimental class and control class taken from population have same variant or not. Here, H_0 is stated that each class has same variant, while H_a stated that each class has different variant.

   The decision of homogeneity test is when $F_{count} > F_{table}$ (with the standard of error, $\alpha = 5\%$), the data is not homogeneous which meant than H_0 is rejected and H_a is acceptable. Meanwhile, if the $F_{count} < F_{table}$, the data is homogeneous that meant H_0 is acceptable whereas H_a is rejected. The calculation of variants both classes (experimental and control classes) is gained with the formula:

$$S_1{}^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \text{ And } S_2{}^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1}$$

3. Hypothesis Test

A T-test is used to examine average whether the experimental group and control group have been decided to have different average.[82]

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two groups.[83]

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X}_1$: The mean score of the experimental group

$\overline{X}_2$: The mean of the control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of both groups

If $= \sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

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[82] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1995), page 326-327.

[83] Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (San Fransisco: Longman, 2004)*,* page 205.

$$t^1 = \frac{\overline{X} - \overline{X}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_1^2}{n_2}}}$$

The hypotheses are:

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

If $t_{count} > t_{table}$ so Ho is rejected and there is no difference of average value from both of groups. Moreover, the other way if the $t_{count} < t_{table}$ so Ho is accepted and there is significant difference of average value from both of groups.[84]

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[84] Anas Sudijono, *Pengantar Statistik Pendidikan*,....... page 272-273.

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

This chapter explains the research finding and analysis of English Vocabulary Cards development.

A. The Extend to Which the Product Develoopment Needed to Teach English Vocabulary

Before developing English Vocabulary Cards based on the steps adopted from Borg and Gall, the writer conducted observation and interview to gain information related to the extent to which the product needed to teach English vocabulary. The extent needed was analyzed by using need analysis that consist of students' need analysis and teacher's need analysis.

1. Student's Need Analysis

The observation and interview to gain students' need analysis were conducted on Friday, January 25 and Monday, January 28, 2019.

Firstly, the observation was conducted to know the real teaching and learning process in the fourth grade classroom. Based on the result of observation, it was found that teacher used traditional method more to teach the students. Teacher taught vocabulary to students by writing the Indonesia words on whiteboard and asked students to look for the meanings in dictionary. After that, teacher gave assignment to students. This

kind of activites made students less interested in learning. Most of them preferred playing with friends to doing the assignment from teacher. This condition made the classroom atmosphere unconducive. They were noisy with their own business but less active in learning process.

After the observation done, then interview was conducted to strengthen the result of observation. The interview that consisted of 8 questions was given to 20 students. The results of interview are concluded as follow: teacher rarely used teaching media in the teaching process; students were not active in using media do to the lack of teaching media provided by teacher; students like to learn by using media and game; kinds of media that students like are picture and video; students felt difficulty in mastering English vocabulary because English is hard and the learning process is boring and not interesting, those made them not interested in learning English; the last, students agreed if teacher teaches English vocabulary by using cards because it is interesting and pleasing.

From the explanation about, it can be taken in general that students need a teaching medium to enhance their spirit in learning English vocabulary. They need something that can make them actively participate in the learning process so they

can remember the material easily. One of the teaching media is in the form of card.

2. Teacher's Need Analysis

In line with the findings above, the questionnaire to English teacher also met some results. English teacher faced some problems in teaching English to the fourth grade students of SD N 02 Purwoyoso Semarang. The first problem came from students itself. Teacher stated that students' had less motivation to learn English; Some of them mostly did not bring dictionary in every English classroom, perhaps it is important for them. The second problem came from school. School did not facilitate enough media to teach English. The third problem came from teacher. Teacher said that she had limited time to provide media to teach students in the classroom. She argued that developing English Vocabulary Card as media to teach vocabulary was needed.

The result of students' need analysis and teacher's need analysis show that there are some problems faced by students and teacher in English learning process and also potential that can be developed. The potential that can be developed is card vocabulary development as medium to teach English vocabulary.

B. **Development and Effectiveness of English Vocabulary Cards**

There are seven cycles which are taken to develop the product based on Borg and Gall model that discussed below. The result of this research and development are as follows:

1. **Need Analysis**

   Need analysis in the process of developing English Vocabulary Card had been explained in the previous chapter *(see page 93-95).*

2. **Planning**

   After need analysis done, the next step is collecting some data and information that can be used as materials to produce the product. The data information related to the development of this medium gained from some sources. They were: English teacher, fourth garde students, internet, journals, literature review, and also some expert opinion. The data were pictures, materials, syllabus, games, etc.

3. **Developing Preliminary English Vocabulary Cards**

   a. **Designing English Vocabulary Cards**

      After collecting the data, the next step is developing preliminary form of product. The medium was designed from December 2018 to January 2019. The result of medium design before being validated as follow:

      1. Box, included: title and some information related to the product.
      2. Some cards and its English translation.

The cards are devided into five series, they are Animal Series, Fruit Series, Vegetable Series, Hobby Series, and the last one is Bedroom Series. Animal series consist of 60 cards. The base colour of this series is green. Fruit series consist of 50 cards with red color as the base color. The next, vegetable series consist of 40 cards. The base color of this series is yellow. Hobby series consist of 40 cards with blue color as the base color. The last, bedroom series consist of 50 cards. The base color of this series is blue.

3. Manual Book

Every manual book of each series consists of:

a) Cover, included: title of book and writer's identity.

b) Preface

c) Introduction, included: basic competence, learning indicators, and learning aims.

d) Content, divided into:

   1) Procedure, included some games that can be used to play the medium.

   2) Mini dictionary

This English vocabulary card is designed by using Adobe Photoshop CS3 by the following procedures:

A. Picture Card

1. Open Adobe Photoshop CS3 application.

2. Make new project – *Menu* → *File* → *New*
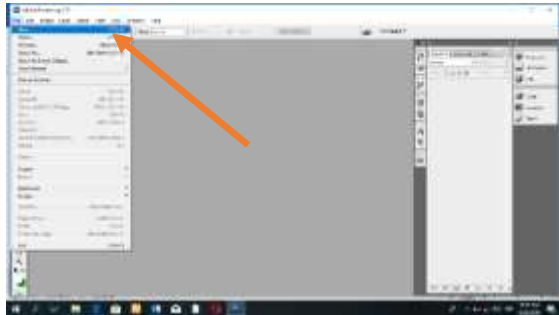
3. Custom paper size into 8 cm x 12 cm

4. Then, insert picture – *Menu* → *File* → *Open*
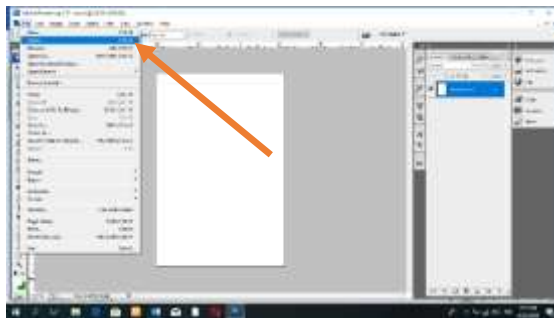
5. Choose the picture file, then choose OK.

6. Paint the paper by using green color– *Toolbar – Paint Bucket Tool*
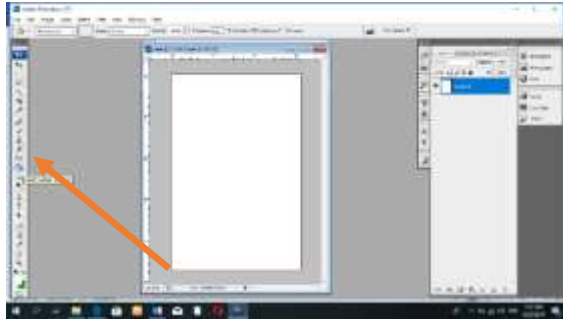
7. Make rectangular white shape – *Toolbar → Rectangle Tool (U)*

RESULT
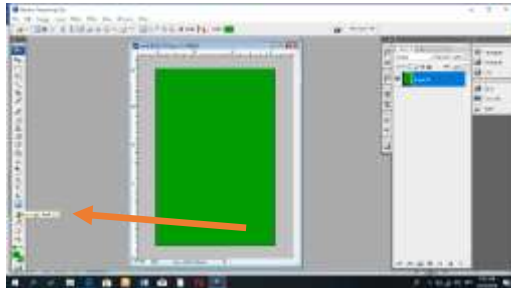
8. Move the picture into Card layer – *Toolbar → Move Tool.*
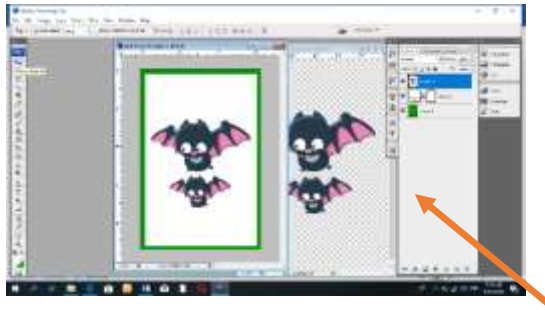
9. Make new rectangular green shape - *Toolbar → Rectangle Tool (U)*
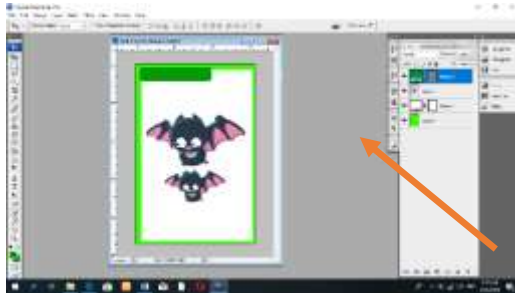
10. Name the card item into "What Animals Do You Like?"–

   Toolbar → Horizontal Type Tool (T)
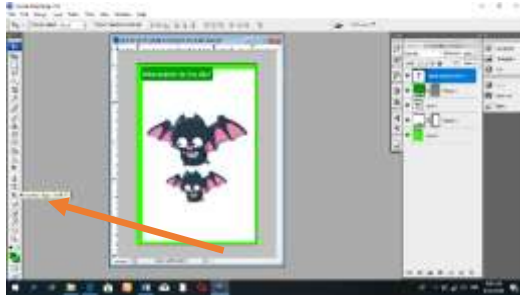
11. Then, insert logo – *Menu → File → Open → Choose File → OK*
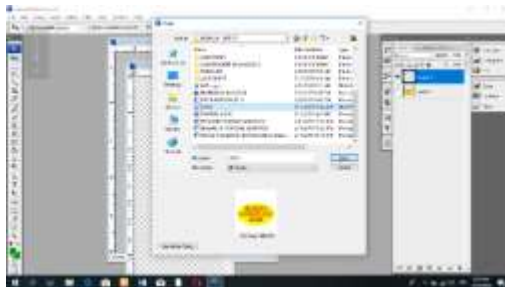
12. Move the logo into Card layer – *Toolbar → Move Tool.*

13. Save the project – *Menu* → *File* → *Save* → *OK*

B. Word Card

1. Open Adobe Photoshop CS3 application.

2. Make new project – *Menu* → *File* → *New*

3. Custom paper size into 8 cm x 12 cm

4. Paint the paper by using green color– *Toolbar – Paint Bucket Tool*
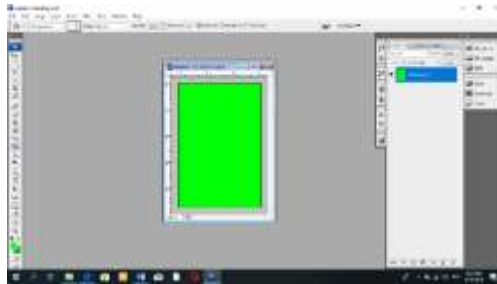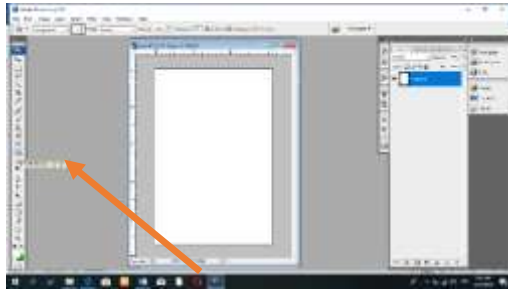
5. Insert text -> "Bat" – *Toolbar* → *Horizontal Type Tool (T)*

6. Save the project – *Menu* → *File* → *Save* → *OK*

b. Validating English Vocabulary Cards

The result of designing prototype of product was then validated by some expert validators that consisted of internal validator and external validator. The internal validators were English lecturers of Walisongo State Islamic University (Nadiah Ma'mun, M.Pd., and Dr. Hj. Siti Mariam, M.Pd.) and the external validator was English teacher of SD N 02 Purwoyoso (Ika Syelvi Rizqyani, S. Pd.).

The validation of internal validators was conducted at May 7 and April 12, 2019. In advance, the validation of external validator was done at April 12, 2019.

