THE EFFECTIVENESS OF USING VIDEO GRAPHIC "STOP MOTION" IN DEVELOPING VOCABULARY

THESIS

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



By

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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum wr. wh.

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MOTTO

أيُسْرًا ٱلْعُسْرِ مَعَ إِنَّ

"Surely there is ease after hardship" (Q.S. Al- Insyirah: 6)

¹ Quran Surat Al-Insyirah Ayat 6, Referensi:

Quran Surat Al-Insyirah Ayat 6, Referensi: https://tafsirweb.com/12838-quran-surat-al-insyirah-ayat-6.html

DEDICATION

This thesis is dedicated to my dearest parents, Mr. Raharjo and Mrs. Samiah.

ACKNOWLEDGMENT

In the name of Allah SWT, the most gracious and merciful. All praises are to Allah, Lord of the world, who has given His blessings and mercy upon the writer could finish this thesis well. Unforgettable, *sholawat* and salutation are always delivered to the last messenger, the Prophet Muhammad SAW, his family, companions, and followers.

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ABSTRACT

Title : THE EFFECTIVENESS OF USING

VIDEO GRAPHIC "STOP MOTION" IN

DEVELOPING VOCABULARY

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Learning media have function as means used to simplify and accelerate the learning process. This research was done to prove the effectiveness of using video graphic "stop motion" in developing vocabulary. This research was quantitative with a pretest post-test pre-experimental design. It was conducted in MTs NU 07 Patebon. The subjects of this research were students at grade 8C. Results indicated that: (1) The students' vocabulary achievement before being taught by using video graphic "stop motion" is good, as the mean score of pretest was 68. It was in the category of good interval score 61-80. (2) The students' vocabulary achievement after being taught by using video graphic "stop motion" is good, as the mean score of posttest was 80. It was in the category of good interval score 61-80. (3) There is a significant difference of students' vocabulary achievement before and after being taught by using video graphic "stop motion", as score of t counted in this finding was 11.617. It was more than score of t table 2.028.

Keywords: learning media, video graphic stop motion, vocabulary achievement.

CHAPTER I INTRODUCTION

An introduction of research report mainly talks about what is a topic of the research. This section consists of background of the research, research questions, objectives and significances of the research.

A. Background of the Research

Language has several elements including vocabulary, grammar, types of words and word order. From these elements, vocabulary is the most basic element. Getting to know the vocabulary is the first step to get to know the Language. In practice vocabulary is more complex than these definitions, words can come in oral form such as those used in listening and speaking or they can come in printed form such as those words that we recognize and use

in reading and writing.² Learning vocabulary is the most important prerequisite in learning languages. Mastering vocabulary can lead someone to successful communication.³ Vocabulary and Language have a complementary relationship, where vocabulary is the basis of fluency in language, conversely language makes the development of mastery of vocabulary.

When there is an image of vocabulary, there is a good chance to think that relates to long lists of words from social studies or science textbooks, spelling word lists, or even the humongous lists of terms to study for college entrance exams. Zillions of flash cards also may come to mind. No doubt to know the common childhood experience of having to "go look up the words in a dictionary, write the definition, and then write a sentence using the term" -

² Iman Alizadeh, 'Vocabulary Teaching Techniques: A Review of Common Practices', *International Journal of Research in English Education*, 1.1 (2016) <i jreeonline.com>.

³ Ratih Sujayanti, 'Improving Grade VIII Students' Vocabulary Mastery Through the Concept Attainment Modelat MTs Al – Washliyah Tembung In 2016/2017 Academic Year' (Skripsi, UIN Sumatera Utara, 2016).

- but how much of that vocabulary do they remember? Do they remember how they could rote copy the definition of a term as part of a homework assignment, but have no real idea what the definition meant?

Teachers need to be careful while dealing with vocabulary, and should design their teaching plan in such a way that it focuses on the "learning conditions of noticing, retrieval and generative use"4 Learning English is a demand and a challenge for Indonesians, especially for students. For the second language learners, vocabulary in English have distinctive characteristics. considered to different from vocabulary in Indonesian. In English, the letters or syllables that are heard are the same, sometimes different from what is written, such as safe, save and shave. A letter used in different words, can be pronounced differently, for example 'U' in

⁴ Nation, I. S. P. (1983). Testing and teaching vocabulary. *Guidelines*, 5, 12-25. Retrieved from http://www.victoria.ac.nz/lals/about/staff/paul-nation#vocab-tests

umbrella, university. Two words that have their respective meanings, if put together they will have other meanings, such as under and stand different from understand. These things make some of the reasons for difficulties in learning English. Therefore, vocabulary in English must be studied seriously. Ramadani⁵ concluded that there were some factors that caused students" difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) so many number of vocabularies that students need to master, (3) their motivation from the environment or classmates are not supporting to master vocabulary. (4) perception in explaining using Bahasa Indonesia is easier to do than in English. (5) there is no obligation from the teacher to make the student buy a dictionary. 6) lack

⁵ Ramadani, F. (2017). The Problems of Teaching and Learning English Vocabulary through Reading. *Prosiding* NEDS 2. P.94. http://english.stkipbjm.ac.id/wp-content/uploads/2017/06/Fitra-Ramadani.pdf

of knowledge in knowing that a word means more than one meaning. 7) The complexity of word knowledge.

Oljira states that thought words vary in different aspects, it is quite helpful to present the new words to the learners, first, in spoken form followed by its written form. This method minimizes the possibly error that the learners may pronounce the new word of the target language as they pronounce the words of their mother tongue. One issue that always arises with vocabulary teaching is the dilemma of the presentation of form (orthography and pronunciation) or meaning first. According to Thornbury 7, the greater the gap between the

⁶ Oljira, Dessalegn (2015). A Study on Problems of Vocabulary Teaching Techniques English Teachers Use in Holeta Primary Schools: Grade Seven in Focus. International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2015): 78.96 | Impact Factor (2015): 6.391

⁷ Thornbury, S. (2002). *How to teach vocabulary*. London: Pearson Education Limited. Yui, L., Ng, R., & Perera-W.A. H. (2017). Concrete vs abstract words – what do you recall better? A study on dual coding theory. *PeerJ Preprints* 5: e2719v1 https://doi.org/10.7287/peerj.preprints.2719v1

presentation of the form of a word and its meaning, the less likely it is for the learner to make a mental connection between the two. There are also some other issues which still remain unresolved—whether the written form or the spoken form should be presented first and whether words should be presented in context or isolation.

Amani K.H Alghamdi and Safa Al Ahmed⁸ in their study reviewed some strategies and media used by teachers. They were drill, word-on-board game, flash-card game and mini presentation. Among those, Amani and Safa concluded that the strategies of role playing and blended learning are the most effective for teaching vocabulary. They acknowledged that English teachers play an important role in helping students to improve their vocabulary knowledge and

⁸ Amani K.H Alghamdi and Safa Al Ahmed (2018). Some Strategies and Media Used by Teachers. Journal of Education and Learning (EduLearn). Vol.12, No.1, February 2018, pp. 118~125 ISSN: 2089-9823, DOI: 10.11591/edulearn.v12i1.9125

understanding and in helping them to retain this knowledge and understanding for future use.

description above indicates The that vocabulary is hard to learn without a teacher, hard to learn by just reading, it's also hard to learn by just listening. Vocabulary must be studied integrally by functioning of several senses, at least the eves and ears, so that it requires audio-visual media. In vocabulary learning, a teacher has a very important role. It can be a medium, source of material, as well as a determinant of the method in vocabulary learning. But because the teacher certainly has limitations, it needs to be supported by a variety of media, whose relevance, effectiveness, variation and attractiveness for students to be more active in learning must be chosen. 10

⁹ Maslichah and Siti Tarwiyah, 'Enhanching Students' Ability in Writing Descriptive Text Through Graphic Organizers', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2017), 11.

Nadiah Ma'mun, 'The Effect of Task-Based Language Teaching On the Teaching Practice of Pre Service English Teacher',

The medium can use various objects or photos; drawings (on the board) or on cards for reuse; Illustrations and photos, so there are stories or processes that relate to new words. The technique can use adversaries 11 from adjectives that are already known or used; Enumeration, a collection of vocab in one group, for example clothes consist of dress, pants, skirts, t-shirts, etc.; Mime (for example: wearing and opening a hat), Expressions and Gestures (for example: sad, happy); Guessing from Context; Eliciting (memorizing any vocab) or translation by looking at the dictionary. Schmitt emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language". 12

Vision: Journal for Language and Foreign Language Learning2, 7.2 (2018).

¹¹ Ahmad Yanuar Firmansyah, 'Applying The "Word Chain" Game to Teach Descriptive Speaking to The Eight Graders in SMPN 26 Surabaya', 3.2 (2015).

¹² Mofareh Algahtani, 'The Importance of Vocabulary In Language Learning And How to Be Taught', International Journal of Teaching and Education, 3.3 (2015), 22.

Learning media, in general, according to Daryanto as cited by Fahri ¹³ has a function as a means used to simplify and accelerate the learning process. There are several functions and benefits that can be obtained from learning media. Learning media make learning activities easier and also interesting; they make the teaching and learning process more interactive between one student and other learning participants or with the instructor; they make learning activities more efficient so that it saves more energy and time; and they make the quality of student learning better.

A study conducted by Azizi¹⁴ which aims at developing medium of learning folktales. Students and educators in this case need interesting and innovative learning media and are presented in the form of stop motion animations for the skill of

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¹³ Fakhri Ali Azizi, 'Pengembangan Media Pembelajaran Video Animasi Stop Motion Karakter Flanel Untuk Keterampilan Menyusun Teks Cerita Pendek Bagi Peserta Didik SMP Kelas VII' (Tesis, Universitas Negeri Semarang, 2016).

¹⁴ Azizi.

composing short story texts. The stop motion animation video learning media for flannel characters for the skill of composing short story texts is designed based on the needs of students in the presence of material, motivation, evaluation and reflection presented in stop animation video learning media motion of flannel characters

This research also used medium video graphic "stop motion" of learning process. The main differences between the previous and this research are: (1) The previous research use flannel as the material of stop motion, while this research use pictures of cartoon. This is because the students seem to be more interested in the picture cartoon. (2) The previous research used R & D (research and development) method, while this researcher used experimental method. The previous research was done to develop a stop motion video as the medium of learning in folktales. While this research was done to prove the effectiveness of the learning medium (video graphic stop motion) in developing vocabulary.

There are many learning media for which data is used in vocabulary learning, including word-wall, smart guess, whiteboard, posters, flashcards, games¹⁵ flip charts, audio-visuals, and video animation. By development ofinformation following the technology, language instruction moves away from the traditional approach of learning definitions of words (the dictionary approach) to an enriched approach, which encourages associations with other words and contexts (the encyclopedia approach). For this reason, researcher investigated the effectiveness of using video-graphic "stop motion" media for teaching vocabulary. This media is part of the animation video, which is expected to have more attraction for increasing students' motivation to learn. By referring to the description above, the researcher formulated the research title the Effectiveness of

¹⁵ Laura Andreu Pirrie, 'Teaching and Learning Vocabulary through Games and Translation in the EFL Classroom: A Case Study' (Susana María Cortés Pomacóndor). Using Video Graphic "Stop Motion" in Developing Vocabulary.

B. Research Questions

The problem of this research is as follow: How is the effectiveness of using video graphic "stop motion" in the students' vocabulary achievement? This main problem is broken down into three specific ones. They are:

- 1. How is the students' vocabulary achievement before being taught by using video graphic "stop motion"?
- 2. How is the students' vocabulary achievement after being taught by using video graphic "stop motion"?
- 3. Is there any difference of students' vocabulary achievement before and after being taught by using video graphic "stop motion"?

