

THE APPLICATION OF DESCRIBING OBJECTS TO IMPROVE STUDENTS' VOCABULARY DEVELOPMENT

(PRE-EXPERIMENTAL RESEARCH AT THE SECOND YEAR OF MTSN 1 BIREUEN)

THESIS



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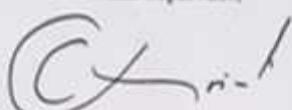
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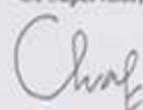
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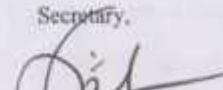
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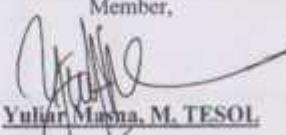
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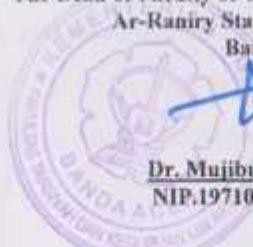
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This research is entitled "**The Application of Describing Objects to Improve Students' Vocabulary Development**". It was aimed at finding out to what extend the use of describing objects improves students' vocabulary development and to investigate students' obstacles through this technique. To achieve the goal of this study, experimental research was used as a method in this study and research design used was pre-experimental research. This study was conducted at MTsN 1 Bireuen carried out in one class. The sample was taken by using purposive sampling. The sample of this research was class VIII-1 and the number of students was 27 students. The experimental teaching was conducted through a few classroom meetings in one group or class. To collect the data, the researcher conducted tests (pre-test and post-test), experimental teaching, distributed questionnaire, and focus group discussion as instruments used in this research. To analyze the result of the tests, the researcher used statistical formula to calculate average of the tests. The result of this study indicated that describing objects technique improved students' vocabulary development. It was proven by the result of the tests that showed an increase in mean scores achieved by students in pre-test (8.95) compared to their mean scores of post-test (14,32). These scores proved that the significant difference before and after treatment. In addition, based on the result found toward questionnaire and focus group discussion, the obstacles of using describing objects in developing vocabulary include; limited time to produce the text and to memorize them before performing in front of class. To sum up, based on the data found in this study, describing objects technique was considered effective to improve students' vocabulary development.

Key words: *Describing Objects, Vocabulary Development.*

CHAPTER I

INTRODUCTION

This chapter covers background of study, research question, research aim, hypothesis, scope of research, significance of research, and terminology.

A. Background of Study

In learning English, there are four skills that should be learned and mastered by the students. According to Brown (2001, p. 232) “For more than six decades now, research and practice in English language teaching has identified the four skills; listening, speaking, reading and writing as paramount importance,” Those four skills are essential skills which relate to each other and create a discourse in a real life and considered as a measurement on someone’s English proficiency. However, learning those four skills above required grammar and vocabulary. Grammar and vocabulary are considered as one of several components included in those skill and need to be mastered well. Mastering Grammar and vocabulary are very essential. Grammar is considered as a foundation of language. Otherwise, vocabulary is a basis of language component needs to be mastered. Without vocabulary, it is impossible to understand any language. It is a series of words resulting sentences. Nevertheless, Grammar classifies words, link words into phrases or sentences, group them according to the meaning and how those words give a meaning. Thus, both components are strongly related each other and very important in learning English.

Vocabulary is a language component which should be mastered to achieve those four skills above in learning English. Cameron (2001) & Sitompul (2013, p. 52) believe that “Vocabulary is central to the learning of language at any schools level to enrich learner’s language”. It means vocabulary plays the base part to understand English language and other skill in English will be achieved. Komachali & Khodareza (2012, as cited in Sitompul, 2013, p. 53) state that “Vocabulary is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs”. In other word, vocabulary learning is an important component that should be mastered well by the learners in order to understand English, to express feeling, thoughts, and communicate with people either in written form or oral communication.

In learning vocabulary, learners have to know the meaning of words itself and can use it in sentence. Wilkins (1972) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the nearest ‘equivalent’ in the mother tongue. It helps them to discriminate the exact meaning of word that is being used, to guess the general meaning given by the context, and to see if it fits in the context, therefore, they can select appropriate word in according to their purpose. Moreover, knowing the meaning of words helps learners to express ideas clearly and effectively in communicating both orally and formally in writing. Furthermore, people will understand what we are speaking to them and also we will understand what other people want to communicate to us. Consequently, there will be no misinterpretation and

misunderstanding in our communication and easily articulate what we are thinking to other people.