There were four main components that should be evaluated by the expert validators, they were: aspect of material, aspect of learning activity, aspect of practicality, and aspect of appearance. The result of expert validation can be seen below:

No.	Criteria	Aspect	V I	V II	V III
1.	Material	1	4	3	4
		2	4	3	3
		3	4	3	3
		4	4	3	3
		5	4	3	3
2.	Learning Process	6	4	4	4
		7	4	4	4
		8	4	4	3

		9	4	4	3
		10	4	4	3
		11	4	4	4
3.	Practicality	12	4	4	4
		13	4	3	3
		14	4	3	3
		15	4	3	3
4.	Appearance	16	4	3	4
		17	4	3	4
		18	4	2	4
		19	4	2	4
		20	4	3	4
		21	4	3	4
TOTAL			84	68	74
PERCENTAGE			100%	81%	88%
AVERAGE SCORE			89		
PRECENTAGE SCORE			89%		

TaTable 4.1 The Result of Expert Validation
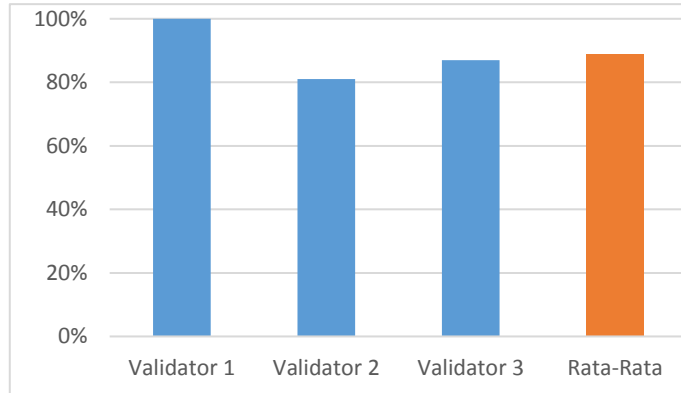
The Precentage of Validation Result

The result shows that the prototype of product is valid enough to be implemented in English teaching and learning process. However, the experts validator gave some advice to revise the prototype of module. The advices are as follow:

a) Internal Validator

1. Nadiah Ma'mun, M.Pd.

   1) It is better to give the focus or function of each game. For example, to expand students' vocabulary or to improve students pronounciation skill.

   2) Add phonetic transcription in mini dictionary.

2. Dr. Hj. Siti Mariam, M.Pd.

1) Change pig and dog vocabulary into other vocabulary

2) Give the sources of the games

3) Differentiate the color of each card based on the card series

b) External Validator

1. Ika Syelvi Rizqyani, S.Pd.

1) Arrange the vocabulary in mini dictionary alphabetically

2) It is better to give author's name on the box.

4. **Preliminary Field Testing of English Vocabulary Cards**

a. **Try Out Test Analysis**

This discussion covered validity, reliability, difficulty level and discriminating power of try out test.

1. **Validity of Instrument**

To know the validity of instrument, the writer used Pearson Product Moment formula to analyze each question. The result shows that from 45 questions, there are 21 valid questions and 24 invalid questions. The valid questions are question number 3, 5, 7, 8, 9, 11, 13, 15, 17, 19, 21, 22, 23, 35, 37, 39, 41, 42, 43, 44, 45 while the invalid questions are question number 1,2, 4, 6, 10, 12, 14, 16, 18, 20, 24, 25, 26, 27, 28, 29, 30,

31, 32, 33, 34, 36, 38, 40. The results of validity test can be seen in appendix 28.

2. **Reliability of Instrument**

After the validity analysis done, the next step was analysing the reliability of test instrument. Here, the writer calculated the reliability of the test instrument by using Kuder-Richarson Formula 20 (K-R 20) with the following formula:

$$r11 \ = \ \left(\frac{k}{k-1} \right) \left(\frac{S2 - \sum pq}{S2} \right)$$

The analysis of 45 test items with N=23 obtained r_{11} = 4.957 and r_{table} = 0.413.

Based on the result of analysis, it is known that r_{11} = 4.957 > r_{table} = 0.413. So that, the item question was reliable. The results of validity test can be seen in appendix 29.

3. **Degree of Test Difficulty**

The difficulty level was obtained from the percentage of students who had the right answer. The difficulty level analysis was used to determine the level of test difficulty wheter the test had easy, medium or difficult criteria. The criteria of the difficulty level was classified as follow:

-    Test with P 0.1 to 0.30 is difficult

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- Test with P 0.30 to 0.70 is medium
- Test with P 0.70 to 1.00 is easy

After analysing the test instrument, it is obtained data as follows: 1) the easy criteria are in question number 1, 4, 6, 7, 8, 9, 10, 12, 14, 15, 20, 21, 22, 23, 24, 25, 27, 30, 32, 33, 34, 35, 37, 38, 42; 2) the medium criteria are in question number 2, 3, 5, 11, 16, 26, 31, 36, 39, 40, 41, 43, 44; 3) and the difficult criteria are in question number 13, 17, 18, 19, 28, 29, 45.

Here is calculation of difficulty level analysis of question number 1. Other questions are calculated by using the same formula.

B $\quad = 20$

JS $\quad = 23$

P $\quad = \dfrac{B}{JS}$

P $\quad = \dfrac{20}{23}$

P $\quad = 0.869$

From the calculation above, it is shown that the question number 1 has easy criteria. $(0.70 < P < 1.00)$. The results of test of difficulty level can be seen in appendix 30.

4. Discriminating Power

Here is the calculation of discriminating power of question number 1, other items are calculated by using the same formula.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Before calculated by using the formula above, the data were first divided into two groups. They were upper group and lower group. See table below.

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1.	TO-2	1	1.	TO-7	1
2.	TO-10	1	2.	TO-18	1
3.	TO-22	0	3.	TO-6	1
4.	TO-5	1	4.	TO-2	1
5.	TO-9	0	5.	TO-15	1
6.	TO-16	1	6.	TO-23	1
7.	TO-17	1	7.	TO-8	1
8.	TO-14	1	8.	TO-13	0
9.	TO-4	1	9.	TO-11	1
10.	TO-19	1	10.	TO-20	1
11.	TO-21	1	11.	TO-23	1
12.	TO-3	1			
TOTAL SCORE		10	TOTAL SCORE		10

Table 4.2 Discriminating Power of Question Number 1

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From the table above, it is known that:

BA	= 10	BB	= 10
JA	= 12	JB	= 11

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{10}{12} - \frac{10}{11}$$

$$D = 0.83 - 0.90$$

$$D = -0.07$$

According to the result of the calculation above, the item number 1 has bad criteria. $(0.-07 \leq D \leq 0.20$. The results of validity test can be seen in appendix 31.

b. **Small Scale Trial**

The next step was preliminary field testing. In this step, the product was tested in a small scale trial. The subjects of this trial were 9 nine students of 4B that are selected with some criteria as follow: 3 students with high comprehension level; 3 students with medium comprehension level; and 3 students with low comprehension level. The students were chosen based on the advice from English teacher.

This step was conducted in two meetings which were appropriate with the time allocation of SD N 02 Purwoyoso Semarang. In the first meeting, students were given a pretest and treatment. Firstly, the writer gave a pre-test to figure out the students' first condition in English

vocabulary mastery. After the pre-test done, then treatment was conducted. The activity of the treatment included implementing English vocabulary card as a medium to teach English vocabulary to students. Here, students were divided into three groups. Each group consisted of 3 students with different comprehension level. In the second meeting, a post-test was carried out to find the influence of the medium towards students' comprehension before and after using the medium. Here, students did some worksheet. The result of pre-test and post-test are shown in the appendix. *(see appendix 11)*

The result of preliminary field testing showed that students' average score of post-test is 77 which is higher than the average score of pre-test 60 and the minium criteria 65.

After all preliminary field testing steps done, then students were given a questionnaire that consists of 14 questions. Students were asked to give their perspective to the product. It was used to find out students' feasibility and difficulty in using the product. The result of the questionnaire showed that the product had reached good criteria (excellent). The result of the questionnaire can be seen in appendix. *(see appendix 12)*

5. Main Revision of English Vocabulary Card

The revisions of the prototype of the product were done based on the advice of expert validators. The revisions were as follow:

1. It is better to give the focus or function of each game. For example, to expand students' vocabulary or to improve students pronounciation skill.

(a)

(b)
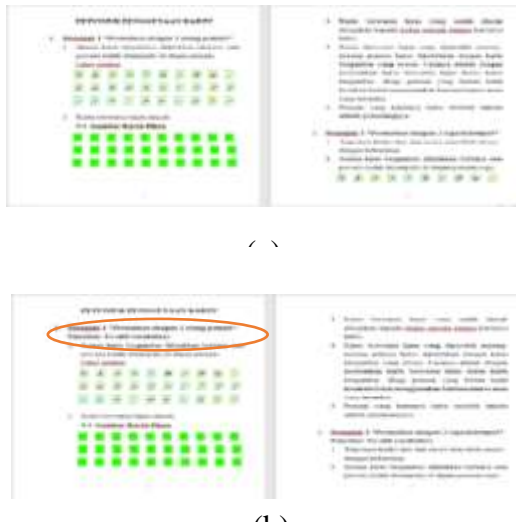
Figure 4.1 (a) game before revision (b) game after

2. Add phonetic transcription in mini dictionary.

(a)

(b)

Figure 4.2 (a) mini dictionary before revision (b) after revision added with phonetic transcription

3. Change pig and dog vocabulary into other animal vocabulary

(a)

(b)
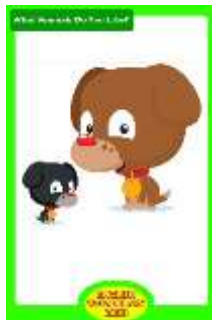
(a)

(b)

Figure 4.3 (a) vocabulary before revision (b) vocabulary after revision

4. Give the sources of games

(a)

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Figure 4.4 (a) manual book before revision (b) after revision added with game sources
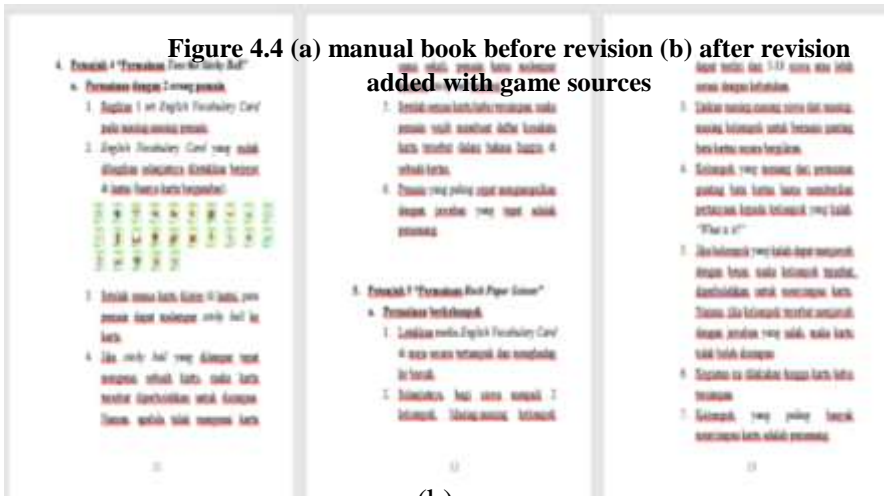
(b)

5. Differentiate the color of each card based on the card series.

   a. Revision of picture card

(a)   (b)

**Figure 4.5 (a) bedroom series picture card before
revision (b) after revision**

(a)   (b)

**Figure 4.6 (a) fruit series picture card before
revision**

(a)

(b)

Figure 4.7 (a) hobby series picture card before revision (b) after revision

(a)

(b)

Figure 4.8 (a) vegetable series picture card before revision (b) after revision

b. Revision of color card

(a)

(b)
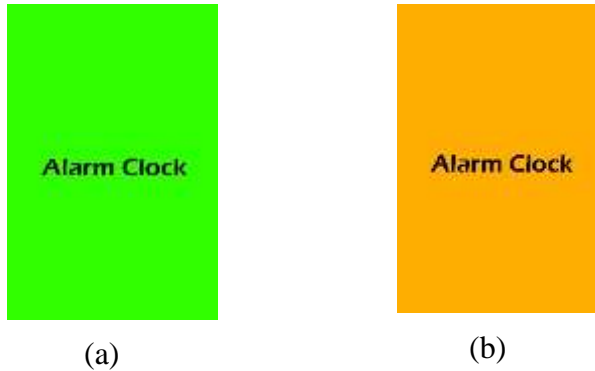
**Figure 4.9 (a) bedroom series color card before revision
(b) after revision**

(a)

(b)
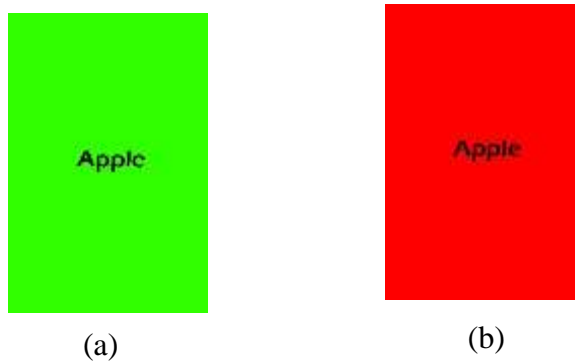
**Figure 4.10 (a) fruit series color card before revision
(b) after revision**

(a)   (b)

**Figure 4.11 (a) hobby series color card before revision
(b) after revision**

(a)   (b)

**Figure 4.12 (a) vegetable series color card before revision
(b) after revision**

c. Revision of manual book cover

(a)   (b)

**Figure 4.13 (a) manual book of bedroom series before revision
(b) after revision**

(a)

(b)

Figure 4.14 (a) manual book of fruit series before revision

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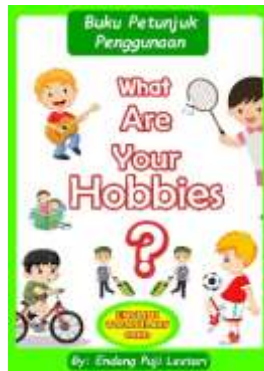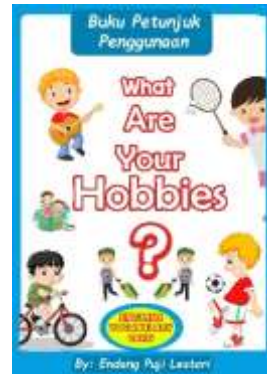
(a)   (b)