C. Objective and Significance of the Research

1. Objectives of the Research

The research is objected:

- a. To explain the students' vocabulary achievement before being taught by using video graphic "stop motion".
- b. To explain the students' vocabulary achievement after being taught by using video graphic "stop motion".
- c. To identify the difference of students' vocabulary before and after being taught by using video graphic "stop motion".

2. Significances of the Research

a. Theoretical benefit

Result of the study gives additional information to readers and contribution to theoretical framework on teaching vocabulary of English.

b Practical benefit

1) The English Teachers

Result of the study helps English teachers to use new way of teaching English language in increasing their students' achievement in developing vocabulary.

2) The English Students

Result of the study increases students' motivation and curiosity in learning English vocabularies and make students easier to understand English words.

3) The Writer

The researcher gets many useful experiences in applying such a media in teaching vocabulary that may increase students' achievement. In addition, the result improves the researcher's knowledge about media for teaching English.

4) The other researcher

Result of this research becomes a reference for other researchers to do a research in teaching English. In addition, the teaching medium applied in this research is verified by other researchers in other context of teaching learning.

CHAPTER II REVIEW OF RELATED LITERATURE

This section contains theoretical framework. This framework becomes the basis of why topic of this research was done. This section consists of literature review, review of previous researches and hypotheses.

A. Literature Review

1. Definition of vocabulary

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. ¹⁶ So, vocabulary is the foundation to build languages, which plays a fundamental role in communication. It describes that by mastering

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¹⁶ Rohmatillah, 'No Title' https://media.neliti.com/media/publications/178083-EN-none.pdf.> [accessed 7 September 2019].

vocabulary; people can express their ideas and understand the other basic competence well.

To understand what a vocabulary is, there are many definitions. A vocabulary is a set of familiar words within a person's language. *Vocabulary* refers to all the words of a language, or to the words used by a particular person or group. It is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. On the other words, vocabulary is words' meaning that individual knows as the important element in learning language.

According to Grigg¹⁹, there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to

¹⁷ Richard Nordquist, 'No Title' https://www.thoughtco.com/vocabulary-definition-1692597> [accessed 7 September 2019].

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¹⁸ 'No Title' https://www.merriam-webster.com/dictionary/vocabulary [accessed 7 September 2019].

¹⁹ Hugh Grigg, 'Active vs Passive Vocabulary - Do You Know the Difference? | East Asia Student', 2012.

the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which 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.

According to Elfrieda H. Hiebert and Michael L. Kamil²⁰, vocabulary is divided into:

- a. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
- b. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
- c. Productive vocabulary is the set of words that an individual can use when writing or

²⁰ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates, 2005).

speaking. They are words that are well-known, familiar and used frequently.

So, many kinds of vocabulary are no matter for learner, words are fundamental part of language or communication tool which are used by person for showing their ideas or opinion. But, the most important in learning vocabulary is the learners have to know vocabulary as many as possible in order to improve their English skills.

2. The importance of Vocabulary in EFL Learning

One of the most important challenges that learners will face during the learning English is learning vocabulary. Vocabulary is crucial to be mastered by the learner in order to understand the language. Learning vocabulary items plays a vital role in all language skills. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students

possess the most sufficient vocabulary. ²¹ Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. ²²

Thornbury Scott²³ in his book said "if you spent most of your time to study grammar, your English will not improve very much. You will see improvement if you learn more words expression you can say every little with grammar, but you can say almost anything with word".

In the language teaching methodology book, David Nunan²⁴ said "minimum adequate vocabularies might be adequate for productive purposes and make the learners unable to express any idea that they wanted". It means if people

²¹ Alqahtani.

²² Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Journal KATA*, 1.2 (2017), 182 https://doi.org/https://doi.org/10.22216/jk.v1i2.2136.

 $^{^{23}}$ Scott Thornbury, *How to Teach Vocabulary* (England: Longman, 2002).

²⁴ David Nunan, 'Language Teaching Methodology' (New york: Prentice Hall, 1991), p. 118.

have minimum vocabulary, they will difficult to express their ideas.

All the statement above can be concluded that vocabulary is fundamental part in English. Because by having many vocabularies we will have a good fluency communication in our society even in international area.

3. Problems in Learning Vocabulary

Students might get some difficulties in learning vocabulary. Some factors that often cause these problems²⁵ are:

a. Pronunciation

Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

²⁵ Rofiqotus Saniyah, 'Students' Problems in Learning English Vocabulary' (Skripsi, IAIN Surabaya, 2011).

b. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

d. Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them.

f. Range, connotation, and idiomatic

Word that can use in a wide range of context will generally be perceived as easier than their synonyms with the narrower range.

The problems in learning vocabulary indicate the need for a way out to make it easier English, to understand considering that vocabulary is a fundamental part in English. Of the six vocabulary learning problems, three of fundamental problems them namely. are pronunciation, spelling and meaning. Therefore, it is necessary to find a starting point to identify where the problem came from, and where the problem began to be addressed. In the following section, vocabulary learning will be discussed by considering the factors.

4. Teaching vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary, learners can effectively express their ideas both in oral and written forms. Language teachers, therefore, should possess considerable

knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Thus, they should have to know how to expand vocabulary mastery, so that they can improve the learners' interest in learning the language.

Wallace (1982:207 as stated by Widia)²⁶ explains that teaching vocabulary should consider these following factors:

a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the

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²⁶ Widia.

teacher should select new words, which the learners can easily understand.

c. Need

In teaching vocabulary, the teacher has to choose the words that really needed in communicate by the students.

d. Frequent exposure and repetition

Frequent exposure and repetition mean that the teachers should give much practice on repetition so that the students could master the target words well. They also give opportunity to the students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary, the teacher should present the target words clearly. In other words, the meanings of the target words are perfectly understanding and unambiguous.

f. Situation and presentation

The teacher tells the students that they have to use the words appropriately. The use of the words depends on the situation in

which they are used and depends on the person to whom they are speaking.

Of the six learning factors, the most important factor related to vocabulary mastery is 'meaningful presentation'. In order for the target words to be presented clearly, a medium is needed, as described in the next section.

5. Medium

The learning process is a communication process and takes place in a system, so that learning media occupies an important position as one of the components of the learning system. Without media intermediaries, communication will not occur and the learning process as a communication process also will not take place optimally. Therefore, learning media become an integral component of the learning system.

The media comes from the Latin 'medius' which means mediator or message. The media can be interpreted as an intermediary or delivery message from the sender to the recipient of the

message. According to Gerlach and Ely (as stated by Richard) ²⁷ the media are humans, materials, or events that build conditions that make students able to gain learning experiences. In a narrower scope the media are defined as tools for rearranging the visual or verbal information conveyed. The media acts as a medium to deliver messages from the source to the recipient.

Based on the description above about the meaning of the media, it can be concluded that the media are channels in the form of audio, audio-visual, and so on that can distribute messages and information to the recipient of the message. In this study, the writer chooses audio-visual media because he will use the stop motion in teaching and learning process.

6. Stop Motion as a Medium to Teach Vocabulary

²⁷ Jack C. Richard, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 1998).

Audiovisual learning media communicate messages or information by displaying elements of the image (visual) and sound (audio) together. Audiovisual comes from the words *audible* and *visible*, audible which means it can be heard, while visible means that it can be seen. Audiovisual media is media that has sound elements and picture elements. This type of media has better capabilities, because it includes audio and visuals.²⁸

The use of audio-visual media in the form of videos that use animation techniques. The term animation comes from the Latin language, animation, which means the art of animating (an object). Derived from the word *Animo* (giving life) and *Atio* which means art. ²⁹ It can be

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²⁸ Fakhri Ali Azizi, 'Pengembangan Media Pembelajaran Video Animasi Stop Motion Karakter Flanel Untuk Keterampilan Menyusun Teks Cerita Pendek Bagi Peserta Didik SMP Kelas VII' (Tesis, Universitas Negeri Semarang, 2016).

²⁹ Agung Wijayanto, 'Perancangan Animasi 3D Dengan Menggunakan Teknik Stop Motion Dan Particle System' (Skripsi, Universitas Tanjungpura, 2014).

understood that animation is also the art of moving images, creating the illusion of various movements by displaying a series of images quickly. From some of these images have a slight difference between one with the other, so that the technique makes it seem as if life and moving an object that was originally silent and not moving.

Animation is generally divided into three categories; traditional animation (2D animation), *stop motion*, and computer graphics animation (3D animation). It was further explained by the *International Design School* (2015) that "*stop motion* animation is an animation technique for making physical manipulations of objects appear to move on themselves.³⁰

Stop Motion when viewed from its coverage, stop-motion media is categorized into types of media that have limited coverage by

Mila Wardani, 'Pengembangan Media Pembelajaran Video Stop Motion Pada Pelajaran Dasar-Dasar Desain Kriya Kelas X Sekolah Menengah Kejuruan' (Skripsi, UNY, 2018).

space and place. According to Greenberg³¹ Stopmotion techniques began in 1906 and were discovered by Stuart Blakton. Stuart Blakton drew the facial expressions of a cartoon character on a blackboard, was shot with a still camera, then deleted to draw the next facial expression. This stop-motion animation technique is often used in visual effects for films in the 1950s to 1960s even now.

Stop motion is an animation technique for making physically manipulated objects so that they appear to move on themselves. Each movement of the object is photographed (individual frames), thus creating the illusion of movement when a series of frames are played sequentially continuously. This technique consists

https://doi.org/10.1177/1746847718783641

³¹ Greenberg, R. (2018). How Animation Won Over the Lightning Sketch: Re-Evaluating Humorous Phases of Funny Faces. First Published July 10, 2018. Research Article.

of two words; *stop* which means no movement and *motion* which means movement. Stop motion was created using this technique using the principle of frame to frame, such as two-dimensional animation. The process is the same as animation in general, which is set frame to frame of picture.³²

So, the stop motion media is a live picture (motion picture) that is a series of images projected onto a screen, this series of grooved stories will be easily understood as a medium for delivering instructional materials. So hopefully the media can increase student motivation to learn English.

B. Review of Previous Researches

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³² Andan Apriana, 'Stop Motion Media Untuk Menumbuhkan Motivasi Belajar Siswa Dalam Pembelajaran Sejarah' (Skripsi, UPI, 2016).

Viosa Vela and Jeta Rushidi³³ wrote a paper Effect of Keeping Vocabulary entitled "The Notebooks on Vocabulary Acquisition and Learner Autonomy". This paper attempts to support to these claims, by analyzing the effect of vocabulary notebooks on EFL students' vocabulary acquisition and students' responsibility of their own learning. Teachers have various perspectives and styles when it comes to teaching. Some are more authorities and tend to control student behavior while others have a more democratic approach and promote autonomy and democracy in the classroom. Sharing power and supporting learner autonomy by using vocabulary notebooks is effective and motivates students to learn. The participants of this study are three groups of Intermediate level students from the South East European University Language Center. Over a four weeks period, students followed the same course

³³ Vjosa Vela and Jeta Rushidi, 'The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition and Learner Autonomy', *Procedia - Social and Behavioral Sciences*, 232.April (2016), 201–8 https://doi.org/10.1016/j.sbspro.2016.10.046>.

material and syllabus. One group acted as the treatment group and kept vocabulary notebooks and the remaining two groups were control groups and didn't keep vocabulary notebooks. Scores from the vocabulary tests reveal that that the treatment group results were significantly more successful than the control groups. These findings led to a conclusion that vocabulary notebooks are an effective tool that can be implemented in an EFL classroom.

That paper used notebooks as medium of learning vocabulary, while this research used video graphic "stop motion" for learning vocabulary. But the method of both researches is experimental one.