The main goal of the learning vocabulary is to develop effective learning for students so they can recognize and memorize the word and apply in speaking English. Vocabulary and speaking plays a very important role. Both components are inseparable one another. Speaking is a process of communicating and interacting with other people. According to Ladousse (1987, as cited in Nunan, 1991, p. 23) Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Yusran (2003) has noted that there are three things that must be noticed to the learners: (1) willingness. The learners who have not a strong willingness to learn English, it is impossible they can master the English language. The difficulties encountered in English will be easy if they have the will, (2) a sufficient amount of vocabulary. They are sometimes already acquired a certain amount of sufficient vocabulary. Nevertheless, because of lazy or simply not use it on many occasions, thus amount of sufficient vocabulary is gone freely. (3) The use of vocabulary that has been obtained. This is sometimes the most often forgotten by the English learners. Using most of the vocabulary which already owned at various occasions are essential in order to prevent the students from forgetting. For example, while communicating with friend or interacting in the society because the vocabulary will remain forever in the memories only by practicing.

Different studies emphasize the importance of vocabulary learning as lacking vocabulary often leads to poor learning performance in many other educational subjects (Heitink, 2013). By having lack of vocabulary, it has impact on many educational subjects and yet, vocabulary plays an important part in students' school performance. If students lack of vocabulary, they will find difficulties in using English. However, a good mastery of vocabulary helps the student to express their ideas precisely. A multitude learning environment with many visible and accessible vocabulary related items is therefore very important. By having many stocks of word, students will be able to comprehend the reading materials, catch other talking, give response, speak fluently, and write some kind of topics. On the contrary, if the students do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information. Consequently, mastering vocabulary is required for the learners who want to understand a reading, conversation, or writing English. Hence, it enables the learner's to understand what other people speaking to them and to know what other people want to communicate to us. Without sufficient vocabulary it is impossible for learners to be able to achieve that goal.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good

teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. Furthermore, teaching vocabulary is very important to be taught for junior high school, the teacher should give more attention to the students. Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached. The teacher should have the ability to guide students in learning vocabulary. The ability of the teachers in guiding the students in learning vocabulary is very essential. Thus, there should be a various strategy or techniques to help students learn vocabulary.

This research is concerned the techniques of learning vocabulary by describing object. Describing object is widely used generally in daily life communication. Describing object contain the description of what kind of objects or things that we would like to describe, either in appearance, smell, sound, color, shape, purpose, or texture of those objects or things. The object that is being described focused on student's school's environment which are relevant to the students. Based on the explanation above, the researcher hopes that describing object is strategy that can be applied in learning vocabulary in order to improve students vocabulary and to acquire better achievement. At the same time it will develop the mastery of student's vocabulary. Therefore, the researcher is interested in carrying out a research entitled "The Application of Describing Object to Improve Students' Vocabulary Development".

B. Research Questions

In this research the researcher has two questions to be answered, they are as follows:

1. To what extent does the application of describing object improve students' vocabulary development?
2. What are student obstacles in describing object?

C. Research Aim

1. To find out whether the application of describing object improves students' vocabulary development or not.
2. To investigate students obstacles in describing object.

D. Hypothesis

After considering the problem of the study above the researcher draws the hypotheses, that are:

1. H_a : Describing Objects helped students in improving students' vocabulary development.
- H_0 : Describing Objects did not help students in improving students' vocabulary development.
2. H_a : Students face obstacles toward the application of Describing objects.
- H_0 : Students do not face obstacles towards the application of Describing objects.

E. Scope of the Research

This research was conducted to find a good way how to apply describing objects as a technique in order to help the students' vocabulary development. This research focused on the learning vocabulary by describing object as a strategy in the second year students of MTsN 1 Bireuen.