Figure 4.15 (a) manual book of hobby series before revision
(b) after revision
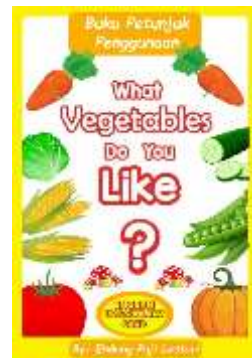
(a)   (b)

Figure 4.16 (a) manual book of vegetables series before revision
(b) after revision

6. Arrange the vocabulary in mini dictionary alphabetically

(a)

(b)

**Picture 4.17 (a) mini dictionary before revision
(b) after revision**

7. It is better to give the author name in the box cover.
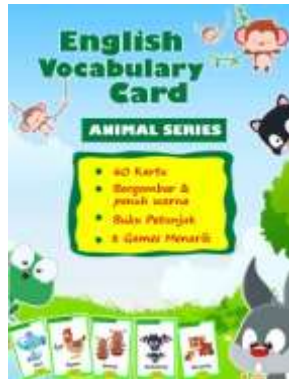
(a)
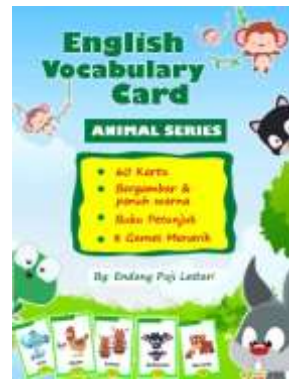
(b)

**Figure 4.18 (a) box cover of animal series before revision
(b) after revision added with author name**
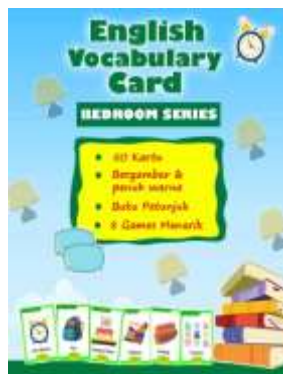
(a)
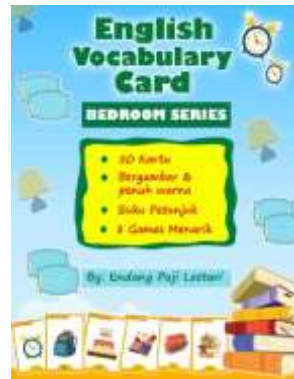
(b)

**Figure 4.19 (a) box cover of bedroom series before revision
(b) after revision added with author name.**
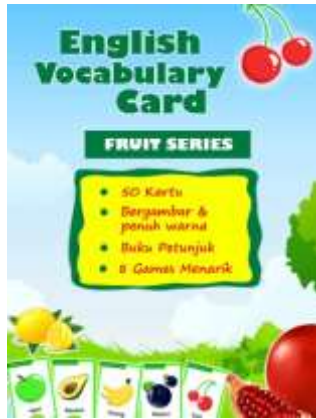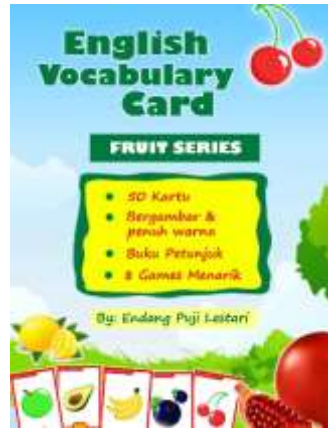
(a)   (b)

**Figure 4.20 (a) box cover of fruit series before revision
(b) after revision added with author name.**
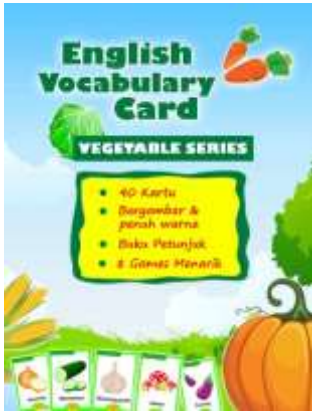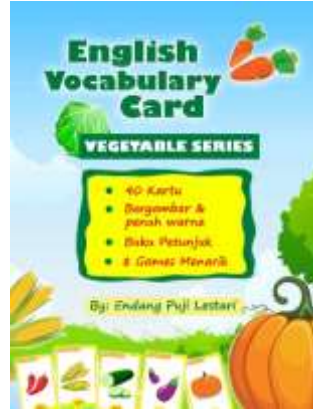
(a)   (b)

Figure 4.21 (a) box cover of hobby series before revision
(b) after revision added with author name.
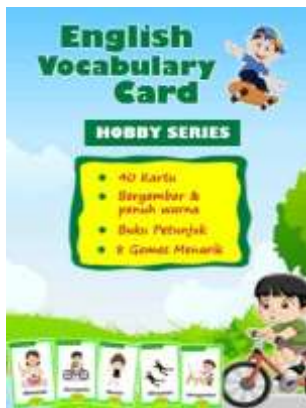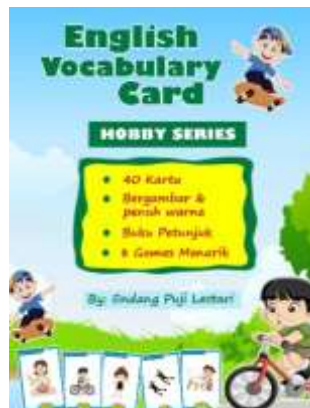
(a)   (b)

Figure 4.22 (a) box cover of hobby series before revision
(b) after revision added with author name.

6. Main Field Testing of English Vocabulary Card

After revising the product, the next step was testing the product in big scale trial (experimental class). The subjects of this trial were 40 students of 4B. The medium developed was applied to teach English vocabulary in the classroom. It was implemented in two meetings which were appropriate with the time allocation of the school. The main field testing was conducted by using *Pre-test Post-test Control Group Design* where the writer gave pre-test, treatment and post-test. Pre-test post-test control group design was used to know the influence of the product developed towards students' achievement before and after using the product.

In the first meeting, the students were given a pre-test and treatment. Firstly, students were given a pre-test. The test was used to know students' comprehension before the implementation of the product. After the test done, then they were given a treatment. In the treatment phase, they were taught by using the product. Here the students were devided into 8 groups. Every group consisted of 5 students. In group, students discussed material related to animals and fruits.

In the second meeting, the post-test was carried to know the effectiveness of the product. After the post-test done, then students were given a questionnaire that consisted of 14

questions. Here students were asked to give their perception towards the product. The result of students' response can be seen in appendix *(see appendix 17 & 18)*

The results of students' pre-test and post-test in experimental and control class are shown in the table below:

Descriptive				Statistic	Std. Error
	Kelas			**Statistic**	**Std. Error**
Pre-Test	Experiment	Mean		61.3750	1.51898
		95% Confidence Interval of Mean	Lower Bound	58.3026	
			Upper Bound	64.4474	
		5% Trimmed Mean		61.3889	
		Median		60.0000	
		Variance		92.292	
		Std. Deviation		9.6068	
		Minimum		40.00	
		Maximum		80.00	
		Range		40.00	
		Interquartile Range		15.00	
		Skewness		-.094	.374
		Kurtosis		-.479	.733
	Control	Mean		52.6250	1.4095
		95% Confidence Interval of Mean	Lower Bound	49.7740	
			Upper Bound	55.4760	
		5% Trimmed Mean		52.9167	
		Median		55.0000	
		Variance		79.471	
		Std. Deviation		8.9147	
		Minimum		30.00	
		Maximum		70.00	
		Range		40.00	
		Interquartile Range		15.00	
		Skewness		-.372	.374
		Kurtosis		-.100	.733

Table 4.3 The results of students' pre-test in experimental and control

class

Descriptive				Statistic	Std. Error
	Kelas			**Statistic**	**Std. Error**
Post-Test	Experiment	Mean		81.7500	1.6364
		95% Confidence Interval of Mean	Lower Bound	78.4400	
			Upper Bound	85.0600	
		5% Trimmed Mean		81.8056	
		Median		80.00	
		Variance		107.115	
		Std. Deviation		10.3496	
		Minimum		60.00	
		Maximum		100.00	
		Range		40.00	
		Interquartile Range		15.00	
		Skewness		-.0.58	.374
		Kurtosis		-.659	.733
	Control	Mean		68.5000	1.7741
		95% Confidence Interval of Mean	Lower Bound	64.9115	
			Upper Bound	72.0885	
		5% Trimmed Mean		67.9167	
		Median		67.5000	
		Variance		125.897	
		Std. Deviation		11.2204	
		Minimum		50.00	
		Maximum		100.00	
		Range		50.00	
		Interquartile Range		15.00	
		Skewness		.697	.374
		Kurtosis		.972	.733

Table 4.4 The results of students' post-test in experimental and control

class

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a) The result of pre-test

Based on the calculation of normality and homogeneity test from experimental class and control class, the data have normal distribution and homogen. It is proven by the significance result of both experimental class and control class in Kolmogorov-Smirnov[a] and Shapiro-Wilk are higher than 0.05 which indicates that the data have normal distribution.

The homogeneity test is proven by the result of significance score which is higher than 0.05 (0.361> 0.05).

The calculation of normality, homogeneity, and T-Test of pre-test in control class and experimental class can be seen in appendix. *(see appendix 14)*

b) The result of post-test

Based on the calculation of normality and homogeneity test from experimental class and control class, the data have normal distribution and homogen. It is proven by the significance result of both experimental class and control class are higher than 0.05 which indicates that the data have normal distribution.

The homogeneity test is proven by the result of significance score which is higher than 0.05 (0.700> 0.05).

Based the result of t-test calculation, it shows that the result of Sig. (2-tailed) is lower than 0.05 (0.00<0.05). it means, there is significant different between the post-test score of experimental class with the post-test score of control class. It indicates that students' vocabulary achievement is better when they are thought by using medium developed.

The calculation of normality, homogeneity, and T-Test of pre-test in control class and experimental class can be seen in appendix. *(see appendix 16)*

From the explanation above, it can be concluded that English Vocabulary Cards is valid and can encourage students to be more active and motivated in learning English. English Vocabulary Cards can create comfortable and enjoyable learning and make students easier to understand the materials.

7. **Final Revision of English Vocabulary Card**

Some revisions of English Vocabulary Cards were conducted to meet with the feasibility and the suitable of the medium developed.

C. The Discussion of Need Analysis, Development, and Effectiveness of English Vocabulary Cards

Based on the result of interview and observation, teacher used lecturing method more to teach English vocabulary to students. Teacher taught vocabulary to students by writing the Indonesia words on whiteboard and asked students to look for the meanings in dictionary. After that, teacher gave assignment to students. This kind of activites made students less interested in learning. Most of them preferred playing with friends to doing the assignment from teacher. This condition made the classroom atmosphere unconducive. They were noisy with their own business but less active in learning process. They need interesting media to make them enjoy and ease them understand the materials.

This finding is in line with the theory given by Scott who states that young learners will tell what they heard, they use their fantasy, they love playing and learn best when they enjoy doing something, they are enthusiastic and positive thinking, they rely on the spoken as well as the physical words to convey and understanding meaning, they learn from the direct instruction, their own understanding comes from eyes, hands and ears, they have very short attention and concentration.[85]

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[85] Wendy A. Scott and Lisbeth H. Yteberg, *Teaching English to Children,* (London, Longman, 2000), page 1–4.

The development of English vocabulary cards was designed based on the students' and teacher's need analysis. It was adopted by the procedures proposed by Borg & Gall which consisted of 7 steps. The steps were need analysis, planning, designing preliminary form of product, preliminary field testing, main product revision, main field testing, and the last one was revision. The content of the product was the materials learned by the fourth grade students of SD N 02 Purwoyoso Semarang which consisted of five materials: animal, fruit, vegetable, hobby, and things in the bedroom. The product was also completed with manual book as a guidance to use the product. It consisted of some interesting games adopted by ESL Cards Games.

The effectiveness of this research is taken from some sources. The first source is from the result of expert validation. The validation result from validator I was 100%, validator II was 81%, and validator III was 88%. The average score is 89% that indicates that the product is valid to be implemented in English teaching and learning process. The second source is from the result of student response questionnaire. Students gave positive response to the product proven by the total score reached 95 (excellent).. Other data were taken from students' pre-test and post-test scores. The pre-test scores of experimental class was 61.6 while the post-test result was 81.8.

The scores showed that the result of students' post-test is higher than the result of students' pre-test. The students' scores after they learned by using English vocabulary cards were increased. They could also pass the minimum score (KKM).

From the explanation above, it can be taken in general that English vocabulary cards is an effective medium to teach English vocabulary to young learners. It is in line with the theory given by Andrew Wreight (2004) who states that the functions of flashcards and picture are to raise students' interest in learning foreign language; to brighten the classroom; to keep students' attention; to make the subject clearer and easier; and the last one is to encourage students' learning participation.[86] Besides supported by the theory of Andrew Wreight , this finding is also supported by the finding of relevant research by Taharyanti and Gusti Ayu Putu entitled *Developing Flashcards and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja.* [87] This research showed that flashcards were effective media to teach English vocabulary, especially for young learners.

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[86] Andrew Wright, *Pictures of Language Learning*, (London: Cambridge University Press, 2004), page 136-137.

[87] Gusti Ayu Putu & Tahayani (22494589), "Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja", *Journal of Psychology and Instruction,* (Undiksha Press: Stella Mundi Early Learning Center, 2017).

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusions and suggestions of this research are explained in this chapter.

A. Conclusion

Based on the result of finding and analysis, it can be concluded in three main topics as follow:

1. English Vocabulary Cards development is needed to improve students' interest and achievement in learning English as foreign language, especially in vocabulary.

2. The development of English Vocabulary Cards was done through seven steps to meet the validity of the product so it can be implemented in the teaching and learning process.