Fakhri Ali Azizi ³⁴ wrote a thesis entitled "Pengembangan Media Pembelajaran Video Animasi *Stop Motion* Karakter Flanel untuk Keterampilan Menyusun Teks Cerita Pendek Bagi Peserta Didik

³⁴ Fakhri Ali Azizi, 'Pengembangan Media Pembelajaran Video Animasi Stop Motion Karakter Flanel Untuk Keterampilan Menyusun Teks Cerita Pendek Bagi Peserta Didik SMP Kelas VII' (Tesis, Universitas Negeri Semarang, 2016).

SMP Kelas VII". Students and educators in this case need interesting and innovative learning media and are presented in the form of stop motion animations for the skill of composing short story texts. The stop motion animation video learning media for flannel characters for the skill of composing short story texts is designed based on the needs of students in the presence of material, motivation, evaluation and reflection presented in stop animation video learning media motion of flannel characters.

Fahri's thesis and this research have similarities in using media "stop motion" of learning process. The differences of the researches, the previous research used research and development method, but in this case the researcher used experimental method.

Izza Maulana Rohman ³⁵ wrote a thesis entitled "The Effectiveness of Using Pictures in

 35 Izza Maulana Rohman, 'The Effectiveness of Using Pictures In Teaching Vocabulary (An Experimental Research At The Seventh

Teaching Vocabulary (An Experimental Research at The Seventh Grade of SMP Hasanuddin 5 Semarang in the Academic Year of 2016/2017)". The Experimental group was taught vocabulary by using pictures while control group was taught vocabulary without pictures. Instrument of the research were written test and documentation. There were pre-test and post-test to collect data. From the result of analysis of normality test and homogeneity test, it was known that both groups were normal distribution and have same variant. Another formula that was used to analyze the data was t-test. It was used to determine whether there was a difference between average score of experimental group and control group or not. Based on the data obtained, it showed that average pre-test score of experimental group was 86.15 and that of control group was Meanwhile, the average post-test of experimental group was 53.65 and that of control group was 43.97.

Grade Of Smp Hasanuddin 5 Semarang In The Academic Year Of 2016/2017)' (UIN Walisongo Semarang, 2016).

Furthermore, it was obtained that t-count was 2.030 and t-table 2.006 for $\alpha = 5\%$. Because t-table was lower than t-count (2.006 < 2.030), Ho was rejected and Ha was accepted that there was a difference of the average post-test score between experimental group and that of control group. Based on the result, it was concluded that using pictures is effective

Those researches have similarities in technique of data collection by using documentation, pre-test, and post-test in quantitative technique. The differences of the researches, the previous research used pictures in teaching vocabulary, but this research used video graphic learning media.

C. Hypothesis

Referring to the research questions, some hypothesis may be postulated as follow:

The use of video graphic "stop motion" in the students' vocabulary achievement is effective. In another word, there is a difference between students'

vocabulary achievement after and before being taught by using video graphic "stop motion", where mean of posttest scores (after being taught) is better than mean of pretest scores (before being taught).

Proposed hypothetical test in average similarity with the right test is as follows:

$$Ho = \mu_1 = \mu_2$$
 $Ha = \mu_1 < \mu_2$

$$Ha = \mu_1 < \mu_2$$

Ho = there is no difference between scores of pretest and post-test

Ha = there is better scores of post-test than scores of pre-test

: average scores of pre-test μ_1

: average scores of post-test μ_2

CHAPTER III RESEARCH METHOD

This section clarifies how the research was conducted. It consists of research design, time and place of research, subject of research, variables and indicators, technique of collecting data, instrument, technique of analyzing data, try out, and research procedure.

A. Research Design

This research is quantitative as the data are in numerical manner³⁶. This research is also included in an applied research as the data are derived from the field of practice. Type of this research is a pre-experiment. However, as the groups of subjects of the research is already existed, then this research is categorized as a pre-experimental research. Design of

³⁶ Priyono, *Metode Penelitian Kuantitatif*, Edisi revisi (Taman, Sidoarjo: Zifatama, 2016), p. 34.

the research is a pretest post-test pre-experimental design³⁷.

The discipline of the research is on education. It was focused on the teaching learning process. It experimented the use of teaching medium that was called video graphic "stop motion".

In this study, the researcher used pre-test and post-test without control group. The least effective, for it either provided no control group, or no way of equating groups that were used. The models of pre-experimental designs were as

$$O1 X O2$$
 $O1 = Pre-Test O2 = Post-Test$

B. Time and Place of Research

³⁷ William Wiersma and Stephen G. Jurs, *Research Methods in Education: An Introduction* (Pearson/Allyn and Bacon, 2009).

The research was conducted in the odd semester of the academic year 2019-2020. The data were collected in two months, September and October 2019. The data were collected in MTs NU 07 Patebon.

C. Subject of Research

Before doing the research, there was a trial group of subjects. This group was drawn from 3 groups (Classes) of grade 8 MTs Nu 07 Patebon, that was class A consisted 38 students. The trial group is used to test the validity and reliability of the instruments. So, such instruments were initially applied in the trial group, to find out validity and reliability.

This research needed one experimental group of subjects. They were tested before and after being taught by video graphic "stop motion" as a teaching medium. Subjects of the research were students of grade 8 of MTs NU 07 Patebon. As there were 3 groups (classes) and already taken one (class A) as the trial group, then the experimental group was

randomly selected from the 2 groups (classes). It was class C consisted 37 students.

D. Variables and Indicators

This research had two variables, they were independent (X) and dependent (Y) variables. The independent (X) variable of this research was called category variable.

Independent variable is factor which is measured, manipulated, or selected by researcher to determine its effect on or relationship with the dependent variable ³⁸. According to that definition, the independent variable of this research was:

- 1. The teacher shows the video graphic stop motion.
- 2. The students watch and identify the direct speech about ability in the video.
- 3. The students catch the meaning of vocabularies and ask the teacher any difficult words.

³⁸ William Wiersma, *Research Methods in Education: An Introduction*, (Boston: Allyn and Bacon, 1991), p.26

- 4. The teacher guides the students to pronounce the vocabularies.
- 5. Students in pairs practice the dialogue based on the video.

Dependent variable is the factor which is observed and measured to determine the effect of the independent variable. In this study, the dependent variable was:

- 1. The students are able to mention English vocabularies about ability.
- 2. The students are able to apply modal "can" in a dialogue.

E. Technique of Collecting Data

The main data of this research were scores of students' achievement in vocabulary developing. As the data were in numerical manner, they were collected through tests. The students were tested twice, before and after being taught by video graphic "stop motion" as a teaching medium. The test given before the teaching was a pre-test, while that after the teaching was a post test. These pre-test and post-test

instruments were enclosed at the end section of this research report.

F. Instrument.

Instrument are the tools which are used by the researcher to collect the required data. It can be distinguished between non test, scale, and test. ³⁹ There were two types of research instruments, they were pre-test and post-test instruments enclosed at appendix-4 and appendix-5.

G. Technique of Analyzing Data

When the numerical data were collected, they were analyzed by statistical formula called T-test⁴⁰ to find out a coefficient comparison between average scores of pre-test and that of post-test. The data analysis was found to answer whether the hypothesis would be accepted or refused.

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³⁹ Mohammad Ali, *Strategi Penelitian Pendidikan*, (Bandung: Angkasa, 1993), P.91

⁴⁰ Wiersma and Jurs.

The formula of t-test is as follows⁴¹:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Notice:

 x_1 : average of post-test scores

*x*₂ : average of pre-test scores

N₁: number of participants at post-test

N₂: number of participants at pre-test

s : Deviation standard

The calculation of the data was used an application software namely W-Stat v.2.0 arranged

⁴¹ Sugiyono, *Statistika Untuk Penelitian*, Bandung: Alfabeta, 2010. P.138

by Ibnu Hadjar. Proof of the calculation was enclosed in appendix-16.

H. Try-Out

The pre-test and post-test instruments were arranged by the researcher. The instruments were enclosed at appendix-4 and appendix-5. After being arranged, they were tried out in the trial group (Class A) on Wednesday 25 September 2019. At the end of the try out process, evaluations were conducted. There were two evaluation, subjective and objective. subjective evaluation consisted of expert judgment from an English lecturer and an English teacher. There was also a readable check from the students. The objective evaluation was score of the students' achievement on vocabulary development. The aims of the try out was to find out validity and reliability of the instruments as well as to revise the instruments wherever needed. When they were valid and reliable, they were ready for collecting data of the research.

Instrument of pretest contained 25 items. Type of the items was designed in multiple choice. Score of the right answer of each item is 1, while the wrong answer of it is 0. So, when a student made right answer of all items, his/her score would be 25, while if he/she made wrong answer of all items, he/she would get score 0. In order to know the quality level of the students' score, the range of the score (0-25) was divided into 4 interval categories, as follows.

$$R = H-L+1$$

Where: R: range

H: the highest score

L: the lowest score

$$R = 25-0+1$$

$$R = 26$$

Large of interval (i) is found from R divided by number of intervals.

$$i = R/4 = 26/4 = 6.5$$
 is rounded up in 7

Interval	Quality
21 - 27	Excellence

14 – 20	Good
7 – 13	Fair
0-6	Low

Score of the pretest was enclosed in appendix-13a (p.85). The result indicated that it had maximal score of 20, minimal score of 16 and mean score of 16.5. As the mean score was 16.5, the result of pretest was categorized good. In order to reach a percentage of 100%, the real score was converted by multiplying 4. For example, if the ideal maximum score (if the all answers were right) is 25 (as the items were 25), it was multiplied by 4 equals 100.

Instrument of posttest was arranged in two types. There were 20 numbers in multiple choice and 10 numbers in fill-in question. Score of multiple-choice question was 1 for each right answer and 0 for each wrong answer; while score of fill-in question was 2 for the right answer, 1 for the wrong answer and 0 for the no answer. So, when a student made right answer of all items, his/her score would be 40, while if he/she made wrong answer of all items,

he/she would get score 0. In order to know the quality level of the students' score, the range of the score (0-40) was divided into 4 interval categories, as follow.

$$R = H-L+1$$

Where: R: range

H: the highest score

L: the lowest score

$$R = 40-0+1$$

$$R = 41$$

Large of interval is found from R divided by number of intervals.

i = R/4 = 41/4 = 10.25 is rounded up in 11

Interval	Quality
33 – 43	Excellence
22 - 32	Good
11 – 21	Fair
0 – 10	Low

Score of the posttest was enclosed in the appendix-13b (86). The result indicated that it had maximal score of 37, minimal score of 30 and mean

score of 32.3. As the mean score was 32.3, the result of pretest was categorized good. In order to reach a percentage of 100%, the real score was converted by multiplying 2.5. For example, if the ideal maximum score (if the all answers were right) is 40 (as the items were 20+20), it was multiplied by 2.5 equals 100.

1. Validity Test

Validity is a measure that shows the levels of validity of an instrument.⁴² The instrument of validity test was done by distributing instrument data to the trial group of grade 8 MTs Nu 07 Patebon. This validity test was used to determine whether the items were valid or not. Invalid instrument items were discarded, and valid instrument items were used to obtain research data. The technique used to determine the validity of this instrument item was the Product Moment correlation technique with the help of application

⁴² Sugiyono, *Metode Penelitian - Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta CV, 2016).

software namely ANATES. The Product Moment correlation formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2} - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}$$

 r_{xy} = Correlation coefficient

N = Number of respondents

 ΣX = The total score of the item

 $\Sigma Y = Sum of total score$

After finding r_0 , it is then interpreted by consulting the Product Moment r_t so that the correlation is valid.

- 1) If $r_o < r_t$ the item is invalid.
- 2) If $r_o > r_t$ the item is valid.

Result of calculation by ANATES was enclosed in the appendix-14. The result of pretest indicated that the validity of the most items are low. It seemed that the results were affected by students' internal factor, that was unreadiness and unseriousness of the students for having the test. Thus, the invalid items that should be discarded then was maintained after being consulted to the

English teacher. The result of posttest also indicated that almost all items had low validity. However, they were also maintained after being consulted to the English teacher. So, the both instruments of pretest and posttest were maintained for collecting the research data.