F. The Significance of Study

The findings of the study were expected to be useful for:

1. Teachers. This research gave additional contribution to English teachers to develop vocabulary learning methods or techniques practically. So they were able to increase student skills in order to improve student vocabulary development in English.
2. Students. This research helped students to master their vocabulary development.
3. Researcher. This research gave contribution to the researcher to find out the best method to improve students' vocabulary development.
4. For the next researcher. The result of the study provided the additional information to conduct further research related to this study in the same field.

G. Terminology

There are several terms in this study that should be explained in order to avoid misunderstanding. The terms are: Describing Object and Vocabulary Learning.

1. Describing Object

Description is considered as one of the four traditional forms of composition. Describing is defined as giving details about a person, thing or event. It means that describing their colors, shapes, sizes, weight, height, width, density, contents, and so on. Simple present tense is a tense used in describing object. Describing object is a kind of text which describe or figure out something based on their function/use, component/part, characteristics such as; material, shape, dimensions, property, color, and also describe their position and connection between parts. Temple, et al. (1998, p. 171) states that "Description is a discourse that help us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive".

2. Vocabulary

Vocabulary is one of the general components which have to be mastered well by the students in learning English. Vocabulary is a list of words that have meanings that are used to communicate between one people to another. According to Pigeat's theory, a child at the age 7-10 years is always

interesting in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them. Vocabulary development is essential due to the more words your students know, the better they can express themselves and the more they can understand.

CHAPTER II

LITERATURE REVIEW

This chapter gives definition of vocabulary, types of vocabulary, technique in teaching vocabulary, definition of describing objects/things, kinds of description, structure of describing objects, and relevant studies.

A. Definition of Vocabulary

Mastering vocabulary is very crucial for learners to understand any language. As it is known, vocabulary is a basis of language component which strongly needs to be mastered that is impossible to understand any language if lack of amount of vocabulary acquired. According to Nunan (1991) states that vocabulary was the easiest aspect of learning English as second language and it is required formal attention in the classroom. Furthermore, He is also argue that an adequate vocabulary is very essential for successful second language use because, without an extensive vocabulary the learners will not be able to use the structures and functions they might have learned for comprehensible communication. In addition, the more student vocabulary develops, the easier it is to avoid from forgetting prior vocabulary acquisition and to remember new words frequently.

In defining vocabulary, many authors give in similar definition according to the field of their competence. Sitompul (2013, p. 52) states that “Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and

productive skills". Otherwise, Richards (2002) defined vocabulary was the core component of language proficiency which provides much of the basis for how well learners speak, listen, read, and write. In other word, Harmer (1991) summarizes that knowing a word (vocabulary) means understanding about meaning, word use, word formation, and word grammar. So, all definitions above have the same purpose that vocabulary is a number of words that has a meaning and it is a word or words and phrase of a language to have an effectively communication in daily life communication.

In another study, according to Krashen (1981, as cited by Sumarni, 2008, p. 2) stated that:

“Vocabulary is central to language and of critical importance to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercises”.

In learning English, vocabulary plays important role in the four English language skills. According to Schmitt and McCarthy (1997, as cited in Sumarni, 2008, p. 7) say that vocabulary has an essential role in language skills. In listening ability, vocabulary contributes easiness for the learners to comprehend what the other person speaks. On the contrary, in speaking and writing, vocabulary contributes easiness for the learners to expand their ideas. Moreover, in reading, vocabulary contributes easiness for the learners to comprehend the text. Therefore, vocabulary must not be neglected by anyone who learns a language or

any language. Because it plays roles as a critical component need to be mastered in order to master the four English language skills.

Based on the explanation above, the researcher can conclude that vocabulary is critical component which extremely important to highly increase the ability of vocabulary mastery with teaching vocabulary must be the first priority in the English language teaching that experiences are considered necessary for learners to enter into school meaningfully, to have more productive in daily life, and to be successful either in school or in their lifetime.

B. Types of Vocabulary

Learning a foreign language requires the students to learn its vocabulary. Another expert Dewey as unnoted by Bintz (2011) stated that vocabulary is critically essential component due to a word is an instrument for giving a thought about the meanings which is expressed. Thus, based Dewey's statement it can conclude that vocabulary is strongly needed that without vocabulary anything can not be expressed. The communication will be effective when speaker and listener have the same understanding towards utterance which is expressed by the speaker. In other words, vocabulary keep the people to communicate effectively. In addition, some different points of view towards the types of vocabulary are variously stated by some experts.