3. English Vocabulary Cards is a valid and effective medium to enhance students' achievement in vocabulary learning.

B. Suggestion

This research is intended to develop an English learning medium that can facilitate students in English learning process. According to that, this research needs further investigation to obtain a medium with better quality. By means of this reason, the writer suggests:

1. This medium can be implemented in schools because it has been validated by expert validation.

2. In this modern era, teacher must be creative to draw students' attention in teaching learning process. Teacher should create an enjoyable, fun and interesting learning to enhance students interest. The teacher can create an enjoyable learning by utilizing this English vocabulary card. By using this medium, students will not only pay attention to the materials but also they can interact with the teacher and other friends easily.

3. This research needs to be developed since the writer only makes some series of English vocabulary. It will be better if other researchers are willing to develop other series of English vocabulary.

Thus, this thesis is served to the readers. The writer realizes that it is still far from perfection. So that, the writer hopes some suggestions and criticism to make it perfect. Hopefully this research can be useful for the writer and all the readers. Aamiin...

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Appendix 1

Observation Guideline

A.   Petunjuk Pelaksanaan

1.   Peneliti mengadakan pengamatan di SDN 02 Purwoyoso.

2.   Selama   observasi   dilakukan,   peneliti   mencatat, mendeskripsikan, dan merangkum hasil observasi.

3.   Peneliti kemudian membuat kesimpulan sementara dari observasi yang sudah dilaksanakan.

4.   Peneliti melakukan tinjauan ulang pada catatan-catatan lapangan untuk diuji kecocokan atau kebenarannya.

5.   Peneliti membuat kesimpulan sebagai hasil akhir.

B.   Sasaran Observasi

1.   Guru yang mengajar kelas

Aspek-aspek yang diamati:

-   Aktivitas guru

2.   Siswa

Aspek-aspek yang diamati:

-   Perilaku siswa di dalam kelas

-   Aktivitas siswa

-   Keaktifan siswa

-   Respon siswa

-   Pemahaman siswa

3. Proses pembelajaran di kelas

    Aspek-aspek yang diamati:

    - Penyajian materi
    - Metode pembelajaran
    - Media pembelajaran

C. Hal-hal yang berkaitan dengan penggunaan media pembelajaran yang meliputi:

    1. Tersedianya fasilitas, sarana dan prasarana.
    2. Perencanaan penggunaan media.
    3. Materi, pendekatan, metode dan strategi yang digunakan.
    4. Evaluasi penggunaan media pembelajaran.
    5. Pemahaman peserta didik dalam menguasai *vocabulary*

Teacher's Need Analysis
Interview Guideline
Guru Mata Pelajaran Bahasa Inggris Kelas IV SD N 02
Purwoyoso

A. Tujuan

Untuk mengetahui media pembelajaran yang dipakai guru saat proses belajar mengajar kosakata bahasa Inggris.

B. Pertanyaan panduan:

Guru mata pelajaran Bahasa Inggris kelas IV SD N 02 Purwoyoso

1. Identitas diri

    a. Nama   :

    b. Jabatan   :

    c. Instansi :

1. Bagaimana pengadaan media pembelajaran Bahasa Inggris kelas IV di SD N 02 Purwoyoso?

2. Apa saja jenis media pembelajaran Bahasa Inggris kelas IV yang ada di sekolah?

3. Bagaimana kondisi media pembelajaran Bahasa Inggris kelas IV yang ada di sekolah?

4. Apakah Ibu selalu menggunakan media dalam pembelajaran?

5. Bagaimanakah pola pemanfaatan media di dalam kelas? (perorangan, kelompok atau didemonstrasikan guru)

6. Apa hambatan Ibu dalam mengajar Bahasa Inggris kelas IV ini?

7. Apakah dalam mengajar Bahasa Inggris siswa masih sulit memahami kosakata?

8. Apakah dalam proses pembelajaran murid diharuskan membawa kamus?

9. Adakah media pembelajaran yang berkaitan dengan kosakata bahasa Inggris?

10. Bagaimakah tanggapan Ibu jika ada media pembelajaran English Vocabulary Card untuk mengajar vocabulary

Appendix 3

Students' Need Analysis
Interview Guideline

Nama Siswa   :

Kelas   :

Hari/ tanggal wawancara :

1. Apakah dalam pembelajaran Bahasa Inggris Ibu guru selalu menggunakan media?
2. Apa saja media yang pernah Ibu guru gunakan?
3. Apakah Anda ikut aktif dalam menggunakan media?
4. Model pembelajaran seperti apa yang Anda suka?
5. Jenis media apa yang Anda suka?
6. Apakah Anda sulit dalam menghafal kosakata bahasa inggris?
7. Apakah yang menyebabkan Anda sulit menghafal kosakata bahasa Inggris?
8. Apakah Anda setuju jika dalam pembelajaran Bahasa Inggris guru menggunakan media kartu?

Students' Response Questionnaire of *English Vocabulary Card*

Nama Siswa   :

Kelas   :

Petunjuk pengisian:

A. Jawaban ini tidak akan mempengaruhi nilai

B. Pilihlah jawaban pertanyaan di bawah ini dengan cara memberi tanda centang dikolom yang dianggap paling sesuai.

Keterangan:

a. SS   =Sangat Setuju

b. S   =Setuju

c. TS   =Tidak Setuju

d. STS   =Sangat Tidak Setuju

No		Pernyataan	SS	S	TS	STS
1.		Menurut saya, pemilihan warna pada media English Vocabulary Card sudah tepat dan menarik.				
2.	Tampilan Media	Menurut saya, tampilan gambar yang disajikan pada media English Vocabulary Card sudah sesuai dan mudah dipahami.				

3.		Menurut saya, jenis dan ukuran huruf pada media English Vocabulary Card sudah jelas dan mudah dibaca.				
4.		Menurut saya, panduan permainan kartu English Vocabulary Card sudah jelas dan mudah dipahami.				
5.		Menurut saya, bentuk fisik dari media English Vocabulary Card sudah praktis dan mudah disimpan.				
6.		Menurut saya, bentuk secara umum dari media *English Vocabulary Card* sudah baik dan menarik.				
7.	Keterlaksanaan	Menurut saya, *English Vocabulary Card* ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris.				
8.		Menurut saya *English Vocabulary Card* membuat peserta didik lebih tertarik dan				

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		antusias dalam belajar bahasa Inggris.				
9.		Menurut saya, *English Vocabulary Card* meningkatkan minat peserta didik dalam belajar bahasa Inggris.				
10.		Menurut saya, gambar yang disajikan menarik dan memudahkan peserta didik memahami materi.				
11.		Menurut saya, pembelajaran menggunakan *English Vocabulary Card* membuat peserta didik senang dan tidak bosan selama pembelajaran.				
12.	Pembelajaran	Menurut saya, pembelajaran menjadi lebih interaktif menggunakan *English Vocabulary Card.*				
13.		Menurut saya, pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan *English Vocabulary Card.*				

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| 14. | | Menurut saya, *English Vocabulary Card* dapat membuat suasana pembelajaran menjadi kondusif. | | | | |

Appendix 5

The Results of Teacher's Need Analysis

Name   : Ika Syelvi Rizqyani, S.Pd.
Position   : English Teacher
Institute   : SD N 02 Purwoyoso Semarang

1. How to procure media to teach English in SD N 02 Purwoyoso?

   Answer: buy from BOS funds or receive from government

2. What types of media are there in the fourth grade classroom?

   Answer: only some pictures on the wall containing several vocabulary and dictionary brought by students

3. How is the condition of the media in the fouth grade classroom?

   Answer: it has been broken

4. Do you always use media in teaching and learning process?

   Answer: no, because school does not provide enough media and also I have limit time to provide it.

5. What method do you usually use in the classroom?

   Answer: lecturing and sometimes discussion

6. What are your obstacles when teaching English at the fourth grade classroom?

   Answer: the biggest obstacles are from students. They do not master vocabulary and many of them rarely bring dictionary, so willy nilly I should translate it.

7. Is English vocabulary difficult for students to understand?

Answer: it is very difficult, but there are some students understand it.

8. Are the students required to bring dictionary in the learning process?

Answer: yes, but not all students bring it.

9. Is there other media related to English vocabulary?

Answer: no.

10. How is your response if English Vocabulary Card is developed to teach vocabulary?

Answer: it will be very good. Young learners like to learn with pictures. So it will make them more interested to learn English.

Appendix 6

The Results of Students' Need Analysis

Institute   : SD N 02 Purwoyoso Semarang
Name   : Naysila Febrianti Aulia Putri
Class   : 4B
Time of Interview   : Friday, January 25, 2019

1. Does the teacher always use teaching media in the classroom?

   Answer: no, she does not.

2. What media were ever be used by teacher?

   Answer: pictures on the wall

3. Did you participate actively in using the media?

   Answer: no because there are only two pictures.

4. What kind of teaching method that you like?

   Answer: teaching method with game and media.

5. What kind of media do you like?

   Answer: Pictures and video.

6. Do you think that memorizing English vocabulary is difficult?

   Answer: yes, it is very difficult.

7. What makes you feel difficulty to memorize it?

   Answer: there is no teaching media that can make me memorize the material well.

8. Do you agree if teacher uses English vocabulary cards in the classroom.

   Answer: yes, I agree. It is good and I will be happy.

Appendix 7

The Students' Name List of Try Out

No.	Name	Code
1.	Djafar Rosyid As Shidiq	TO-1
2.	Aprilia Dewi Sekarwangi	TO-2
3.	Maulana Rifky Dwinanto	TO-3
4.	Mutiara Hertia Diva A.	TO-4
5.	Naufal Taqwa Cahya Foresta F.	TO-5
6.	Naila Ramadhani	TO-6
7.	Rachel Dwi Nanta	TO-7
8.	Syahbani Adam Putra	TO-8
9.	Thalita Rahmadani Aulia	TO-9
10.	Kaka Akbar Milano	TO-10
11.	Fitri Rahmawati	TO-11
12.	Ade Rizki Setianingrum	TO-12
13.	Daffa Geovani	TO-13
14.	Dinni Aila Kiandra	TO-14
15.	Maulana Akbar	TO-15
16.	Nabila Almadania	TO-16
17.	Novi Safira Zahrah	TO-17
18.	Yoan Crisnyan	TO-18
19.	Yoel Crisnyan	TO-19
20.	Zaskia Desivianti	TO-20

Appendix 8

**The Students' Name List of Preliminary Field Testing
of Small Scale Trial**

No.	Name	Code
1.	Rizal Apriambodho	T-1
2.	Alvano Kevin Rio S.	T-2
3.	Attar Mahatma Sakha	T-3
4.	Muhammad Zaki S.	T-4
5.	Wafa Akhsani	T-5
6.	Muhammad Damarjati	T-6
7.	Doni Pratama	T-7
8.	Geovani Bintang Alvino	T-8
9.	Sahid Yudha Al Azhar	T-9

Appendix 9

The Students' Name List of 4A (Control Class)
at SD N 02 Purwoyoso Semarang

No.	Name	Code
1.	Arif Rahman	C-1
2.	Sandro Meisy Porbo Jati	C-2
3.	Adista Maharani	C-3
4.	Andrea Francy Mayanezta	C-4
5.	Artha Widyanata	C-5
6.	Arya Putra Patdimar	C-6
7.	Aulia Aura Rahma	C-7
8.	C. Bimo Putera Alfa Desmanda	C-8
9.	Deko Dwi Sulistya	C-9
10.	Dzikraka Aryatama	C-10
11.	Elnandita Safira Ramadhani	C-11
12.	Farras Nabila Qaisa	C-12
13.	Filosofi Dewantara	C-13
14.	Fina Nailatul Izzah	C-14
15.	Hafiz Adlizal	C-15
16.	Humaimah Lalita Diana Putri	C-16
17.	Icha Septiasa	C-17
18.	Julian Sukmo Arditio Suryono	C-18
19.	Kafka Zaky Azrayya	C-19
20.	Khanza Mahalika Naranestri	C-20
21.	Lauhul Ridwan	C-21
22.	Livanna Angelia Rizky	C-22
23.	Mufid Endriyan Ghussan	C-23

24.	Muhammad Haris Putra Endriyan	C-24
25.	Muhammad Ridho Pamungkas	C-25
26.	Nadin Candra Kirana	C-26
27.	Nova Putri Sakina	C-27
28.	Ophelia Kanova Siska Dewi	C-28
29.	Rafly Satya Paramadina	C-29
30.	Rahmat Kevin Teguh Saputra	C-30
31.	Rasti Astianti Irya Sukma	C-31
32.	Rizky Delfi Permana	C-32
33.	Rizky Rahardian	C-33
34.	Rya Dwi Meinitasari	C-34
35.	Shafaa' Maulida Joanora	C-35
36.	Syahna Ayu Bulan Rahmadhani	C-36
37.	Tania Budi Nisrina	C-37
38.	Tristan Raissa Bagus Sukarno	C-38
39.	Hafizh Khoirul Fakhry	C-39
40.	Andini Ayudia	C-40

The Students' Name List of 4B (Experimental Class)
at SD N 02 Purwoyoso Semarang

No.	Name	Code
1.	Rizal Apriambodho	E-1
2.	Ahmad Syamsudin	E-2
3.	Aji Imam Maulana	E-3
4.	Akbar Galang Ardiansyah	E-4
5.	Alfredo Rasendriya	E-5
6.	Alvano Kevin Rio S.	E-6
7.	Alvian Edi Nugroho	E-7
8.	Afifatul Ulya	E-8
9.	Attar Mahatma Sakha	E-9
10.	Barrel Wisnu Kencana	E-10
11.	Cantika Cinta Nabila	E-11
12.	Eilennisa Natanaila H.	E-12
13.	Febbilove Aluna Satria	E-13
14.	Gita Dwi Az-Zahra	E-14
15.	Ibrahim Mahardika G.	E-15
16.	Jahraa Arini Permata	E-16
17.	Kafka Adibrata H. P	E-17
18.	Kezia Pranata	E-18
19.	Kurnia Galuh Larasati	E-19
20.	M. Aditya Naufal Lutfi	E-20
21.	Maulana Satria Dharma	E-21
22.	Mawwada Risna Aulia S.	E-22
23.	M. Miftakul Huda	E-23
24.	Muhammad Iqbal	E-24
25.	Muhammad Zaki S.	E-25
26.	Muhammad Jahron Adhim	E-26
27.	Naysila Febianto Aulia P.	E-27
28.	Neysa Azaria Syafitri	E-28
29.	Radiya Dimas Ramadhan	E-29