2. Reliability Test

Reliability means being trustworthy and reliable. An instrument is said to be reliable if in measuring repeatedly with conditions when the measurement does not change, the instrument gives the same result.⁴³ The reliability test can be carried out jointly on all questions / statements. If the Alpha value > 0.60, then reliable. With the Cronbach Alpha formula as follows:⁴⁴

$$r_{11} = \left(\frac{k}{(k-1)}\right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

 r_{11} = instrument reliability

k = the number of questions

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⁴³ Sugiyono.

⁴⁴ V. Wiratna Sujarweni and Poly Endrayanto, *Statistik Untuk Penelitian* (Yogyakarta: Graha Ilmu, 2012).

 $\sigma_h^2 \Sigma$ = Number of item variances

 σ_t^2 = total variance

The calculation of the data by ANATES was enclosed in appendix-15. The result indicated that the instruments of pretest and posttest had good reliability coefficient. The reliability coefficient of pretest was -0.56, while that of posttest was 0.78. Even though the reliability coefficient of pretest was minus, but the both are more than +0.50

I. Research Procedure

The first step, This research was initated by pre-test to find out the prior knowledge of students. The pre-test scores were analyzed discriptively to identify mean, median, and mode. Those data also became the indicator of normality distribution of students capability.

The second step, a treatment was the process of teaching learning in the experimental class (Class C) by using stop motion medium on 16 October 2019.

The third step, After the treatment, the students were tested as the post-test of experiment. The post-test

scores were analyzed descriptively to identify mean, median, and mode. The terms mean, median, and mode describe properties of statistical distributions. Mean is the mathematical average of all the terms. To calculate it, add up the values of all the terms and then divide by the number of terms. median is the value of the term in the middle.⁴⁵

The final step, There was an inferential analysis to compare between average scores of pre-test and average scores of post-test. This analysis was conducted to identify the effectiveness of the medium used, as well as to answer the hypothesis.

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CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Profile of MTs NU 07 Patebon

MTs NU 07 Patebon was one of private madrasahs in Kendal, which had an accreditation level of A. It was established in 1977 and located at KH. Abu Bakar Street, No.08, Kebonharjo, Patebon, Kendal, Central Java. The madrasah was headed by Mrs. Siti Simyanah, S.Ag. as the profile enclosed at appendix-1. The MTs operated 6 days in a week.

There were 324 students divided in 10 classes. The classes are 3 groups of grade VII, 3 group of grade VIII and 4 groups of grade IX. Grade VIII as the subject of this research consisted of class A with 38 students, class B with 38 students and class C with 37 students. There were 22 teachers and 6 staffs working in the MTs as the *struktur organisasi* and *jadwal pelajaran* enclosed at appendix-2 and appendix-3. There was an English teacher, namely Mr. Slamet Misbachun, S.Pd. who became a research partner in that moment. As there was no special room for language laboratory, the teaching of

English was fully conducted at the classroom, where the English teacher brought in equipment of language teaching media.

B. Description of the Research Finding

The research was conducted at MTs NU 07 Patebon in two months, September and October 2019. Type of this research was pre-experiment, as there were already groups of subjects. The design was pretest posttest one group experiment. There was no control group in this research.

The score of pretest was as follow:

Table-1: Score of Pretest

Research		
Grade 8C	Pretest	
No. Subject	Original	Converted
1	19	76
2	17	68
3	19	76
4	17	68
5	15	60
6	21	84
7	15	60
8	17	68

9	17	68
10	17	68
11	17	68
12	17	68
13	15	60
14	16	64
15	16	64
16	16	64
17	19	76
18	16	64
19	17	68
20	19	76
21	17	68
22	17	68
23	17	68
24	19	76
25	15	60
26	16	64
27	19	76
28	18	72
29	21	84
30	16	64
31	17	68
32	17	68
33	17	68
34	16	64
35	17	68
36	15	60
37	17	68
Max	21	84
Min	15	60
Mean	17	68

Standev		6.09
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Score of pretest was converted to be 100%. So, from the original score that was maximally 25, as there were 25 items of multiple-choice questions where each right answer got score 1, was multiplied by 4 to reach 100. The original and converted scores can be seen at the table-1 above. The raw scores were then calculated descriptively, based on descriptive statistic calculation, namely central tendency, which consisted of mean, median, modes and standard deviation. For the need of further data calculation in this research, the necessary data were only mean and standard deviation. However, to complement a clear description of the mean, the maximum and minimum scores were initially counted. Therefore, the scores of central tendencies displayed here are maximum score, minimum score, mean score and standard deviation score. They could be seen on table-1, which its maximum score is 84, its minimum score is 60, its average score is 68, and its standard deviation is 6.09. The graph of the data also could be seen on table-2 below.

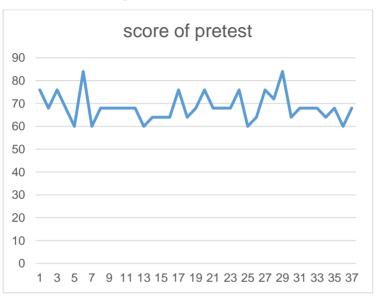


Table-2: Graph of Pretest Score

To identify the quality level of the score, the mean score was consulted to a range of quality level, as can be seen on table-3 below. As the mean score of pretest was 68, it was categorized to be Good, according to the quality level (interval of between 60-81). This the answer of the first research question stated "How is the students' vocabulary achievement before being taught by using video graphic "stop motion"?". So, the students'

vocabulary achievement before being taught by using video graphic "stop motion" was good.

Table-3: Quality Level

Inter	val	Quality			
81 100		excellence			
61	80	Good			
41	60	Fair			
21	40	Low			
0	20	Fail			

The score of posttest was as follow:

Table-4: Score of Posttest

Research				
Grade 8C		Posttest		
No. Subject	Original	Converted		
1	30	75		
2	32	80		
3	36 90			
4	32	80		
5	32	80		
6	34	85		
7	30	75		
8	30	75		
9	34	85		
10	32	80		
11	32	80		

12	34	85
13	32	80
14	32	80
15	32	80
16	32	80
17	32	80
18	34	85
19	32	80
20	32	80
21	32	80
22	34	85
23	30	75
24	34	85
25	32	80
26	32	80
27	32	80
28	34	85
29	32	80
30	30	75
31	30	75
32	36	90
33	32	80
34	30	75
35	30	75
36	30	75
37	32	80
Max	36	90
Min	30	75
Mean	32	80
Standev		4.07

Score of posttest was also converted to be 100%. So, from the original score that was maximally 40, as there were 20 items of multiple-choice questions where each right answer got score 1 and 10 items of fill-in questions where each right answer got score 2, was multiplied by 2.5 to reach 100. The original and converted scores can be seen at the table-4 above. The raw scores were then calculated descriptively, based on descriptive statistic calculation, namely central tendency, which consisted of mean, median, modes and standard deviation. For the need of further data calculation in this research, the necessary data were only mean and standard deviation. However, to complement a clear description of the mean, the maximum and minimum scores were initially counted. Therefore, the scores of central tendencies displayed here are maximum score, minimum score, mean score and standard deviation score. They could be seen on table-4, which its maximum score is 90, its minimum score is 75, its mean score is 80, and its standard deviation is 4.07. The graph of the data also could be seen on table-5 below.

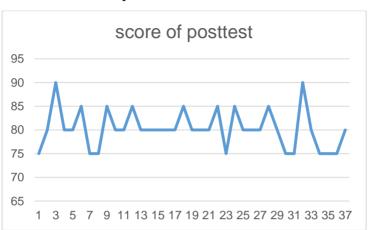


Table-5: Graph of Posttest Score

To identify the quality level of the score, the mean score was consulted to a range of quality level, as can be seen on table-3 above. As the mean score of posttest was 80, even though it was much higher than mean score of pretest that was 68, it was still categorized to be Good, as the good level ranging from 61 to 80. This was the answer of the research question stated "How is the students' vocabulary achievement after being taught by using video graphic "stop motion"?". So, the students' vocabulary achievement after being taught by using video graphic "stop motion" was good.

C. Research Finding

In this section, the research data were calculated inferentially, based on inferential statistic, to infer the relationship of the two groups of data. The two groups of data, they were pretest scores and posttest scores, were compared to each other. This calculation was to answer the research question stated "Is there any difference of students' vocabulary achievement before and after being taught by using video graphic "stop motion"?". This also to answer whether the implementation of the teaching media i.e. video graphic "stop motion" was effective or not. Theoretically, an effectiveness can be found when the mean of posttest score is higher than that of pretest. Here is the calculation

Tabel-6: Scores of Pretest and Posttest

Research		
Grade 8C		
No. Subject	Pretest	Posttest
1	76	75
2	68	80
3	76	90
4	68	80
5	60	80
6	84	85
7	60	75
8	68	75
9	68	85
10	68	80
11	68	80
12	68	85
13	60	80
14	64	80
15	64	80
16	64	80
17	76	80
18	64	85
19	68	80
20	76	80
21	68	80
22	68	85
23	68	75
24	76	85
25	60	80
26	64	80
27	76	80

28	72	85
29	84	80
30	64	75
31	68	75
32	68	90
33	68	80
34	64	75
35	68	75
36	60	75
37	68	80
Max	84	90
Min	60	75
Mean	68	80
Standev	6.09	4.07

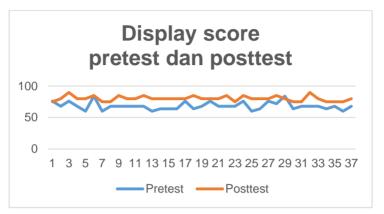
Table-6 shows the pair scores of pretest and posttest, including scores of calculation result from descriptive statistics, they are scores of maximum, minimum, mean and standard deviations. The difference of the both groups of scores, at glance, seems significance. The real difference is especially when we look at the mean scores, which 68 for pretest mean score and 80 for posttest mean score. Standard deviation score, furthermore, indicates the range between maximum score and minimum scores are large, the standard deviation score

will be big. On the other hand, when the range of maximum and minimum scores are narrow, the standard deviation score will be small. In a shorter statement, the larger the range between maximum and minimum scores, the bigger the score of standard deviation, and vice versa.

At the table-6, it is shown that standard deviation score of pretests is 6.09. It is larger than that of posttest, i.e. 4.07. Score 6.09 indicate the range of maximum and minimum scores of pretests. Range formula is H-L+1 (where H is high score, L is low score). Therefore, the range is found from 84-60+1=25. Meanwhile, score 4.07 indicate the range of maximum and minimum scores of post-tests. As the range formula is H-L+1 (where H is high score, L is low score), the range is found from 90-75+1=16. So, the standard deviation of pretest is larger (6.09) than that of posttest (4.07), as the range of pretest is also larger than that of the posttest.

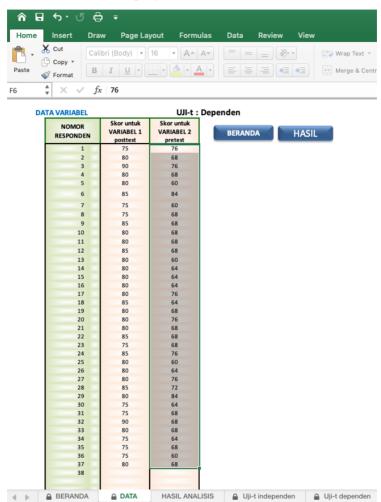
The different scores of the both groups of data also can be seen on the graph below.





Identifying the difference between raw scores of two groups is not adequate to conclude that there is significantly different. So, the data should further be calculated by inferential statistic. Here, the calculation technique uses formula T-test. To simplify the calculation, an application software is used, i.e. W-Stats arranged by Prof. Ibnu Hadjar 2011.