Harmer (1991) classifies vocabulary into two types; active and passive vocabulary. The first type of vocabulary refers to the vocabulary that have been taught for the students and they are capable of use by the students in

communication as they are expected to. Meanwhile, the second type of vocabulary refers to the students recognize the words while they meet them, although they possibly incapable of words pronunciation.

There are two types of vocabulary, namely receptive vocabulary and productive vocabulary. According to Alqahtani (2015), receptive vocabulary is a series of words that the students recognize and understand while they are used in context, but they are not able to produce. It means that those words meet and seen by the student in reading text, however, they don't produce and use them. In other words, receptive vocabulary is a series of words which found by the student for the first time, understanding and recognizing those words without the ability to pronounce or use precisely in their speaking and writing. On the contrary, productive vocabulary is a series of words that the students understand and capable of pronouncing correctly and use constructively in speaking and writing. In other words, productive vocabulary is students ability in understanding and pronouncing the words correctly and utilize those words either to express their ideas, feelings, and thoughts both in their speaking and writing as well.

In line with Alqahtani, Grave (2006) divided vocabulary into two types, namely: receptive vocabulary and productive vocabulary. Receptive vocabulary is the vocabulary that can be understood when it is presented in reading and listening or the vocabulary that refers to the bank of words which is instantly recognize when listening to someone speaking or reading independently. Receptive vocabulary is also known as passive vocabulary. In other hand, productive vocabulary is vocabulary that used in speaking and writing or vocabulary that

refers to the bank of words which usually use to communicate in speaking and writing. Productive vocabulary is also well known as active vocabulary.

McCarten (2007) also classifies vocabulary into two types, active or productive vocabulary and passive or receptive vocabulary. When students are able to use vocabulary in speaking and writing, it is called active or productive vocabulary. On the contrary, when students are able to recognize and understand a word but not necessarily produce, it is called passive or receptive vocabulary. In the same aspect, Hutton (2008) also divides vocabulary into two types, receptive vocabulary (the words we understand when we hear or read them) and expressive vocabulary (the words we speak or write).

Furthermore, Wallacott (2013) says that a person's knowledge of words is divided into two types of vocabulary, active and passive vocabulary. In the same aspects with Wallacott, Martin (2004) notes that an active vocabulary consists of the words that someone use frequently and confidently. Besides, in contrast, Martin says, a person's passive vocabulary consists of the words that they understand the meaning so that, they do not have to look the words up in a dictionary but which they would not necessarily use in ordinary conversation or writing. Reading and listening are passive vocabulary. Reading vocabulary is passive vocabulary because the person understands the words when she or he is reading a piece of written text. The person is able to recognize the form of letters and how they correspond to one another, and how their sum up is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context. Meanwhile, listening is passive vocabulary because the

listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and if there is visual contact with the speaker, by gestures and facial expression. Listening is like reading an interpretational form of vocabulary.

Jiangwen and Binbin (2005) categorized vocabulary into spoken and written. Spoken vocabulary is language in-action and usually use in orally communication. Written vocabulary occurs in literature. In line with this point, the scientific research on vocabulary must be taught directly. Indirectly students develop their vocabulary through everyday experiences with oral language, listen to adult reading or reading extensively by their own. Nevertheless, a great deal of vocabulary is learned indirectly, some vocabulary must be taught directly. This can be done through explicit word instruction (teaching specific word) and word learning strategies (using dictionaries, reference aids, context cives, and using word part such as prefixes, suffixes, and words).

To sum up, writing and speaking are active vocabulary that is a series of words that the students understand and capable of pronouncing correctly and use constructively in speaking and writing. Meanwhile, reading and listening are passive vocabulary that is a series of words which found by the student for the first time, understanding and recognizing those words without the ability to pronounce or use precisely in their speaking and writing.

C. The Techniques in Teaching Vocabulary

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. It is almost impossible to learn a language without words; even communication between human beings is based on words. Commonly, there are several techniques concerning the teaching of vocabulary. However, few of them that have to be remembered by most English teachers whether if they want to present new vocabulary or activating prior vocabulary to prevent students from forgetting. Indeed, it required to be learnt and a lot of practicing. Taka (2008) indicated that the content, time availability, and value for the learners as some factors which demanding teachers to employ various techniques in teaching vocabulary. Because this makes teachers must have reasons to select approximate techniques in presenting vocabulary. The following below are several techniques of teaching vocabulary variously elaborated by some experts.