30.	Saikha Deriel Gandra I.	E-30
31.	Sika Nurul Fayriah	E-31
32.	Tis' A Raisa Ely	E-32
33.	Wafa Ahsani	E-33
34.	Widakdo Adi Prasetyo	E-34
35.	Muhammad Damarjati	E-35
36.	Doni Pratama	E-36
37.	Geovani Bintang Alvino	E-37
38.	Muhammad Khadafi A.	E-38
39.	Sahid Yudha Al.Azhar	E-39
40.	Kharista Arsinta A.	E-40

The Schedule of Research

No.	Date	Activity
1.	Monday, December 29, 2018	Asking permission at SD N 02 Purwoyoso Semarang
2.	Friday, January 29, 2019	Conducting problem and potential analysis at 4B
3.	Monday, January 28, 2019	Conducting problem and potential analysis at 4A
4.	Friday, March 29, 2019	Giving pre-test and treatment (small scale trial)
5.	Friday, April 5, 2019	Giving post-test to small scale trial
6.	Monday, April 8, 2019	Giving pre-test and treatment (control class)
7.	Friday, April 12, 2019	Giving pre-test and treatment (experimental class)
8.	Monday, May 13, 2019	Giving post-test (control class)
9.	Friday, May 15, 2019	Giving post-test (experimental class)

The Result of Pre-Test and Post-Test in Small Scale Trial

NO.	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	Rizal Apriambodho	50	80
2.	Alvano Kevin Rio S.	55	75
3.	Attar Mahatma Sakha	65	85
4.	Muhammad Zaki S.	70	90
5.	Wafa Akhsani	75	85
6.	Muhammad Damarjati	60	70
7.	Doni Pratama	50	65
8.	Geovani Bintang Alvino	50	65
9.	Sahid Yudha Al Azhar	65	85
∑		540	695
N		60	77
Variance (S^2)		87.50	88.19
Standard Deviation (S)		9.35	9.39

The Result of Pre-Test and Post-Test in Small Scale Trial

Descriptive			Statistic	Std. Error
	Small Scale Trial		**Statistic**	**Std. Error**
Nilai Pre-test	Mean		60.0000	3.11805
	95% Confidence Interval of Mean	Lower Bound	52.8098	
		Upper Bound	67.1902	
	5% Trimmed Mean		59.7222	
	Median		60.00	
	Variance		87.500	
	Std. Deviation		9.35414	
	Minimum		50.00	
	Maximum		75.00	
	Range		25.00	
	Interquartile Range		17.50	
	Skewness		.295	.717
	Kurtosis		-1.335	1.400
Post-Test	Mean		77.7778	3.13040
	95% Confidence Interval of Mean	Lower Bound	70.5591	
		Upper Bound	84.9965	
	5% Trimmed Mean		77.8086	
	Median		80.00	
	Variance		88.194	
	Std. Deviation		9.39119	
	Minimum		65.00	
	Maximum		90.00	
	Range		25.00	
	Interquartile Range		17.50	
	Skewness		-.329	.717
	Kurtosis		-1.557	1.400

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pre_test	.191	9	.200[*]	.902	9	.263
post_test	.224	9	.200[*]	.895	9	.223

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	60.0000	9	9.35414	3.11805
	post_test	77.7778	9	9.39119	3.13040

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre_test & post_test	9	.783	.013

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre_test - post_test	-1.77778E1	6.18017	2.06006	-22.52827	-13.02728	-8.630	8	.000

Appendix 13

The Result of Students' Response Questionnaire in Small Scale

Appendix 14

Pre-Test Score between Experimental Class and Control Class

No.	Code	Score	No.	Code	Score
PRE-TEST SCORE					
EXPERIMENTAL CLASS			CONTROL CLASS		
1.	E-1	50	1.	C-1	45
2.	E-2	70	2.	C-2	55
3.	E-3	60	3.	C-3	50
4.	E-4	65	4.	C-4	30
5.	E-5	55	5.	C-5	45
6.	E-6	55	6.	C-6	60
7.	E-7	60	7.	C-7	60
8.	E-8	65	8.	C-8	55
9.	E-9	65	9.	C-9	45
10.	E-10	80	10.	C-10	50
11.	E-11	70	11.	C-11	55
12.	E-12	70	12.	C-12	60
13.	E-13	45	13.	C-13	65
14.	E-14	75	14.	C-14	50
15.	E-15	55	15.	C-15	55
16.	E-16	55	16.	C-16	55
17.	E-17	60	17.	C-17	40
18.	E-18	80	18.	C-18	50
19.	E-19	60	19.	C-19	45
20.	E-20	65	20.	C-20	70

21.	E-21	55	21.	C-21	65
22.	E-22	70	22.	C-22	50
23.	E-23	50	23.	C-23	45
24.	E-24	65	24.	C-24	50
25.	E-25	70	25.	C-25	60
26.	E-26	55	26.	C-26	45
27.	E-27	70	27.	C-27	40
28.	E-28	55	28.	C-28	55
29.	E-29	45	29.	C-29	60
30.	E-30	55	30.	C-30	55
31.	E-31	60	31.	C-31	60
32.	E-32	70	32.	C-32	65
33.	E-33	75	33.	C-33	40
34.	E-34	65	34.	C-34	50
35.	E-35	60	35.	C-35	35
36.	E-36	50	36.	C-36	55
37.	E-37	50	37.	C-37	50
38.	E-38	70	38.	C-38	60
39.	E-39	65	39.	C-39	60
40.	E-40	40	40.	C-40	65
$\sum$		2464	$\sum$		2105
N		61.6	N		52.6
Variance (S^2)		92.29	Variance (S^2)		79.47
Std. Deviation		9.61	Std. Deviation		8.91

Normality, Homogeneity, and T-Test of Pre-Test in Control and Experimental Class

Descriptive				
Kelas			**Statistic**	**Std. Error**
Pre-Test	Experiment	Mean	61.3750	1.51898
		95% Confidence Interval of Mean — Lower Bound	58.3026	
		95% Confidence Interval of Mean — Upper Bound	64.4474	
		5% Trimmed Mean	61.3889	
		Median	60.0000	
		Variance	92.292	
		Std. Deviation	9.6068	
		Minimum	40.00	
		Maximum	80.00	
		Range	40.00	
		Interquartile Range	15.00	
		Skewness	-.094	.374
		Kurtosis	-.479	.733
	Control	Mean	52.6250	1.4095
		95% Confidence Interval of Mean — Lower Bound	49.7740	
		95% Confidence Interval of Mean — Upper Bound	55.4760	
		5% Trimmed Mean	52.9167	
		Median	55.0000	
		Variance	79.471	
		Std. Deviation	8.9147	
		Minimum	30.00	
		Maximum	70.00	
		Range	40.00	
		Interquartile Range	15.00	
		Skewness	-.372	.374
		Kurtosis	-.100	.733

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.122	40	.136	.968	40	.312
Control	.130	40	.086	.965	40	.244

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

pre_test

Levene Statistic	df1	df2	Sig.
1.147	7	31	.361

ANOVA

pre_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	755.327	8	94.416	1.249	.305
Within Groups	2344.048	31	75.614		
Total	3099.375	39			

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
pre_test_result	experiment class	40	61.3750	9.60686	1.51898
	control class	40	52.6250	8.91466	1.40953

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pre_test_result	Equal variances assumed	.368	.546	4.223	78	.000	8.75000	2.07221	4.62454	12.87546
	Equal variances not assumed			4.223	77.568	.000	8.75000	2.07221	4.62418	12.87582

Post-Test Score between Experimental Class and Control Class

POST-TEST SCORE					
EXPERIMENTAL CLASS			CONTROL CLASS		
No.	Code	Score	No.	Code	Score
1.	E-1	80	1.	C-1	65
2.	E-2	90	2.	C-2	70
3.	E-3	80	3.	C-3	70
4.	E-4	95	4.	C-4	50
5.	E-5	65	5.	C-5	75
6.	E-6	75	6.	C-6	80
7.	E-7	75	7.	C-7	75
8.	E-8	80	8.	C-8	60
9.	E-9	85	9.	C-9	65
10.	E-10	100	10.	C-10	65
11.	E-11	80	11.	C-11	70
12.	E-12	85	12.	C-12	100
13.	E-13	65	13.	C-13	65
14.	E-14	90	14.	C-14	75
15.	E-15	75	15.	C-15	70
16.	E-16	70	16.	C-16	55
17.	E-17	85	17.	C-17	65
18.	E-18	100	18.	C-18	60
19.	E-19	90	19.	C-19	90
20.	E-20	85	20.	C-20	95

21.	E-21	80	21.	C-21	65
22.	E-22	95	22.	C-22	60
23.	E-23	75	23.	C-23	75
24.	E-24	90	24.	C-24	80
25.	E-25	90	25.	C-25	50
26.	E-26	85	26.	C-26	55
27.	E-27	75	27.	C-27	65
28.	E-28	90	28.	C-28	75
29.	E-29	75	29.	C-29	70
30.	E-30	70	30.	C-30	75
31.	E-31	75	31.	C-31	75
32.	E-32	90	32.	C-32	60
33.	E-33	85	33.	C-33	65
34.	E-34	95	34.	C-34	50
35.	E-35	70	35.	C-35	60
36.	E-36	65	36.	C-36	65
37.	E-37	60	37.	C-37	70
38.	E-38	100	38.	C-38	55
39.	E-39	80	39.	C-39	70
40.	E-40	75	40.	C-40	80
$\sum$		3270	$\sum$		2740
N		81.8	N		68.5
Variance (S^2)		107.11	Variance (S^2)		125.89
Std. Deviation		10.35	Std. Deviation		11.22

Normality, Homogeneity, and T-Test of Post-Test in Control and Experimental Class

Descriptive			Statistic	Std. Error
	Kelas		**Statistic**	**Std. Error**
Post-Test	Experiment	Mean	81.7500	1.6364
		95% Confidence Interval of Mean — Lower Bound	78.4400	
		95% Confidence Interval of Mean — Upper Bound	85.0600	
		5% Trimmed Mean	81.8056	
		Median	80.00	
		Variance	107.115	
		Std. Deviation	10.3496	
		Minimum	60.00	
		Maximum	100.00	
		Range	40.00	
		Interquartile Range	15.00	
		Skewness	-.0.58	.374
		Kurtosis	-.659	.733
	Control	Mean	68.5000	1.7741
		95% Confidence Interval of Mean — Lower Bound	64.9115	
		95% Confidence Interval of Mean — Upper Bound	72.0885	
		5% Trimmed Mean	67.9167	
		Median	67.5000	
		Variance	125.897	
		Std. Deviation	11.2204	
		Minimum	50.00	
		Maximum	100.00	
		Range	50.00	
		Interquartile Range	15.00	
		Skewness	.697	.374
		Kurtosis	.972	.733

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.118	40	.171	.965	40	.252
Control	.131	40	.081	.943	40	.044

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

post_test

Levene Statistic	df1	df2	Sig.
.637	6	30	.700

ANOVA

post_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	995.119	9	110.569	1.042	.431
Within Groups	3182.381	30	106.079		
Total	4177.500	39			

T-Test

Group Statistics

class		N	Mean	Std. Deviation	Std. Error Mean
post-test	experiment	40	81.7500	10.34966	1.63642
	control	40	68.5000	11.22040	1.77410

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
post-test	Equal variances assumed	.004	.952	5.490	78	.000	13.25000	2.41357	8.44495	18.05505
	Equal variances not assumed			5.490	77.496	.000	13.25000	2.41357	8.44446	18.05554

**The Precentage Computation of Students' Response
Questionnaire Result in Big Scale Trial**

	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$		
1.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{160}{160} \times 100\%$	100%
2.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{153}{160} \times 100\%$	95%
3.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{151}{160} \times 100\%$	94%
4.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{153}{160} \times 100\%$	95 %
5.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{153}{160} \times 100\%$	95%
6.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{156}{160} \times 100\%$	97%
7.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{157}{160} \times 100\%$	98%
8.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{154}{160} \times 100\%$	96%
9.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{152}{160} \times 100\%$	95%
10.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{158}{160} \times 100\%$	98%
11.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{152}{160} \times 100\%$	94%
12.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{153}{160} \times 100\%$	95%
13.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{155}{160} \times 100\%$	96%
14.	Score % =	$\dfrac{Total\ Score}{Maximum\ Score} \times 100\%$	$= \dfrac{151}{160} \times 100\%$	94%
AVERAGE				95 %