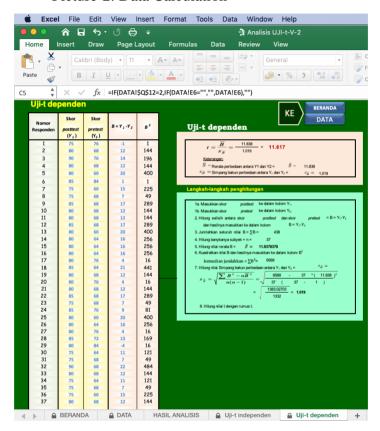
Picture-1: Display Raw Data



First of all, scores of both data (pretest and posttest) are displayed, as can be seen at picture-1 above. All scores of the two variables are entered into the application software namely W-Stats.

Secondly, deciding T-test (Uii-t) formula. Obviously, deciding the T-test formula, should be planned at the first step, because it will lead the columns fill out the raw data. There are 2 types of T-Test formula for calculating the comparison between two data. When both data are paired, the formula used is dependent t-test, and when the both data are unpaired, the formula used is independent t-test. Data of this research are collected from one group of students, as the design of this research is only one group experimental design, there is no control group. This means that every student does two tests, they are pretest and posttest. Thus, the two groups of data in this research are categorized as paired data, so the calculation formula uses dependent T-test.

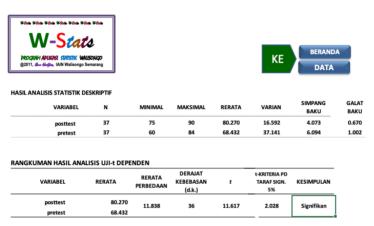
Next, operational procedure for calculating the data. The operational calculation is shown at picture-2 below.



Picture-2: Data Calculation

The basic score for calculating dependent T-test formula are B (beda) that is sum of the different scores between each respondent, and standard deviation score between the two variables. Resume and result of the calculation of the data are shown at picture-3 below.

Picture-3: Resume and Result of Data Calculation



Finally, the result is found. Resume of the calculation shows that mean score of pretest is 80.270 rounded to be 80, and mean score of posttest is 68.432 rounded to be 68. The difference between the both is 11.838. With a degree of freedom (*derajat kebebasan*) of 36, the t coefficient is found 11.617. This is called score of t counted. To get whether the final score is significant or not, the t counted should be consulted to score of t table. Based of df (degree of freedom) of 36, the t table score is found 2.018. When the t counted is equal to or more than the t table, the t counted is significant. This means that there is real difference between the two

variables. In contrast, when the t counted is less than the t table, the t counted is not significant. This means that there is no real difference between the two variables. Score of t counted in this resume is 11.617. It is more than score of t table (i.e. 2.028). So, it is concluded that there is significant difference between posttest and pretest.

This is the answer of the research question states "Is there any difference of students' vocabulary achievement before and after being taught by using video graphic "stop motion"?". This is also the answer that the use of video graphic "stop motion" in developing vocabulary is effective, especially at the eighth grade of MTs NU 07 Patebon in the academic year of 2018/2019.

D. Discussion

This research was based on the main question "How is the effectiveness of using video graphic "stop motion" in the students' vocabulary achievement?". Effectiveness is the capability of producing a desired

result or the ability to produce desired output. 46 Output of this research is students' vocabulary achievement indicated on their posttest score. While their pretest score is categorized as the baseline. Input of this research then is the use of video graphic "stop motion" in learning process of vocabulary development. The desired output in this research is shown as mean of posttest scores that is higher (80) than the mean of pretest scores (68). Thus, the data indicated that the result of this research is effective. This result also supports the hypothesis stating that the use of video graphic "stop motion" in the students' vocabulary achievement is effective.

In management, effectiveness relates to *getting the right things done*. Peter Drucker reminds us that "effectiveness *can* and *must* be learned". ⁴⁷ Applying the video graphic "*stop motion*" in learning process did not

https://www.google.com/search?q=effective&oq=effective&aqs=chrome..69i57j0j69i59j0l5.7774j1j7&sourceid=chrome&ie=UTF-8; https://en.wikipedia.org/wiki/Effectiveness

⁴⁷ Peter F. Drucker (2006). The Effective Executive: The Definitive Guide to Getting the Right Things Done. New York: Collins.; https://en.wikipedia.org/wiki/Effectiveness#cite_note-3

only make students easily grab the meaning of the subject, i.e. vocabulary development, but also learn how to observe and relate each display as well as connect what they see the object (picture and written word) and what they hear (sound of word expressed).

The video graphic "stop motion" as a learning medium is in the type of audio-visual aids. It is a combination of both audio aid and visual aid that give a stronger impact on students' learning attention. In the contrary, such a medium can minimize the learning disruption. The type of this medium was proofed by previous researches, such as, Azizi's research ⁴⁸, in increasing the effectiveness of the research finding.

Moreover, the English learning facility in the context of the research was minim, as there was no language laboratory (see the profile of the madrasah). According to the English teacher as well as preliminary

⁴⁸ Fakhri Ali Azizi, 'Pengembangan Media Pembelajaran Video Animasi Stop Motion Karakter Flanel Untuk Keterampilan Menyusun Teks Cerita Pendek Bagi Peserta Didik SMP Kelas VII' (Tesis, Universitas Negeri Semarang, 2016).

observation of the research, the process of learning English conventionally (before research) had been conducted in the permanent classroom, where the orientation of the learning interaction was centered on the teacher. The learning interaction had been mostly depended on the mood (willingness dan capability) of the teacher. Therefore, when the researcher introduced the audio-visual aids by using video graphic "stop motion" in the learning English as treatment of the research, the students were surprisingly very interested. They were focused, enjoy and happy on the learning process. This was like what Peter Drucker said that "effectiveness can and must be learned". Students were not only voluntarily adjusting to the use of the medium, but also and the more important, they were seriously motivated in the learning English for developing their comprehending vocabulary. in competence condition supported the effectiveness of the research finding as the mean score of post-tests was better than that of pre-tests.

E. Limitation

There is no perfect research, either the process or the result. This was acknowledged by the researcher. Some reasons related to such limitations were as follow.

First, this research was conducted as the final academic task of undergraduate study, so the time of the research was limited. So, the research might not be done as deep as what it should be. This condition was also linked to the next reason.

Second, as an undergraduate student, the researcher acknowledged of having minimum knowledge and capability to do the research.

Three, in the process of research treatment, the ones who were interested in the use of the audio-visual aids (video graphic "stop motion") were not only the students of the experimental classroom, but also students from the other class, where some of them were looking in through the window, when the treatment was in the

progress. This condition made students' concentration in the experimental group sometimes split.

Four, result of statistical calculation of the research data followed standard error of 5%. This meant that level of data analysis accuracy was 95%, it did not reach perfect 100%.

CHAPTER V CONCLUSION, RECOMMENDATION, AND CLOSING

This section contains conclusion as the result of the research. The writer also gives recommendations for the school, teacher, students, the reader, and also for the next researcher.

A. Conclusion

Conclusion is answer of the research questions. The conclusions of this research are based on the results of the data analysis in the previous chapter. There was main research question, as stated at chapter one. So, the conclusion of this research is that the use of video graphic "stop motion" in the students' vocabulary achievement is effective. It is supported by three specific findings as follows.

The students' vocabulary achievement before being taught by using video graphic "stop motion" is good, as the mean score of pretest was 68. It was in

the category of good interval score 61-80. Their vocabulary achievement after being taught by using video graphic "stop motion" is good, as the mean score of posttest was 80. It was in the category of good interval score 61-80. There is a significant difference of students' vocabulary achievement before and after being taught by using video graphic "stop motion", as score of t counted in this finding was 11.617. It was more than score of t table 2.028.

B. Recommendation

Recommendations made related to this result of the research are forwarded to the school, teachers, students, readers and the next researchers. The recommendations are as follow:

1. The School

The school should have media for facilitating the teaching and learning process. The completer and more excellent the facilities, the more professional the teachers perform and the higher the students' achievement in understanding subject matters.

2. The Teachers

The teachers have very significant role in students' achievement. Therefore, they should be creative and use any appropriate media in teaching and learning process. The more useful, appropriate and exciting the media, the better achievement the students will get. Therefore, teachers should try to utilize new technology as media in their teaching and learning process.

3. The Students

The students should be able to take advantage of technological development as media for their learning. The media may improve their motivation in learning, and finally improve their knowledge and skills, especially in English.

4. The Readers

By reading this research, the readers may get new information about using video graphic "stop motion" in teaching and learning process. As the result of this research, that the use of video graphic "stop motion" increased students' understanding vocabulary developing.

5. The Next Researchers

This research is limited in one group experiment, so the next researcher may apply such a teaching medium in more groups of experiment. The duration of video in this research was one and a half minutes, so the next researchers may increase their creativity in creating the medium in a longer duration.

C. Closing

In the name of Allah, who is the most merciful and the most beneficent All praises are due to Him, the master of the universe who gives the writer some pleasure healthy and guidance until the writer completed this research. The writer realized that this research is far from being perfect because of limited conditions, competence, and knowledge. Constructive suggestions and advice are accepted. Finally, the writer hopes this research will be useful for anyone in every condition and situation. Amin.

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Appendix-1: Profil MTs NU 07 Patebon

	LAMEB	AGA PENDIDIKAN MA'ARIF I	NU KABUPATEN KENDAL
		TAHUN PELAJARAN 2	2019/2020
1	Nama Sekolah/Madrasah	: MTs NU 07 Patebon	1
2	Alamat (lengkap)	: Jalan	: KH. Abu Bakar No.08
		Desa	: Kebonharjo
		Kecamatan	: Patebon
		No. Telp.	: (0294) 382382
		Alamat Email	: mtspatebonoke@yahoo.com
		Website	:-
3	No. Statistik Sekolah (NSS)	: 121233240033	
4	No. Pokok Sekolah Nasional	: 20364517	
5	Terakreditasi	: A	
6	Tahun didirikan	: 1977	
7 No. Ijin Pendirian/Operasional		: Wk/5.c/089/Pgm/Ts	5/1983
8	Tgl. Ijin Pendirian/Operasional	: 03/05/1983	
9	Luas Tanah	: 1313	
10	Luas Bangunan	: 1313	
11	Status Tanah	: Milik Sendiri	
12	Status Bangunan	: Milik Sendiri	
13	Nama Kepala sek/mad	: Siti Simyanah, S.Ag	
14	N0. HP Kepala sek/mad	: 085290741655	
15	Nama Ketua BP3MNU	: H. Subarie, Syams,	SE
16	Data siswa (5 tahun terakhir)	:	

	Jumlah Pendaftar			Ke	las			lum	nlah	Jur	mlah
Tahun Pelajaran	(Calon Siswa Baru)	V	II	V	Ш	I	х	Juli	liaii	Kesel	uruhan
	(Calori aiswa baru)	Pa	Pi	Pa	Pi	Pa	Pi	Pa	Pi		
2015/2016	177	76	82	93	60	75	57	244	199	443	siswa
2016/2017	158	82	45	70	76	93	60	245	181	426	siswa
2017/2018	200	70	48	75	42	67	77	212	167	379	siswa
2018/2019	136	68	45	68	43	68	43	204	131	335	siswa
2019/2020	121	55	51	68	45	62	43	185	139	324	siswa