The Computation Result of Students' Response Questionnaire

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	3	4	4	4	4	4	4	4	3	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	4	4	4	3	4	4	4	4	4	4	4	4	4	4
6	4	4	3	4	4	4	4	4	4	4	3	4	4	3
7	4	4	4	3	4	4	4	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4	4	3	4	4	4	4	3
9	4	4	4	3	4	4	4	4	3	4	4	4	4	4
10	4	4	4	4	4	4	4	4	3	4	4	4	4	4
11	4	4	4	4	4	4	4	4	4	3	4	3	4	4
12	4	3	4	4	4	3	4	4	4	3	4	4	3	4
13	4	4	3	4	3	4	4	4	4	4	4	3	4	4
14	4	3	4	4	4	4	3	4	4	4	4	4	4	4
15	4	4	3	4	3	4	4	4	4	4	4	4	3	4
16	4	4	4	3	4	4	4	4	4	4	4	4	4	4
17	4	4	4	4	4	3	4	3	4	4	4	4	4	4
18	4	4	3	4	4	4	4	3	3	4	4	3	3	3
19	4	4	4	4	4	4	3	4	4	4	3	4	4	4
20	4	3	4	4	4	4	3	4	4	4	4	4	4	4
21	4	4	4	4	4	3	4	4	4	4	4	3	4	4
22	4	3	4	4	2	4	4	4	3	4	4	3	4	3
23	4	4	4	4	4	4	4	4	4	4	4	4	4	3
24	4	4	3	4	3	4	4	3	4	4	4	4	4	3
25	4	4	3	3	4	4	4	3	4	4	4	4	3	3
26	4	4	4	4	4	3	4	4	3	4	3	4	4	4
27	4	3	4	4	4	4	4	4	4	4	4	4	4	3
28	4	4	4	4	3	4	4	4	4	4	4	4	3	3
29	4	4	3	4	4	4	4	3	4	4	4	3	4	4
30	4	3	4	4	4	4	4	4	3	4	4	4	4	4
31	4	4	4	3	4	4	4	4	4	4	4	4	4	4
32	4	4	4	4	4	4	4	4	3	4	3	4	4	4
33	4	4	4	4	4	4	4	4	4	4	4	4	4	4
34	4	4	3	4	4	4	4	4	4	4	4	3	4	4
35	4	4	4	3	4	4	4	3	4	4	4	4	4	4
36	4	3	4	4	4	4	4	4	4	4	4	4	4	4
37	4	4	4	4	3	4	4	4	4	4	2	4	4	4
38	4	4	4	4	4	4	4	4	4	4	3	4	4	4
39	4	4	4	4	4	4	4	4	4	4	4	4	4	4
40	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total Score	160	153	151	153	153	156	157	154	152	158	152	153	155	151
%	100%	95%	94%	95%	95%	97%	98%	96%	95%	98%	945	95%	96%	94%
Criteria	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent	Exellent

ANGKET RESPON SISWA TERHADAP MEDIA *ENGLISH*

***VOCABULARY CARD* DALAM PEMBELAJARAN KOSAKATA KELAS**

VI SD N 02 PUWOYOSO

Nama Siswa : Febbilove Aluna S

Kelas : IV B

Petunjuk pengisian:

A. Jawaban ini tidak akan mempengaruhi nilai

B. Pilihlah jawaban pertanyaan di bawah ini dengan cara memberi tanda centang dikolom yang dianggap paling sesuai.

Keterangan:

a. SS = Sangat Setuju

b. S = Setuju

c. TS = Tidak Setuju

d. STS = Sangat Tidak Setuju

No.		Pernyataan	SS	S	TS	STS
1.		Menurut saya, pemilihan warna pada media English Vocabulary Card sudah tepat dan menarik.	✓			
2.		Menurut saya, tampilan gambar yang disajikan pada media English Vocabulary Card sudah sesuai dan mudah dipahami.	✓			
3.		Menurut saya, jenis dan ukuran huruf pada media English Vocabulary Card sudah jelas dan mudah dibaca.	✓			
4.	Tampilan Media	Menurut saya, panduan permainan kartu English Vocabulary Card sudah jelas dan mudah dipahami.	✓			
5.		Menurut saya, bentuk fisik dari media English Vocabulary Card sudah praktis dan	✓			

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No.		Pernyataan				
		mudah disimpan.				
6.		Menurut saya, bentuk secara umum dari media *English Vocabulary Card* sudah baik dan menarik.	√			
7.		Menurut saya, *English Vocabulary Card* ini adalah media yang tepat untuk belajar vocabulary dalam bahasa Inggris.	√			
8.	Keterlaksanaan	Menurut saya *English Vocabulary Card* membuat peserta didik lebih tertarik dan antusias dalam belajar bahasa Inggris.		√		
9.		Menurut saya, *English Vocabulary Card* meningkatkan minat peserta didik dalam belajar bahasa Inggris.	√			
10.		Menurut saya, gambar yang disajikan menarik dan memudahkan peserta didik memahami materi.		√		
11.		Menurut saya, pembelajaran menggunakan *English Vocabulary Card* membuat peserta didik senang dan tidak bosan selama pembelajaran.	√			
12.	Pembelajaran	Menurut saya, pembelajaran menjadi lebih interaktif menggunakan *English Vocabulary Card*.		√		
13.		Menurut saya, pembelajaran bahasa Inggris menjadi lebih efektif dan efisien dengan menggunakan *English Vocabulary Card*.	√			
14.		Menurut saya, *English Vocabulary Card* dapat membuat suasana pembelajaran menjadi kondusif.	√			

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Decalation of Validation
SURAT PERNYATAAN VALIDASI

Saya yang bertandatangan di bawah ini:

Nama   :

NIP   :

Alamat Instansi :

      Menyatakan bahwa saya telah memberi penilaian dan masukan pada "English Vocabulary Card" yang disusun oleh:

Nama   : Endang Puji Lestari

NIM   : 1503046113

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Fakultas Ilmu Tarbiyah dan Keguruan

      Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk penyempurnaan tugas skripsi mahasiswa yang bersangkutan.

Semarang, ...

Validator

....

NIP.

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Instrument of Validation

INSTRUMEN VALIDASI PENGEMBANGAN MEDIA
ENGLISH VOCABULARY CARD
"AHLI MATERI DAN MEDIA"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran *English Vocabulary Card* untuk mengajar materi vocabulary kelas 4 SD N 02 Purwoyoso, maka penulis bermaksud mengadakan validasi media pembelajaran ini. Oleh karena itu, dimohon kesediaan Bapak/Ibu untuk mengisi angket validasi media ini. Tujuan dari pengisian angket ini adalah untuk mengetahui kesesuaian pemanfaatan media dan sebagai pengukuran kelayakan media sehingga layak digunakan dalam kegiatan pembelajaran.

Penulis sampaikan terimakasih atas kesediaan Bapak/Ibu sebagai validator untuk media ini.

B. Identitas Ahli

Nama   :
NIP   :
Instansi   :

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon Bapak/Ibu melihat terlebih dahulu media yang dikembangkan.
2. Mohon Bapak/Ibu memberikan penilaian dengan memberikan tanda centang pada salah satu kolom nilai K, C, B, SB. Dengan Keterangan:

   SB   : Sangat Baik
   B   : Baik
   C   : Cukup
   K   : Kurang

3. Mohon Bapak/Ibu memberikan kritik dan masukan atau saran pada kolom yang telah disediakan.

D. Indikator Instrumen Validasi

No.	Indikator	Penjabaran Indikator	
1.	Kelengkapan materi/tema meliputi: 1. Materi/tema yang digunakan mendukung pencapaian pembelajaran 2. Materi/tema yang digunakan sesuai dengan tingkat pendidikan siswa 3. Materi/tema sesuai dengan kurikulum 4. Memenuhi kompetensi yang harus dikuasai siswa 5. Kelengkapn materi/tema sesuai dengan tingkat perkembangan siswa	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
2.	Relevan dengan isi/tema meliputi: 1. Materi/tema relevan dengan tujuan pembelajaran yang akan dicapai 2. Jabaran materi cukup memenuhi tuntutan kurikulum	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang	C

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	3. Kedalaman materi/tema sesuai dengan tingkat perkembangan siswa 4. Kepentingan/kesesuaian dengan kehidupan siswa	terpenuhi dalam media pembelajaran	
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
3.	Kesesuaian gambar dengan materi/tema, meliputi: 1. Gambar dalam media pembelajaran jelas	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
	2. Letak gambar dalam media pembelajaran tepat 3. Gambar dapat menarik perhatian siswa	Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
	4. Gambar dapat menjelaskan materi/tema	Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
4.	Ketepatan tata bahasa, meliputi: 1. Penggunaan bahasa mudah dipahami	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
	2. Bahasa yang digunakan sesuai dengan ejaan yang benar	Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B

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	3. Menggunakan bahasa lugas (apa adanya) 4. Menggunakan bahasa yang sesuai dengan penguasaan siswa	Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
5.	Kebenaran penulisan kata, meliputi: 1. Penggunaan ejaan yang benar 2. Penggunaan kata sesuai dengan makna pesan yang disampaikan 3. Huruf dan tanda baca sesuai dengan kaidah penulisan bahasa Indonesia 4. Ketepatan penyusunan struktur kalimat	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
6.	Mempermudah belajar kosa kata bahasa Inggris, meliputi: 1. Kemampuan membantu siswa memahami informasi 2. Sebagai alat bantu dalam belajar siswa	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang	B

	3. Mampu menarik perhatian siswa 4. Dapat digunakan di mana saja dan kapan saja	terpenuhi dalam media pembelajaran	
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
7.	Menumbuhkan rasa ingin tahu, meliputi: 1. Mendorong keingintahuan siswa 2. Dapat menantang dan menggiatkan aktivitas siswa 3. Dapat merangsang kreatifitas siswa 4. Dapat mendorong siswa untuk berfikir secara kritis	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
8.	Memotivasi siswa untuk belajar, meliputi:	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB

	1. Membangkitkan rasa senang siswa saat menggunakannya 2. Memberikan stimulus belajar bagi siswa 3. Membangkitkan minat belajar siswa 4. Menciptakan pembelajaran yang menarik	Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
9.	Berpusat pada siswa, meliputi: 1. Kesesuaian dengan karakteristik siswa 2. Mendorong siswa membangun pengetahuannya sendiri 3. Mendorong siswa untuk belajar secara berkelompok 4. Mendorong terjadinya interaksi siswa dengan sumber belajar	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
10.	Keterlibatan siswa, meliputi:	Jika terdapat 4 komponen yang	SB

	1. Mendorong keterlibatan siswa dalam proses belajar lebih efektif 2. Siswa berperan aktif dalam proses belajar 3. Siswa berperan langsung dalam pembelajaran 4. Mampu memfokuskan siswa untuk mengikuti proses pembelajaran	terpenuhi dalam media pembelajaran	
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
		Jika tidak terdapat komponen yang terpenuhi dalam media pembelajaran	SK
11.	Keterjalinan komunikasi interaktif antar siswa, meliputi: 1. Bersifat interaktif dan partisipatif 2. Kemampuan menciptakan umpan balik 3. Keterlibatan siswa dalam kegiatan belajar 4. Kemampuan siswa untuk merespon segala kegiatan proses belajar	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C

		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
12.	Mudah digunakan tanpa media lain, meliputi: 1. Media pembelajaran dapat digunakan tanpa media lain 2. Dapat digunakan secara berkala 3. Kejelasan buku petunjuk penggunaan 4. Efisiensi dalam kaitannya dengan waktu, biaya, dan tenaga	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
13.	Petunjuk penggunaan mudah dipahami, meliputi: 1. Petunjuk penggunaan jelas 2. Menggunakan kalimat yang tidak ambigu 3. Menggunakan kalimat yang sederhana 4. Menggunakan kalimat yang komunikatif	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang	C

		terpenuhi dalam media pembelajaran	
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
14.	Dapat digunakan siswa tanpa didampingi guru/orang tua, meliputi: 1. Pembelajaran dilakukan secara berkelompok dengan teman sebaya 2. Memberikan kelengkapan kemudahan belajar tanpa bantuan guru/orang tua 3. Memberikan peluang yang sama kepada siswa untuk belajar secara mandiri 4. Penyampaian materi pembelajaran disertai dengan petunjuk	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
15.	Keunggulan media pembelajaran, meliputi: 1. Jenis media pembelajaran populer dikalangan siswa 2. Siswa dapat bermain sambil belajar 3. Media pembelajaran mampu memfokuskan	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B

		siswa untuk mengikuti proses pembelajaran 4. Media pembelajaran dapat digunakan berkali-kali	Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		5. Media pembelajaran mampu menarik perhatian siswa	Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
16.	Desain menarik, meliputi: 1. Desain tampilan sesuai dengan karakteristik umum siswa	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
	2. Desain tampilan sederhana dan jelas 3. Mengkombinasikan antara warna, gambar,	Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
	bentuk, dan ukuran huruf yang sesuai 4. Pemilihan background sesuai dengan tulisan	Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
17.	Tulisan jelas dan mudah dibaca, meliputi: 1. Tulisan terbaca dengan jelas	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
	2. Jenis huruf tepat 3. Ukuran huruf proporsional	Jika terdapat 3 komponen yang	B

	4. Warna tulisan	terpenuhi dalam media pembelajaran	
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
18.	Cetakan gambar jelas, meliputi: 1. Tulisan terbaca dengan baik 2. Bentuk gambar jelas 3. Kontras bagus 4. Ukuran gambar sesuai	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
19.	Ketetapan pemilihan gambar, meliputi: 1. Kejelasan bentuk gambar 2. Kemenarikan gambar	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB

	3. Kejelasan warna gambar 4. Kesesuaian gambar dengan materi/tema	Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
20.	Pemilihan bahan, meliputi: 1. Ketepatan jenis kertas yang digunakan 2. Ketepatan ukuran kertas yang digunakan 3. Keamanan bahan untuk anak-anak 4. Keawetan bahan yang digunakan	Jika terdapat 4 komponen yang terpenuhi dalam media pembelajaran	SB
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran	B
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran	C
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran	K
21.	Kualitas cetakan, meliputi: 1. Cetakan bersih	Jika terdapat 4 komponen yang	SB

	2. Warna tajam 3. Gambar dan tulisan terbaca 4. Kontras sesuai	terpenuhi dalam media pembelajaran			
		Jika terdapat 3 komponen yang terpenuhi dalam media pembelajaran		B	
		Jika terdapat 2 komponen yang terpenuhi dalam media pembelajaran		C	
		Jika terdapat 1 komponen yang terpenuhi dalam media pembelajaran		K	

E. Lembar Penilaian

No.	Aspek Penilaian	Kriteria Penilaian	SB	B	C	K
1.	**Materi**	1. Kelengkapan materi/tema				
		2. Relevan dengan isi materi/tema				
		3. Kesesuaian gambar dengan materi atau tema				
		4. Ketepatan tata bahasa				
		5. Kebenaran penulisan kosa kata Bahasa Inggris.				