7	Tenaga Pendidik dan	Kependidika	in								
	Jumlah Pendidik dan To	enaga 1	i and la b		Tingkat Pendidika			an		Putra	
	Kependidikan		Jumlah		SLTA	Diple	oma	S1 S2		Putra	Putri
	Guru Tetap		22		1 1		1	19	1	13	9
	Guru Tidak Tetap									- 15	
	PNS										
	Non PNS										
	Karyawan Tetap		6		6					3	3
	Karyawan Tidak Teta	р									
	PNS										
	Non PNS										
8	Sarana dan pra sarar	na						1			
-								•			
).	enis Ruang			Jun	nlah		Keter	angan		
	Ruang Teori/Kelas				1	3			aik		
	Ruang Laboratorium	TPA				1		Ba	aik		
	Ruang Laboratorium		tor		1			Ba	aik		
	Ruang Laboratorium						- Cont				
	Ruang Perpustakaan					1		B	Baik		
	Ruang Kepala Sekola					1		B	aik		
	Ruang Guru	ii yi iaalaaa ii				1			Baik Baik		
	Ruang TU/Karyawan					1					
	Ruang Tamu		_			1			aik		
	Ruang Praktek										
	Ruang UKS		_			1			aik		
	Ruang BK					1			aik		
	Ruang OSIS		_			1			aik		
	Ruang Kesenian		_	-		1			aik		
			_	-		1			aik		
	Lapangan Olahraga Musholla		_	-		1			aik		
	Kamar Mandi/WC Gu		_	-		1			aik		
	Kamar Mandi/WC Sis					В			aik		
		wa			_	1			aik		
	Gudang							Di			
	Ruang Penjaga/Secu	nty	_			1			nik		
	Tempat Parkir	arkir asilitas lain yang dirasa perlu dilaporkan)		De	dik.						
	(Kuang/Fasilitas lain	yang airasa	penu allaj	oonkan)				_			
										ıli 2019	
								Kepala	Madras	ah,	
								Siti Sim	yanah,	S.Aq.	
								NIP			

Appendix-2: Board of Organization of MTs NU 07 Patebon

STRUKTUR ORGANISASI DAN PERSONALIA MADRASAH TSANAWIYAH NAHDLATUL ULAMA' 07 PATEBON **TAHUN PELAJARAN 2019-2020** 1. Kepala Madrasah Siti Simyanah, S. Ag 2. Wakil Kepala Madrasah : Inayah, S. Pd Rosidah Fitriyanti, S. Pd Maddah Azizi, S.Pd. I Drs. H. M. Lazim Bidang Kurikulum 21 Bidang Kesiswaan Bidang Sarana Prasarana 22 2.3 Bidang Humas Wali Kelas VIIA Fitriyati, A. Md 3.2 Kelas VII B Ali Usman, S.Pd. I 3.3 Kelas VII C Hj. Siti Sutarni, S. Ag Kelas VIII A Kelas VIII B Anisa Ikhwatun, S. Pd. I Imam Yulianto, S. Kom 3.4 3.5 Dra. Hj. Fatchiyah, M. Pd. I Achmad Syaiful Ma'arif, S.Pd. Zuhria Firdausie, S.Pd Kelas VIII C 3.6 3.7 Kelas IX A Kelas IX B 3.8 3.9 Kelas IX C Dra. Hj. Samiah Kelas IX D Siti Korina Mawaddah, S. Pd.I 3.10 4. BP/BK Hari Purwanto, S. Pd 5. Pengglade OSIS Hari Purwanto, S. Pd 6. Pembina Ekstra Kurikuler Imam Yulianto, S. Kom 6.1 Pramuka Aditya Akbar Insani, S. Si Pencak Silat Pagar Nusa 6.3 Tenis Meja Imam Yulianto, S. Kom Hari Purwanto, S. Pd Aditya Akbar Insani, S. Si Bola Voli 6.5 Sepak Bola 7. Pengembangan Diri : 7.1 Seni Baca Al Qur'an Ust. Mashudi H. Ahmad Ayub Nu'man 72 Falubi Khot/ Seni Kaligrafi Rebana Maddah Azizi 73 74 7.5 English Club Slamet Misbahun, S. Pd Imam Yulianto, S. Kom 7.6 Paskibra Ahmad Sofyan Hadi, S.Pd. 7.8 PMR Rosidah Fitriyanti, S. Pd 7.9 Marching Band Munadzirin Kepala Laboratorium Komputer Kepala Laboratorium IPA Zuhria Firdausie,S.Pd Hj. Siti Sutarni, S. Ag 10. Kepala Tata Usaba. Siti Machmudah 11. Staff Tata Usaha Hasan As'ari 12. Keuangan Nur Hidayati

13. Petugas Perpustakaan & Koperasi Farbatio Nihayab

14. Operator Madrasah Achmad Syaiful Ma'arif, S.Pd.

15. Operator Emis Hasan As'ari

16. Piket

Slamet Misbahun, S. Pd Hari Purwanto, S. Pd Imam Yulianto, S. Kom Siti Korina Mawaddah, S. Pd.I Muhammad Faiqul Hilmi,S.Pd.

17. Tukang Kebun / Penjaga 18. Office Boy Muhson Solikhin

Patebon, 6 Juli 2019 Kepala MTs NU 07 Patebon

Siti Simyanah, S. Ag

Appendix-3: Learning Schedule of MTs NU 07 Patebon



Appendix-4: Instrument of Pretest

Name: No.:

School : Mts Nu 07 Patebon

Class/Semester : VIII/ 1

Pre-Test

- **1.** Lina the match in Olympic Games. She is so sad.
 - a. won
 - b. lost
 - c. jumped
 - d. celebrated
- **2.** I went to dentist yesterday because my were in pain.
 - a. hands
 - b. fingers
 - c. teeth
 - d. ears
- **3.** ani : Can you help me ima?

Ima: Yes, of course. What can I do for you?

Ani: Please, my bag to my class.

Ima: Yes, ani.

- a. bring
- b. help
- c. give
- d. Has
- **4.** This exercise was too for me. I got score 100.

	a. difficult
	b. easy
	c. expensive
	d. high
5.	Diana's barbie is broken. Diana is very
	now.
	a. confuse
	b. sad
	c. happy
	d. charm
6.	The teacher's duty is to the students in the
	school.
	a. teach
	b. play
	c. make
	d. work
7.	Luna is celebrating her birthday.
	Now Luna feels
	a. angry
	b. dusty
	c. easy
	d. happy
8.	Mia: Adi, your shoes are so fit in your
	You look georgeus.
	Adi: Thank you.
	a. finger
	b. lip
	c. hand
	d. feet
9.	The clown is so He makes all kids laugh
	and happy.
	a. funny

b. quiet
c. noisy
d. disgusting
10. I am so hungry. So, I a meal.
a. eat
b. walk
c. kick
d. wear
11. Rina: I want to wear my white gown to
Amanda's party. What do you think?
Lisa: I think the red one is better.
Rina: Ok. I will the red gown
a. wrap
b. go
c. wear
d. give
12. The carpet is I want to clean it.
a. large
b. shiny
c. dirty
d. soft
13. Adi: When did you get up in this morning Dana?
Dana :
a. I got up at 5.00
b. I had my breakfast
c. I was sleepy
d. I went to school
14. Tami : Where do you want move?
Dikta: I want to to Australia with my
parents.
a. come
b. find

c.	move run
	atherine didn't study hard. He didn't the
• • • • • • • • • • • • • • • • • • • •	am.
	study
	give
	pass
	break
	ne gardener the grass every Monday and nursday.
a.	cuts
b.	plans
c.	trains
d.	comes
17. I c	an't hear anything since my are sick.
a.	eyes
b.	ears
c.	nose
d.	mouth
18. St	gar is, but honey is sweeter than sugar.
a.	salty
b.	small
c.	sweet
d.	smooth
19. Ka	athy is a She teaches Math in our class.
	very students love her.
a.	kind teacher
b.	ugly teacher
	arrogant teacher
d.	
20. Li	i : Do you have a?

.

		opkeeper : Yes, we do. The fruit rack is right
	the	
		persian cat
		green apple
		running shoes
		drawing book
21.		mother is a nurse. She works in Harapan
		nda Hospital. She the patient
		thinks
		ignores
		helps
		finds
22.	_	guh: This fried chicken is my favorite.
	Hile	da : I like it too. This fried chicken is very
•		1-11-1
		delicious
		bitter
		salty
22		dangerous
<i>4</i> 3.	201	mething that you can find in your bedroom is a
		blackboard
		bed
		stove
		garden
24		ant is a tailor. He makes
4 7.		clothes
		bag
		belt
		ice cream
25		father always reads every morning.
		radio
		14410

23) B.

- b. computer
- c. television
- d. newspaper

Jawaban:

- 1) B. lost
- 11) C. wear
- 21) C. helps

- 2) C. teeth
- 12) C. dirty
- 22) A. delicious

- 3) A. bring bed
- 13) A. I got up at 5.00

- 4) B. easy5) B. sad
- 14) C. move
- 24) A. clothes

- 6) A. teach
- 15) C. pass
- 25) D. newspaper

- 7) D 1
- 16) A. cuts
- 7) D. happy
- 17) B. ears
- 8) D. feet
- 18) C. sweet
- 9) A. funny
- 19) A. kind teacher
- 10) A. Eat
- 20) B. green apple

Appendix-5: Instrumen of Posttest

Name	:
No.	:
DOCT	TEC

School : Mts Nu 07 Patebon

Class/Semester : VIII/ 1

Ac	etivity 1			
1.	. Can you play football?			
	e. No, I can			
	f. Yes, I do			
	g. Yes, I can			
	h. Yes, I can't			
2.	I studied hard last night. So, I do	the the		
	examination.			
	e. did			
	f. can't			
	g. can			
	h. will			
3.	Ima :?			
	Adi : No, I can't			
	e. Do you play a music			
	f. Will you play a music			
	g. Can you play a music			
	h. I can play a music			
4.	My mother is a nurse. She can the	e patient		
	e. think			
	f. ignore			
	a two of			

		find
5.	Gr	ant is a tailor. He can make
	e.	clothes
	f.	bag
		belt
		ice cream
6.	Ar	i : Can you play, indah?
		dah: I can,t play it, but I can sing.
	a.	car
	b.	piano
	c.	motorcycle
	d.	playstation
7.	W	hat is the meaning of "Appointment"?
	a.	nilai
	b.	apartemen
	c.	perumahan
	d.	janji
8.	wh	nat is the antonym of "happy"?
	a.	kind
		sad
		bad
		lazy
9.	wh	nat is the meaning of "berjalan"?
		walk
		drive
	c.	ride
	d.	play
10.	wh	nat is the synonym of "see"?
	a.	study
	b.	send
	c.	look
	d.	take,

11. Wulan: I can't play drum, I also can play guitar just a little, but <u>usually</u> I play piano.

What is the meaning of underlined word?

- a. Biasanya
- b. Hanya bisa
- c. Tidak bisa
- d. Bisa
- **12.** Wow, that's cool, <u>sometimes</u> can we play music together?

What is the meaning of underlined word?

- Suatu saat
- b. Besok
- c. Kemarin
- d. Minggu depan
- **13.** What is the meaning of "langit"?
 - a. Cloud
 - b. Space
 - c. Star
 - d. Sky
- 14. Ari can guitar well.
 - a. Sing
 - b. Wear
 - c. Take
 - d. Play
- **15.** Ari : Yes Wulan, I have

Wulan: Can you play it?

- a. a new teacher
- b. a car
- c. a new guitar
- d. a book
- 16. I can't play drum, but I can sing a

	a.	Piano
	b.	Song
	c.	Guitar
	d.	Sing
17.	To	day, adi is sick. He go to school.
	a.	Can
	b.	Can't
	c.	Do
	d.	Don't
18.	His	student can get, if he doesn't do the
	hor	nework
	a.	A Book
	b.	A Punishment
	c.	A Gift
	d.	A Reward
19.	M	y guitar is broken, so I feel so
		Нарру
		Lazy
		Sad
	d.	Bad
20.	M	y uncle is musician, he can't play well
		Piano
	b.	Music
		Guitar
		Book

Activity 2

	noisy
Invite	
•••	bersama-sama
Appointment	•••
•••	sampai jumpa
Go first	
•••	Tree
Mobil	
Rumah	
•••	fast

Kunci jawaban:

Activity 1

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

Activity 2

- 1.BERISIK
- 2.MENGAJAK
- 3.TOGETHER
- 4.JANJI
- 5.SEE YOU
- 6.PERGI DULUAN
- 7.POHON
- 8.CAR
- 9.HOUSE
- 10.CEPAT

Appendix-6: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs NU 07 Patebon

Mata Pelajaran : Bahasa Inggris

Kelas/Smester : VIII/I

Bab : Can you play the guitar?

Pokok Bahasan: Asking and stating ability and inability

Alokasi Waktu: 2 pertemuan (4JP)

B. Kompotensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

C. Kompetensi Dasar dan Indikator Pencapain Kompetensi

- 3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Indikator Pencapaian Kompetensi

- 3.2.1 Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyatakan kemampuan
- 3.2.2 Siswa dapat mengidentifikasi ungkapan menanyakan kemampuan seseorang untuk melakukan sesuatu
- 3.2.3 Siswa dapat mengidentifikasi ungkapan untuk merespon ungkapan menanyakan kemampuan melakukan sesuatu
- 3.2.4 Siswa dapat mengidentifikasi ungkapan yang digunakan untuk menyatakan kemauan atau keberkenanan
- 3.2.5 Siswa dapat mengidentifikasi ungkapan menanyakan kemauan sesorang untuk melakukan sesuatu
- 3.2.6 Siswa dapat mengidentifikasi ungkapan merespon ungkapan menanyakan kemauan atau keberkenanan untuk melakukan sesuatu
- 4.2.1 Siswa dapat menggunakan ungkapan menyatakan kemampuan melakukan sesuatu
- 4.2.2 Siswa dapat menanyakan kemampuan sesorang melakukan sesuatu

- 4.2.3 Siswa dapat merespon ungkapan menanyakan kemampuan
- 4.2.4 Siswa dapat menggunakan ungkapan menyatakan kemauan atau keberkenanan melakukan sesuatu
- 4.2.6 Siswa dapat menggunakan ungkapan merespon pertanyaan kemauan atau keberkenanan melakukan sesuatu

E. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

- Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya
- Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

F. Materi Pembelajaran

1. Materi regular

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan

- Struktur teks dari percakapan

Opening, Content/sustain, Closing

- a. Menyatakan dan menanyakan tentang kemampuan
 - I can play guitar well
 - I can't play guitar, but I can sing a song

- Can you play guitar? Yes, I can Sorry, I can"t
- Fungsi sosial
 - menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan
 - Untuk menjaga hubungan interpersonal dengan guru dan teman
- Unsur kebahasaan
 - Kata kerja bantu modal: Can, Can't (Can not)
 - Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, sekolah, dan masyarakat.
 - Penggunaan nominal singular dan plural secara tepat, dengan/tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
 - Ucapan, tekanan kata, dan intonasi
 - Ejaan, tanda baca, dan tulisan tangan.

- Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas

2. Materi remedial

Match the words in the left side those in the right side!

- 1. Play
- 2. Walk
- 3. Highway
- 4. Invite
- 5. Sad
- 6. Car
- 7. House
- 8. Sky
- 9. Smile
- 10. Noisy

- Jalan raya
- Langit
- Berisik
- Mengajak/meng undang
- Bermain
- Bersedih
- Berjalan
- Senyum
- Mobil
- Rumah

Complete the following sentences with the words above!

- 1. I can drive a
- 2. I can't play a, but I can sing a song

3. Materi pengayaan

Memorize vocabularies

Create	=	menciptakan
Type	=	mengetik
Collect	=	mengumpulkan
Important	=	penting
Practice	=	mempraktikkan
Take	=	mengambil
Put	=	meletakan
Wear	=	mengenakan
Cut	=	memotong
Useful	=	bermanfaat

G. Metode Pembelajaran

1. Pendekatan : Scientific

Model : Discovery Learning
 Metode : Diskusi Kelompok

H. Media, alat dan sumber pembelajaran

1. Media/Alat : Videografi 'stop motion', laptop, lcd, white board, dan boardmaker

2. Sumber Belajar

- Buku guru dan Buku siswa kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementrian Pendidikan dan Kebudayaan, Jakarta: 2014.
- LKS Bahasa Inggris K-13 untuk SMP/MTs Kls VIII Semester 1, CV. Gema Nusa.

I. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dengan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi Bahasa inggris yang dipelajari atau telah diketahui sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP

2. Kegiatan inti (60 menit)

Mengamati

- Peserta didik menonton tayangan videografi "stop motion"
- Peserta didik mengidentifikasi kalimat langsung yang menggunakan ungkapan menyatakan kemampuan
- Peserta didik menirukan ucapan guru

Menanya

- Dengan bimbingan guru peseta didik termotivasi untuk bertanya mengenai fungsi social, struktur teks dan unsur kebahasaan ungkapan menyatakan dan menanyakan kemampuan melakukan sesuatu.
- Guru menjelaskan materi tentang cara menanyakan dan menyatukan kemampuan

melakukan suatu tindakan dan responnya dnegan menggunakan intonasi dan pelafalan yang benar.

Mengeksplorasi

- Secara berpasangan peserta berlatih peran dengan menggunakan ungkapan menyatakan dan menanyakan kemampuan melakukan suatu tindakan dan responnya dnegan menggunakan intonasi dan pelafalan yang benar. (lihat worksheet 1)
- Guru membagi worksheet 2
- Secara berpasangan peserta didik mengisi worksheet 2

Mengasosiasi

• Secara berpasangan peserta didik menyusun kalimat berdasarkan kata dari *worksheet 2*

Mengkomunikasikan

- Siswa mempresentasikan hasil kerjanya secara bergiliran
- Bersama guru, siswa, memberi feedback pada presentasi kelompok lain

3. Kegiatan penutup (10 menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

J. Penilaian

1. Jenis/Teknik Penilaian

- a. Penilaian diri sendiri
 - b. Test lisan (performance test)

2. Bentuk Instrumen

- a. Aspek sikap: sikap percaya diri
- b. Aspek pengetahuan: uraian
- c. Aspek ketrampilan: role play

3. Instrumen penilaian

a. Instrumen penilaian sikap

NO	PERNYATAAN	JAWABAN		JAWABAN	
		YA	TIDAK		
1	Saya memahami materi pelajaran				
2	Saya menyelesaikan tugas dengan baik				
3	Saya bisa mempraktikkan materi percakapan				
4	Saya menyukai tantangan untuk mempraktikkan percakapan				
5	Saya menerima tanggung jawab pribadi (saya mengulang pelajaran diluar kelas)				
6	Saya menyukai adanya umpan balikdari orang lain untuk koreksi diri				

Rubrik penilaian

Keterangan:

Skor 1 untuk jawaban YA Skor 0 untuk jawaban TIDAK

| Jumlah jawaban "YA" | Nilai = ----- X 100 | Total jawaban "YA"

b. Instrumen penilaian pengetahuan Instrumen pada *worksheet 2*

Rubrik penilaian

Keterangan:

Activity 1

Skor 1 untuk jawaban benar

Skor 0 untuk jawaban salah

Nilai = Jumlah jawaban benar X 4

Activity 2

Skor 3 untuk jawaban benar 75% - 100%

Skor 2 untuk jawaban benar 50% - 75%

Skor 1 untuk jawaban benar <50%

Pertemuan kedua

a. Kegiatan pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dengan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik
- Guru mengajukan pertanyaan tentang materi Bahasa inggris yang di pelajari atau telah diketahui sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP

b. Kegiatan inti (60 menit)

Mengkomunikasikan

- Peserta didik kembali di tontonkan video graphic stop motion tentang "can you play the guitar?"
- Peserta didik secara berpasangan mempraktikan kembali percakapan tentang "can you play the guitar?" di depan kelas
- Peserta didik menjawab secara lisan tentang vocabulary yang ada pada worksheet 3

Menciptakan

- Peserta didik secara berpasangan membuat percakapan yang mengandung kata kerja bantu "can/can't" (pada worksheet 4)
- Peserta didik secara berpasangan mempresentasikan hasil kerjanya didepan kelas

c. Kegiatan penutup (10 menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah di pelajari pada pertemuan ini
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan
- Guru menjelaskan rencana kegiatan pembelajaran yang akan dating

Penilaian hasil belajar

Teknik penilaian : Praktik berbicara Bentuk penilaian : Tulis dan lisan

Instrumen penilaian

a. Penilaian pengetahuan

Instrumen pada worksheet 3

Rubrik penilaian

Keterangan

Skor 1 untuk jawaban benar Skor 0 untuk jawaban salah

Nilai = Jumlah jawaban benar X 5

b. Penilaian ketrampilan

Siswa membuat dialog yang mengandung kata kerja bantu can/can't berdasarkan situasi yang di sediakan (worksheet 4) dan mempraktikannya.

NO	ASPEK	KRITERIA	SKOR
1	Tujuan	Sangat memahami	5
	komunikatif	Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1

2	Pilihan	Sangat variatif	5
	kosakata	Variatif	4
		Cukup variatif	3
		Kurang variatif	2
		Tidak variatif	1
3	Pengucapan	Hamper sempurna	5
		Ada beberapa	4
		kesalahan namun	
		tidak mengganggu	
		makna	
		Ada beberapa	3
		kesalahan dan	
		mengganggu makna	
		Banyak kesalahan	
		dan mengganggu	2
		makna	
		Terlalu banyak	
		kesalahan dan	1
		mengganggu makna	
4	Kelancaran	Sangat lancer	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1

Rubrik penilaian Jumlah skor jawaban Nilai = ----- X 100 Jumlah skor maksimal

Appendix-7: Student Worksheet

Worksheet 1

Text conversation

Wulan: Hey Ari... why do you look so happy?

Ari : Yes Wulan, I have a new guitar.

Wulan: Can you play it? Ari: Yes, but just a little

Wulan: Do you play any other musical instrument?

Ari : Yes I do, I can play drum, what about you? Can

you play drum or guitar?

Wulan: I can't play drum, I also can play guitar just a

little, but usually I play piano.

Ari : Wow, that's cool, sometimes can we play music together?

Wulan: Okay, just invite me.

Ari : Nice, sorry Wulan I have an appointment with

imam, I go first.

Wulan: Okay Ari, see you. Ari: See you Wulan.

WORKSHEET 2

Activity 1 Complete the blank with the translation of each word!

u:		
1.	Look	
2.	Нарру	
3.	New	
4.		sedikit
5.	Sometimes	
6.		biasanya
7.	Invite	
8.		bersama-sama
9.	Appointment	
10.		sampai jumpa
11.	Go	
12.		Tree
13.	Mobil	
14.	Rumah	
15.		fast
16.	Dengan lambat	
17.		highway
18.	Gitar	
19.	Bermain	
20.		veil
21.	Anak laki-laki	
22.	Senyum	
23.		noisy
24.		trousers
25.	Kemampuan	

Activity 2

Make 3 sentences based on vocabulary above by using can/can't!

Learn the examples bellow

- 1. I can go to school together
- 2. I can't go home now, I have an appointment
- 3. I can play guitar well

Worksheet 3

Look Tree Happy Invite Veil

Walk Car Slowly Play Ability New
Sometimes
Usually
Happy
Appointment

Play Ability Happy Appointment Invite Look Tree New Sometimes Usually

Worksheet 4 Make a dialogue with *can/can't* in pairs by choosing situations bellow!

- 1. When you have a difficult in your lesson and ask help to your friend.
- 2. When you meet your friend in the sport room and invite him to exercise together.