2.	**Pembelajaran**	6. Menumbuhkan rasa ingin tahu.				
		7. Mempermudah belajar kosa kata Bahasa Inggris.				
		8. Memotivasi siswa untuk belajar.				
		9. Berpusat pada siswa				
		10. Keterlibatan siswa				
		11. Keterjalinan komunikasi interaktif antara siswa				
3.	**Kepraktisan**	12. Mudah digunakan tanpa media lain				
		13. Petunjuk penggunaan mudah dipahami				
		14. Dapat digunakan siswa tanpa didampingi guru atau orang tua				
		15. Keunggulan media pembelajaran				
4.	**Tampilan**	16. Desain menarik				
		17. Tulisan jelas dan mudah dibaca				
		18. Cetakan gambar jelas				
		19. Ketepatan pemilihan gambar				

		20. Ketepatan pemilihan bahan				
		21. Kualitas cetakan bagus				

F. Saran dan masukan

....
....
....
....
....

G. Kesimpulan

Media pembelajaran *English Vocabulary Card* untuk mengajar vocabulary siswa SD kelas 4 ini dinyatakan*):

No.	Kriteria Validasi	Tingkat Validasi
1.	85,01 % - 100 %	Valid (bisa digunakan tanpa revisi)
2.	70,01 % - 85 %	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01 % - 70 %	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1 % - 50 %	Tidak Valid (tidak bisa digunakan)

*) Lingkari salah satu

Semarang, ...

Validator

197

....

NIP.

Appendix 22

Validation Result from Validator I

Name   : Ika Syelvi Rizqyani, S.Pd.
Institue : SD N 02 Purwoyoso Semarang

NO.	ASPECT	CRITERIA	SB	B	C	K	SCORE
1.	Material	1	√				4
		2	√				4
		3	√				4
		4	√				4
		5	√				4
2.	Learning	6	√				4
		7	√				4
		8	√				4
		9	√				4
		10	√				4
		11	√				4
3.	Practicality	12	√				4
		13	√				4
		14	√				4
		15	√				4
4.	Appearance	16	√				4
		17	√				4
		18	√				4
		19	√				4
		20	√				4
		21	√				4
TOTAL		84					
SCORE		$\frac{Total\ Score}{Maximum\ Score}\ x\ 100\%$					
SCORE		$\frac{84}{84}\ x\ 100\% = 100\%$					

The Advice from Validator I

F. Saran dan masukan

— Arrange Vocabulary in mini dictionary alphabetically.

— It's better to give the author's name on the box.

G. Kesimpulan

Media pembelajaran *English Vocabulary Card* untuk mengajar vocabulary siswa SD kelas 4 ini dinyatakan*):

No.	Kriteria Validasi	Tingkat Validasi
1.	85,01 % - 100 %	Valid (bisa digunakan tanpa revisi)
2.	70,01 % - 85 %	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01 % - 70 %	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1 % - 50 %	Tidak Valid (tidak bisa digunakan)

*) Lingkari salah satu

Semarang, ...2019

Validator

Ika Meliri Kristiani

NIP.

Appendix 23

Validation Result from Expert Validator II

Name   : Dr. Hj. Siti Mariam, M.Pd.
NIP   : 19650727 199203 2 001
Institue : UIN Walisongo Semarang

NO.	ASPECT	CRITERIA	SB	B	C	K	SCORE
1.	Material	1		√			3
		2		√			3
		3		√			3
		4		√			3
		5		√			3
2.	Learning	6	√				4
		7	√				4
		8	√				4
		9	√				4
		10	√				4
		11	√				4
3.	Practicality	12	√				4
		13		√			3
		14		√			3
		15		√			3
4.	Appearance	16		√			3
		17		√			3
		18			√		2
		19			√		2
		20		√			3
		21		√			3
TOTAL		68					
SCORE		$\frac{Total\ Score}{Maximum\ Score}\ x\ 100\%$					
SCORE		$\frac{68}{84}\ x\ 100\% = 81\%$					

200

The Advice from Validator II

1. Change Pig and dog vocabulary into other vocabulary.
2. Give Sources of the game in manual book
3. Differenciate the color of each terrier

G. Kesimpulan

Media pembelajaran *English Vocabulary Card* untuk mengajar vocabulary siswa SD kelas 4 ini dinyatakan*):

No.	Kriteria Validasi	Tingkat Validasi
1.	85,01 % - 100 %	Valid (bisa digunakan tanpa revisi)
2.	70,01 % - 85 %	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01 % - 70 %	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1 % - 50 %	Tidak Valid (tidak bisa digunakan)

*) Lingkari salah satu

Semarang, 9 April 2019
Validator

Dr. Hj. Sri Mariam, M.Pd.
NIP. 196507727 199203 3 002

Appendix 24

Validation Result from Expert Validator III

Name : Nadiah Ma'mun, M.Pd.
NIP : 19781103 200701 2 016
Institue : UIN Walisongo Semarang

NO.	ASPECT	CRITERIA	SB	B	C	K	SCORE
1.	Material	1	√				
		2		√			
		3		√			
		4		√			
		5		√			
2.	Learning	6	√				
		7	√				
		8		√			
		9		√			
		10		√			
		11	√				
3.	Practicality	12	√				
		13		√			
		14		√			
		15		√			
4.	Appearance	16	√				
		17	√				
		18	√				
		19	√				
		20	√				
		21	√				
	TOTAL						
	SCORE	$\frac{Total\ Score}{Maximum\ Score} \times 100\%$					
	SCORE	$\frac{74}{84} \times 100\% = 88\%$					

The Advice from Validator II

Sudah Bagus mbak Endang, Congrats Barakallah.
Akan lbh baik lagi apabila di setiap permainan
fokus pada apanya, misal "fokus nya untuk
penambahan kosa kata untuk ... or "fokus
pada pelapalan" and so on.
Saran yg ke-2 "Tambahkan phonetic
Transcription " (cara baca nya) di hal 16&17.

G. Kesimpulan

Media pembelajaran *English Vocabulary Card* untuk mengajar vocabulary
siswa SD kelas 4 ini dinyatakan*):

No.	Kriteria Validasi	Tingkat Validasi
1.	85,01 % - 100 %	Valid (bisa digunakan tanpa revisi)
2.	70,01 % - 85 %	Cukup (bisa digunakan dengan sedikit revisi)
3.	50,01 % - 70 %	Kurang (dianjurkan untuk tidak digunakan karena membutuhkan banyak revisi)
4.	1 % - 50 %	Tidak Valid (tidak bisa digunakan)

*) Lingkari salah satu

Semarang, 16 Mei 2019
Validator

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2016

The Instrument of Try Out Test

<u>What Animals and Fruits Do You Like?</u>

Name : …………………………………………

Class : …………………………………………

SCORE:

A. Pilihlah satu jawaban yang tepat di antara a, b, c, atau d.

1. Sheep in Indonesia means....

 a. Kambing   c. Domba

 b. Keledai   d. Sapi

2. Fruit looks like a star is...

 a. Apple   c. Pineapple

 b. Starfruit   d. Jackfruit

3. A. Is it cherry?

 B. No. It is…

 a. Grape

 b. Lychee

 c. Strawberry

 d. Pomegranate

4. Animal that can fly is...

 a. Fish   c. Duck

b. Cow   d. Butterfly

5. A. Is it a lion?

   B. No. It is…

   a. Cow

   b. Tiger

   c. Wolf

   d. Sheep

6. .... has many seeds.

   a. Mango   c. Avocado

   b. Banana   d. Papaya

7. It is a wild animal. It is big. It is grey. It has a short tail and a long nose. It eats grass. It lives in the jungle or at the zoo. What animal is it? It is an....

   a. Owl   c. Eagle

   b. Elephant   d. Giraffe

8. To make an orange juice, we need…

   a. Apple   c. Mango

   b. Orange   d. Strawberry

9. It is a tame animal. It is white, brown or black. It has four legs. It eats grass. It produces meat and milk. It lives in the farm. What animal is it? It is an....

   a. Cat   c. Cow

   b. Bat   d. Zebra

10. Animal that lives in the water is..............

a. Fish   c. Bird

b. Dog   d. Cow

11. Which one is correct?

a. Pineapple   c. Pinapplle

b. Pinapple   d. Pinaepple

12. Arrange this letter into an animal's name...

o-w-c

a. cat   c. dog

b. cow   d. woc

13. Which animal that can fly?

a. Fish   c. Bird

b. Goat   d. Chicken

14. Fruit that contains lots of vitamin C is...

a. Orange   c. Date

b. Papaya   d. Kiwi

15. A: What is it?

B: It is.......

a. Avocado

b. Coconut

c. Kiwi

d. Date

16. A....... has two wings.

a. Butterfly   c. Bird

b. Snake   d. Fish

17. These are two animals that produce age.

They are.................... and ....
a. Goose, bat   c. Cock, butterfly
b. Cow, goat   d. Chicken, bird

18. Indra: "What animals do you like, Rani?"

Rani: "I like..............,................., and....................."
a. Guava, crocodile, fish   c. Fish, chicken, kiwi
b. Bird, Butterfly, Fish   d. Duck, melon, kiwi

19. Esti: "What fruit do you like?"

Dina: "I like.................... and ...."
 a. Guava, mangostees   c. guava, grape
 b. Guava, mango   d. Guava,

manggosten

20. Horse in Indonesia means...

a. Kuda   c. Ular

b. Jam   d. Angsa

B. **Isilah titik-titik di bawah ini dengan jawaban yang tepat.**

21. Fruit looks like a star is...

22. The king of animals is..

23. Mango, avocado, apple in Indonesia language are....................................

24. Butterfly in Indonesia means...

25. Monkey in Indonesia means...

26. Bird in Indonesia means..

27. ....likes to eat carrot.

28. To make an apple pie, we need...

29. Rabbits eat...

30. *Sapi* in English is..

31. *Burung hantu* in English is..

32. *Kurma* in English is...

33. To make an orange juice, we need.....................................

34. *Serigala* in English is..

35. The king of fruit is..

C. Susunlah huruf-huruf di bawah ini menjadi nama hewan dan buah-buahan. Lalu tulislah artinya.

36. p-a-g-e-r   =......................(artinya)...........................

37. k-d-c-u   =......................(artinya)..........................

38. p-e-p-a-l   =......................(artinya)..........................

39. g-e-t-i-r   =......................(artinya)..........................

40. r-i-d-b   =......................(artinya)..........................

41. o-m-a-n-g   =……………... (artinya)…...........……...

42. e-o-h-r-s   =……………… (artinya)……………....

43. f-s-a-t-r-i-t-u-r =……………… (artinya)………………

44. t-o-a-g   = ……………... (artinya)………..……..

45. r-w-r-e-y-s-r-a-t-b-r   =....................(artinya).............

The Instrument of Test

<u>What Animals and Fruits Do You Like?</u>

Name : ………………………………………

Class : ………………………………………

SCORE:

D.   Pilihlah satu jawaban yang tepat di antara a, b, c, atau d.

1.   A. Is it cherry?

B. No. It is…

e.   Grape

f.   Lychee

g.   Strawberry

h.   Pomegranate

2.   A. Is it a lion?

B. No. It is…

e. Cow

f. Tiger

g. Wolf

h. Sheep

3.   It is a wild animal. It is big. It is grey. It has a short tail and a long nose. It eats grass. It lives in the jungle or at the zoo.

What animal is it? It is an....

   c. Owl   c. Eagle

   d. Elephant   d. Giraffe

4. To make an orange juice, we need…

   c. Apple   c. Mango

   d. Orange   d. Strawberry

5. It is a tame animal. It is white, brown or black. It has four legs. It eats grass. It produces meat and milk. It lives in the farm. What animal is it? It is an....

   c. Cat   c. Cow

   d. Bat   d. Zebra

6. Which one is correct?

   c. Pineapple   c. Pinapplle

   d. Pinapple   d. Pinaepple

7. Which animal that can fly?

   c. Fish   c. Bird

   d. Goat   d. Chicken

8. A: What is it?

   B: It is.......

   a. Avocado

   b. Coconut

   c. Kiwi

   d. Date

9. These are two animals that produce age.

They are..................... and ....

c. Goose, bat   c. Cock, butterfly

d. Cow, goat   d. Chicken, bird

10. Esti: "What fruit do you like?"

Dina: "I like..................... and ...."

c.   Guava, mangostees   c. guava, grape

d.   Guava, mango   d. Guava,

manggosten

E. **Isilah titik-titik di bawah ini dengan jawaban yang tepat.**

1. Fruit looks like a star is...

2. The king of animals is...

3. Mango, avocado, apple in Indonesia language are..

4. ....likes to eat carrot.

5. The king of fruit is..

F. **Susunlah huruf-huruf di bawah ini menjadi nama hewan dan buah-buahan. Lalu tulislah artinya.**

1. k-d-c-u   =……………......…... (artinya)…...........………

2. o-m-a-n-g   =……………......... (artinya)…................………

3. e-o-h-r-s   =………......………… (artinya)…....…………….

4. f-s-a-t-r-i-t-u-r =………......……… (artinya)…....…………….

5. t-o-a-g   = ……………......... (artinya)…....………..……..

The Result of Test

What Animals and Fruits Do You Like?