Appendix-8: Photos of MTs NU 07 Patebon

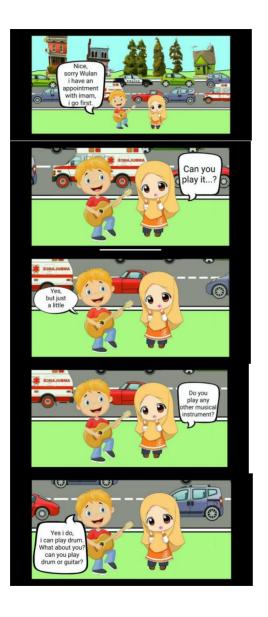






Appendix-9: Pictures of medium.







Appendix-10: Example of Students' Work on Pretest





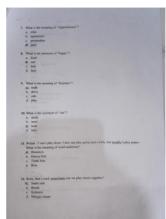






Appendix-11: Example of Students' Work on Posttest









Appendix-12: Photos in classroom activities









Appendix-13: Score of Tryout (Pretest and Posttest)

TI	RY OUT	
Grade 8A	PRE'	TEST
No. of subject	Original	Converted
1	16	64
2	15	60
3	17	68
4	15	60
5	15	60
6	17	68
7	17	68
8	17	68
9	20	80
10	17	68
11	16	64
12	18	72
13	17	68
14	18	72
15	18	72
16	16	64
17	15	60
18	16	64
19	17	68
20	16	64
21	15	60
22	16	64
23	18	72
24	16	64
25	15	60
26	17	68
27	17	68
28	17	68
29	17	68
30	17	68
31	17	68
32	17	68
33	17	68
34	17	68
35	15	60
36	16	64
37	15	60
38	16	64
Max	20	80
Min	15	60
Mean	16.5	66
IVICAII	10.5	00

	Try out	
Grade 8A		sttest
No. of subject	Original	Converted
1	32	80
2	30	75
3	32	80
4	32	80
5	32	80
6	34	85
7	32	80
8	32	80
9	37	93
10	32	80
11	32	80
12	34	85
13	34	85
14	32	80
15	34	85
16	32	80
17	30	75
18	30	75
19	30	75
20	32	80
21	32	80
22	30	75
23	32	80
24	32	80
25	32	80
26	30	75
27	35	88
28	35	88
29	34	85
30	34	85
31	34	85
32	32	80
33	30	75
34	34	85
35	32	80
36	30	75
37	30	75
38	34	85
Max	37	92.5
Min	30	75
Mean	32.3	80.7

Appendix-14: Validity Test of Trayout (Pretest and Posttest) using ANATES

Validitas Test - Tryout Pretest

KORELASI SKOR BUTIR DG SKOR TOTAL

Jumlah Subyek= 38

Butir Soal= 25

Nama berkas: F:\TRYOUT PRETEST.ANA

No Butir	Korelasi	Signifikansi
1	0.211	-
2	0.211	-
3	0.148	-
4	0.307	-
5	0.327	-
6	0.195	-
7	0.266	-
8	0.167	-
9	-0.081	-
10	-0.005	-
11	-0.008	-
12	-0.005	-
13	0.071	-
14	-0.035	-
15	-0.087	-
16	0.000	-
17	-0.077	-
18	0.095	-
19	0.093	-
20	-0.071	-
21	0.211	-
22	0.095	-
23	0.208	-
24	-0.035	-
25	0.223	-

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

df (N-	2) P=0,	05 P=0,0	1 df	(N-2) F	P=0.05	P=0,01
10	0,576	0,708	60	0,250	0,325	
15	0,482	0,606	70	0,233	0,302	
20	0,423	0,549	80	0,217	0,283	
25	0,381	0,496	90	0,205	0,267	
30	0,349	0,449	100	0,195	0,254	
40	0,304	0,393	125	0,174	0,228	
50	0,273	0,354	>150	0,159	0,208	3

Bila koefisien = 0,000 berarti tidak dapat dihitung.

Validitas Test - Tryout Posttest

KORELASI SKOR BUTIR DG SKOR TOTAL

Jumlah Subyek= 38

Butir Soal= 20

Nama berkas: F:\TRYOUT POSTTEST.ANA

No Butir	Korelasi	Signifikansi
1	0.249	-
2	0.332	-
3	0.289	-
4	0.416	-
5	0.448	Signifikan
6	0.330	-
7	0.330	-
8	0.059	-
9	0.416	-
10	0.201	-
11	0.355	-
12	0.143	-
13	0.292	-
14	0.134	-
15	0.212	-
16	0.291	-
17	0.385	-
18	NAN	NAN
19	0.405	-
20	0.292	-

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

df (N-	-2) P=0,	05 P=0,0	1 df	(N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325	
15	0,482	0,606	70	0,233	0,302	
20	0,423	0,549	80	0,217	0,283	
25	0,381	0,496	90	0,205	0,267	
30	0,349	0,449	100	0,195	0,254	
40	0,304	0,393	125	0,174	0,228	
50	0,273	0,354	>150	0,159	9 0,208	3

Bila koefisien = 0,000 berarti tidak dapat dihitung.

Appendix-15: Reliability tes of Tryout (Prestest and Posttest) using ANATES

Reliability tes of Tryout Prestes

RELIABILITAS TES

Rata2= 16.53

Simpang Baku= 1.11 KorelasiXY= -0.22 Reliabilitas Tes= -0.56

Nama berkas: F:\TRYOUT PRETEST.ANA

No.Urut	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor
Total	·	· ·	-	
1	01	8	7	15
2	02	7	7	14
3	03	8	8	16
4	04	7	7	14
5	05	8	6	14
6	06	8	8	16
7	07	9	7	16
8	08	8	8	16
9	09	10	9	19
10	10	7	9	16
11	11	8	7	15
12	12	8	9	17
13	13	7	9	16
14	14	8	10	18
15	15	8	9	17
16	16	8	8	16
17	17	8	7	15
18	18	9	7	16
19	19	10	7	17
20	20	7	9	16
21	21	7	8	15

22	22	8	8	16
23	23	9	9	18
24	24	8	8	16
25	25	8	7	15
26	26	9	7	16
27	27	7	9	16
28	28	8	8	16
29	29	8	8	16
30	30	8	8	16
31	31	8	8	16
32	32	8	8	16
33	33	8	8	16
34	34	8	8	16
35	35	7	7	14
36	36	8	7	15
37	37	7	7	14
38	38	6	10	16

RELIABILITAS TES

Rata2= 17.57

Simpang Baku= 1.89

KorelasiXY = 0.64

Reliabilitas Tes= 0.78

Nama berkas: F:\TRYOUT POSTTEST.ANA

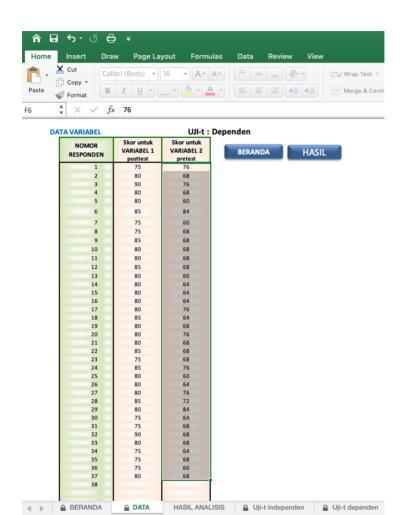
No.Urut	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor
Total		_	_	
1	01	9	9	18
2	02	8	7	15
3	03	7	10	17
4	04	9	10	19
5	05	9	10	19
6	06	7	8	15
7	07	9	10	19
8	08	8	9	17
9	09	8	10	18
10	10	8	7	15
11	11	8	9	17
12	12	9	10	19
13	13	8	9	17
14	14	8	7	15
15	15	8	8	16
16	16	6	7	13
17	17	7	6	13
18	18	8	9	17
19	19	8	8	16
20	20	8	9	17
21	21	9	10	19
22	22	9	10	19
23	23	8	9	17
24	24	7	7	14
25	25	7	8	15
26	26	8	7	15
27	27	7	9	16

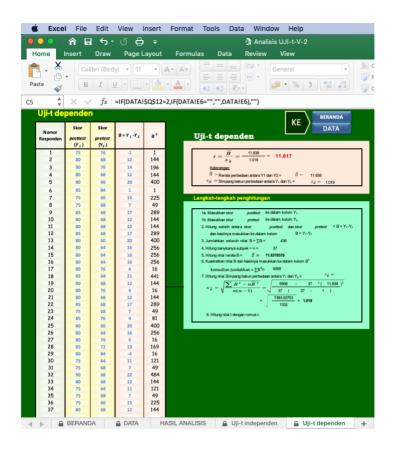
28	28	8	10	18
29	29	8	9	17
30	30	9	10	19
31	31	8	9	17
32	32	7	8	15
33	33	9	10	19
34	34	8	9	17
35	35	7	7	14
36	36	8	7	15
37	37	9	10	19
38	35	7	7	14

Appendix-16: Data Analysis using W-Stats

Analisis Data T-test











HASIL ANALISIS STATISTIK DESKRIPTIF

VARIA	ABEL N	MINIMA	L MAKSIMA	L RERATA	VARIAN	SIMPANG BAKU	GALAT BAKU
postt	est 37	75	90	80.270	16.592	4.073	0.670
pret	est 37	60	84	68.432	37.141	6.094	1.002

RANGKUMAN HASIL ANALISIS UJI-t DEPENDEN

VARIABEL	RERATA	RERATA PERBEDAAN	DERAJAT KEBEBASAN (d.k.)	t	t-KRITERIA PD TARAF SIGN. 5%	KESIMPULAN
posttest	80.270	11.838	36	11.617	2.028	Signifikan
pretest	68.432	22.030				5-g/ikuii

Appendix-17: Surat Ijin Penelitian



LEMBAGA PENDIDIKAN MA'ARIF NU MADRASAH TSANAWIYAH NU 07 PATEBON

NSM : 121233240033 NPSN : 20364517 Jl. KH. Abu Bakar No. 08 Kebonharjo Patebon Kendal 51351 Telp. (0294) 382382 e-mail : mtspatebonoke@yahoo.com

SURAT KETERANGAN Nomor: 008/MTs NU 07/Ket/VII/2020

Bismillahirrohmaanirrohiim

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Nahdlatul Ulama 07

Patebon:

Nama : Siti Simyanah, S.Ag.

Jabatan : Kepala Madrasah
Unit Kerja : MTs NU 07 Patebon

Alamat Madrasah : Jalan KH Abu Bakar No. 08, Kebonharjo, Patebon, Kendal.

Menerangkan bahwa:

September dan Oktober 2019.

Nama : FIRDAUS HIMAWAN RAHARJO

NIM : 1503046125

Fakultas : Ilmu Tarbiyah dan Keguruan
Universitas/PT : UIN Walisongo Semarang

Adalah benar-benar telah mengadakan penelitian di MTs NU 07 Patebon dalam rangka penyusunan Skrispsi yang berjudul "THE EFFECTIVENESS OF USING VIDEO GRAPHIC "STOP MOTION" IN DEVELOPING VOCABULARY" pada bulan

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Patebon, 7 Juli 2020

Madrasah

j ////∼ imyanah, S.Ag

CS

Dipindai dengan CamScanner

Appendix-18:

CURRICULU VITAE

Name : Firdaus Himawan Raharjo

Student Number : 1503046125

Place and Date of Birth : Kendal, 4 March 1996 Address : Rt.01 /Rw.02, Jambearum,

Patebon, Kendal.

Education :

Primary School : MI NU Jambearum, 2008.
 Junior High School : SMPN 5 Salatiga, 2011.

Senior High School : MAN Denanyar, Jombang, 2014.
University : PBI, FITK, UIN WS Semarang.

Semarang, 21 July 2020

Firdaus Himawan Raharjo

NIM: 1503046125