Name : M. IQBAL

Class : 4B

SCORE:

90

A. **Pilihlah satu jawaban yang tepat di antara a, b, c, atau d.**

1. A. Is it cherry?

    B. No. It is…

    a. Grape

    b. Lychee

    c. Strawberry

    d. Pomegranate

2. A. Is it a lion?

    B. No. It is…

    a. Cow

    b. Tiger

    c. Wolf

    d. Sheep

3. It is a wild animal. It is big. It is grey. It has a short tail and a long nose. It eats grass. It lives in the jungle or at the zoo.

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What animal is it? It is an....

    a. Owl   c. Eagle

    ~~b.~~ Elephant   d. Giraffe

4. To make an orange juice, we need…

    a. Apple   c. Mango

    ~~b.~~ Orange   d. Strawberry

5. It is a tame animal. It is white, brown or black. It has four legs. It eats grass. It produces meat and milk. It lives in the farm. What animal is it? It is an....

    a. Cat   ~~c.~~ Cow

    b. Bat   d. Zebra

6. Which one is correct?

    ~~a.~~ Pineapple   c. Pinapplle

    b. Pinapple   d. Pinaepple

7. Which animal that can fly?

    a. Fish   ~~c.~~ Bird

    b. Goat   d. Chicken

8. A: What is it?

    B: It is.......

    a. Avocado

    ~~b.~~ Coconut

    c. Kiwi

    d. Date

9. These are two animals that produce age.

They are...................... and ....
a. Goose, bat   c. Cock, butterfly
b. Cow, goat   d. Chicken, bird

10. Esti: "What fruit do you like?"

Dina: "I like...................... and ...."
a.   Guava, mangostees   c. guava, grape
b.   Guava, mango   d. Guava, manggosten

B. Isilah titik-titik di bawah ini dengan jawaban yang tepat.

1. Fruit looks like a star is. ~~████~~ *Star fruit*
2. The king of animals is. *Lion* ....
3. Mango, avocado, apple in Indonesia language are. *mangga, Alpukat, appl*
4. *Rabbit* .... likes to eat carrot.
5. The king of fruit is. ~~████~~ ~~████~~ *date = kurma*

C. Susunlah huruf-huruf di bawah ini menjadi nama hewan dan buah-buahan. Lalu tulislah artinya.

1. k-d-c-u = *duck* (artinya) *bebek 2*
2. o-m-a-n-g = *mango* (artinya) *Manga*
3. c-o-h-r-s = *horse* (artinya) *kuda*
4. f-s-a-t-r-i-t-u-r = *star ffruit* (artinya) *belimbing*
5. t-o-a-g = *goat* (artinya) *kambing*

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The Validity of Test Instrument

Nu.	Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	TO-1	1	0	1	0	1	1	1	1	1	1	0	1	0	0
2	TO-2	1	1	1	1	1	1	1	1	1	1	1	1	0	1
3	TO-3	1	1	0	1	0	0	0	1	1	1	1	0	0	1
4	TO-4	1	1	1	1	1	1	1	1	1	0	1	1	0	0
5	TO-5	1	1	1	0	1	1	1	1	1	1	1	0	1	1
6	TO-6	1	0	1	1	1	1	1	1	1	1	0	1	0	1
7	TO-7	1	1	1	1	1	0	0	1	1	1	1	0	0	1
8	TO-8	1	0	1	1	0	0	1	1	1	1	0	1	0	1
9	TO-9	0	1	1	1	1	1	1	1	1	1	1	1	1	1
10	TO-10	1	1	1	0	1	1	1	1	1	1	0	1	0	0
11	TO-11	1	1	0	0	0	1	0	0	1	0	0	1	1	1
12	TO-12	0	0	1	1	1	1	1	1	1	1	0	1	0	0
13	TO-13	1	0	1	1	1	1	1	1	1	1	1	1	1	1
14	TO-14	1	1	1	1	1	0	1	1	0	1	1	0	0	0
15	TO-15	1	0	0	0	0	1	1	0	1	1	1	1	0	0
16	TO-16	1	1	1	1	1	1	1	1	1	1	1	1	0	1
17	TO-17	1	1	1	1	0	1	1	1	1	1	1	1	0	1
18	TO-18	1	1	0	0	0	1	1	1	1	1	0	1	0	1
19	TO-19	1	1	1	0	1	1	1	1	1	1	1	1	1	1
20	TO-20	1	1	0	1	0	1	0	1	1	1	0	0	0	0
21	TO-21	1	1	0	1	0	0	1	1	1	1	1	0	0	1
22	TO-22	0	1	0	1	1	0	1	1	1	1	0	1	1	1
23	TO-23	1	0	0	1	1	1	1	1	1	1	0	1	0	1
	Total	20	15	16	17	16	18	18	20	22	21	14	19	7	17
	r hitung	-0.1513061	0.39179714	0.51290848	0.13580615	0.54091459	0.27707783	0.43104095	0.43060458	0.44081771	0.25218615	0.78403701	0.15590785	0.46549129	0.09606160
	r tabel														
	kriteria	INVALID	INVALID	VALID	INVALID	VALID	INVALID	VALID	VALID	VALID	INVALID	VALID	INVALID	VALID	INVALID

ANALISIS VALIDITAS SOAL

TOTAL	45		NOMOR BUTIR SOAL (R)																	
			30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15
27	0		1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1
41	0		1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1
30	1		1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1
34	1		1	0	0	1	0	1	1	1	1	1	1	0	0	0	0	1
38	1		0	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1
28	0		1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1
29	1		1	0	1	1	0	1	1	1	0	1	0	0	0	0	0	1
25	0		0	0	0	1	0	0	1	1	0	1	1	0	0	0	1	1
38	0		1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1
39	1		0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1
24	0		1	0	1	0	0	1	1	1	0	0	1	0	0	0	1	0
38	0		0	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1
25	1		1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1
35	0		1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1
27	0		1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1
38	0		1	0	0	1	0	1	0	1	1	1	1	0	0	1	1	1
38	0		1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1
29	1		1	0	0	1	1	0	0	0	1	1	1	0	0	0	1	1
33	0		1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1
22	1		1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0
31	0		1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1
39	1		1	0	0	1	1	0	1	1	1	1	0	1	0	0	1	1
27	0		1	1	0	1	0	1	1	1	1	0	1	0	0	1	1	1
715	8		20	8	9	18	13	20	19	21	18	17	13	7	2	8	18	20
			0.5375	0.3886	-0.0195	0.3596	-0.1953	0.0676	-0.0857	0.5592	0.5327	0.6828	0.0612	0.6135	0.1445	0.6942	0.2322	0.5450

0.413 (Dengan signifikansi 5% dan N= 23)

| INVALID | INVALID | INVALID | VALID | INVALID | INVALID | INVALID | VALID | VALID | VALID | INVALID | VALID | INVALID | VALID | INVALID | VALID |

The Reliability of Test Instrument

No.	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	TOTAL
1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	27
2	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	41
3	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	30
4	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	34
5	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	38
6	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	0	0	1	0	0	28
7	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	29
8	0	1	1	0	1	0	1	1	1	0	1	0	1	0	0	0	0	0	0	1	25
9	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	38
10	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	39
11	1	0	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	0	0	1	24
12	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	0	0	18
13	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	25
14	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	35
15	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	27
16	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38
17	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	38
18	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	29
19	1	1	0	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	33
20	1	1	1	0	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	22
21	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31
22	0	0	0	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	39
23	1	1	1	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	1	27
	15	19	9	6	20	14	20	19	21	17	14	20	21	14	10	14	17	15	15	8	715
	0.65	0.83	0.39	0.26	0.87	0.61	0.87	0.83	0.91	0.74	0.61	0.87	0.91	0.61	0.43	0.61	0.74	0.65	0.65	0.35	
	0.35	0.17	0.61	0.74	0.13	0.39	0.13	0.17	0.09	0.26	0.39	0.13	0.09	0.39	0.57	0.39	0.26	0.35	0.35	0.65	
	0.23	0.14	0.24	0.19	0.11	0.24	0.11	0.14	0.08	0.19	0.24	0.11	0.08	0.24	0.25	0.24	0.19	0.23	0.23	0.23	

Suatu instrumen dikatakan reliabel jika r11 ≥ 0.413

Hasil Keputusan: Reliabel

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Appendix 30

The Difficulty Level of Test Instrument

No.	Kode	1	2	3	4	5	6	7	8	9	10	11	12
1	TO-1	1	0	1	0	1	1	1	1	1	1	0	1
2	TO-2	1	1	0	1	1	1	1	1	1	1	1	1
3	TO-3	1	1	0	1	0	0	0	1	1	0	1	0
4	TO-4	1	1	1	1	1	1	1	1	1	1	1	1
5	TO-5	1	1	1	0	1	1	1	1	1	1	1	1
6	TO-6	1	1	1	1	1	1	1	1	1	1	0	1
7	TO-7	1	0	1	1	1	0	0	1	1	1	1	0
8	TO-8	1	0	1	1	0	0	1	1	1	1	0	1
9	TO-9	0	1	1	1	1	1	1	1	1	1	1	1
10	TO-10	1	1	1	1	1	1	1	1	1	1	1	1
11	TO-11	1	0	1	0	1	1	0	0	1	1	0	1
12	TO-12	1	1	0	1	0	1	1	0	1	0	0	1
13	TO-13	0	0	1	1	1	1	1	1	1	1	0	1
14	TO-14	1	1	1	1	1	1	1	1	1	1	1	1
15	TO-15	1	0	0	0	0	0	1	0	0	1	1	0
16	TO-16	1	0	1	1	1	1	1	1	1	1	1	1
17	TO-17	1	1	1	1	1	1	1	1	1	1	1	1
18	TO-18	1	1	0	0	0	1	1	1	1	1	0	1
19	TO-19	1	1	1	0	0	1	1	1	1	1	1	1
20	TO-20	1	1	1	1	1	1	0	1	1	1	0	1
21	TO-21	1	1	0	1	0	0	0	1	1	1	1	0
22	TO-22	0	1	1	1	1	1	1	1	1	1	1	1
23	TO-23	1	0	0	1	1	1	1	1	1	1	0	1
	Σ	20	15	16	17	16	18	18	21	22	21	14	19
	Tingkat Kesukaran	0.86957	0.65217	0.69565	0.73913	0.69565	0.78261	0.78261	0.91304	0.95652	0.91304	0.6087	0.82609
	Kriteria Kesukaran	mudah	sedang	sedang	mudah	sedang	mudah	mudah	mudah	mudah	mudah	sedang	mudah

jika P ≤ 0.3 = sulit
jika 0.3 ≤ P ≤ 0.7 = sedang
jika P ≥ 0.7 = mudah

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	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	TOTAL
	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	27
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	41
	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	30
	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	34
	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	38
	0	1	1	1	0	1	1	1	0	0	0	0	0	0	0	28
	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	29
	0	1	1	1	0	1	1	1	0	0	0	0	0	0	1	25
	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	38
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	39
	0	1	1	0	1	0	1	1	0	0	0	0	0	0	1	24
	1	0	0	1	1	1	0	1	0	0	0	1	0	0	0	18
	0	1	1	0	1	0	1	1	0	1	0	0	0	1	0	25
	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	35
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27
	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	38
	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	38
	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	29
	0	1	1	1	0	1	0	1	0	0	0	0	0	0	0	33
	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	31
	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	39
	1	0	0	1	0	1	0	1	0	0	0	1	1	1	1	27
	14	20	19	21	17	14	20	21	14	10	14	17	15	15	8	715
	0.6087	0.86957	0.82609	0.91304	0.73913	0.6087	0.86957	0.91304	0.6087	0.43478	0.6087	0.73913	0.65217	0.65217	0.34783	
	sedang	mudah	mudah	mudah	mudah	sedang	mudah	mudah	sedang	sedang	sedang	mudah	sedang	sedang	sulit	

Appendix 31

The Discriminating Power of Test Instrument

Documentation of the Research

TOTAL	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25
41	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1
39	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1
39	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1
38	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1
38	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1
38	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	1
35	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	1	0	1
34	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	1	1	0
33	0	1	1	1	0	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0
31	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1
30	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0
29	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	0	0
29	1	0	1	0	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1
28	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	1
27	0	1	0	1	1	0	0	1	0	1	1	0	1	0	1	1	1	1	0	1	1
27	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1
27	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1
25	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0
25	1	0	1	1	0	0	0	1	0	0	1	1	1	1	0	0	0	1	0	0	1
24	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	1	0	1	0
22	0	0	0	0	0	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	1
18	1	0	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	0	1	1

Learning Situation in Preliminary Field Testing

Learning Situation in Control Class

Learning Situation in Experimental Class

Appendix 33

TOEFL Certificate

MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER

Certificate

This is to certify that

ENDANG PUJI LESTARI

Date of Birth: March 24, 1998
Student Reg. Number: 1503046113

the TOEFL Preparation Test

Conducted by

Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang

On February 28th, 2018

and achieved the following scores:

Listening Comprehension	: 48
Structure and Written Expression	: 55
Reading Comprehension	: 58
TOTAL SCORE	**: 537**

March 7th, 2018

Muhammad Saifullah, M.Ag
700321 199603 1 003

Certificate Number: 120180321

* TOEFL is registered trademark by Educational Testing Service. This program or test is not approved or endorsed by ETS.

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Appendix 34

IMKA Certificate

Appendix 35

Curriculum Vitae

BIODATA DIRI

Name   : Endang Puji Lestari

Born   : Blora, March 24, 1998

Student's Number   : 1503046113

Major   : English Language Educatiom

Religion   : Islam

Address   : Ds. Kemiri, Kec. Kunduran, Kab. Blora

Email   : Endangp165@gmail.com

Phone Number   : 085842310818

Education Background :

1. TK Muslimat
2. SD N 1 Kemiri
3. SMP N 2 Ngawen
4. SMK N 1 Blora

Semarang, July 2019

The Writer,

Endang Puji Lestari

NIM: 1503046113