According to Brewster, Ellis, and Girard (1992, as cited in Alqahtani, 2015, p. 26) there are several techniques in teaching vocabulary. Those are:

1. Using objects

This technique includes the use of realia, visual aids, and demonstration. They have function to help students in remembering vocabulary, due to memory capacity for objects and pictures is very reliable and visual techniques act as cues for remembering words (Taka , 2008). Basically, every objects use to indicate meanings of words while the vocabulary consist of concrete noun. Visualization is very helpful for the student in memorizing the

words. For example, objects or things in the classroom can be used and quite relevant for the student's daily communication.

2. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3. Using illustration and picture

There are plenty of vocabularies that can be recognized by using illustrations or pictures. Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. They are considered as excellent means of making the meaning of unknown words clearly. Pictures for vocabulary teaching come from many sources. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures cut out of newspapers and magazines are very useful as well. It is considered as visual support that helps learners understand the meaning and helps to make the word more memorable.

4. Mime, expressions, and gestures

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be

introduced through mime, expressions, and gestures. For example, adjectives: "sad" , " happy"; mime and taking a hat off your head to teach hat and so on (Alqahtani, 2015, p. 28). Tellier (2007) indicate teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and help learners to infer the meaning of a spoken word or expression, providing the unambiguous and easy to understand.

5. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be very effective for teachers, such as when dealing with incidental vocabulary (Thornburry, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Taka , 2008). There are always some words that need to be translated and this technique can save a lot of time.

The importance of vocabulary is demonstrated daily in and out the school. The students can achieve most sufficient vocabulary in the classroom through teachers' instruction in teaching specific word. Based on that statement, Lado (1964) mentions that there are three main methodologies for teaching vocabulary items to English language classroom:

1. Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions" (Lado, 1964, p. 121). Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

2. Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

3. Methods of Grasping the Meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

Furthermore, Lado (1995, p. 23) summarized that there are some key strategies in teaching vocabulary. Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

1. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is

defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

2. Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

3. Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

4. Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

5. Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples :

- a. Sing (Sing a song)
- b. Open (Open a book)

c. Close (Close the book)

6. Pictures and Drawings

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic. Examples :

- a. Into (Rajul goes into the circle.)
- b. In (Reina is in the circle.)

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs (Lado, 1955).

7. Reality

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

8. Series, Scales, Systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

9. Parts of Words

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

10. Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

11. Practice from Meaning to Expression

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

12. Reading the Word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners (Lado, 1955).

13. Writing the Word

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

14. Shift of Attention

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which teacher defends or attacks.

15. Strategy for Special Types of Words

Specific techniques or special combinations of the above techniques may be applicable for particular groups of words.

a. Words That Are Easy to Learn

It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing.

b. Words of Normal Difficulty

Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase.

c. Difficult Words

Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case.

Beside the above techniques, there are also, vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. Based on the techniques used for presenting new vocabulary and vocabulary teaching strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an

easier way. What the researcher sees as better way to teach vocabulary is by learning in rich contexts.

D. The Definition Of Describing Object/Things

Describing is defined as giving details about a person, thing or event. Description presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of description is to convey to the reader what something looks like. It attempts to gain a picture with words. Woodson (1982, p. 73) states “Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer’s point of view”. Moreover, Wishon & Burks (1980) asserted that description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

According to Nuresa (2016, p. 19) “Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception”. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing, based on our experience and senses.

Furthermore, Sudarwati (2007) revealed that description is describing how something looks alike which the purpose of it's to describe a particular place, thing or person. Then, According to Ploeger (2000), description is used to add details about something physical like a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses: sight, hearing, smell, taste and touch. To create the most accurate picture mind, the choice of words has to be precisely selected. It is including to sight, hearing, smell, taste and touch. With adequate sensory detail, it could create a clear and specific picture in mind towards the topic that is willing to describe. Clearly, descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. For example when someone writes description of person, he tells what she or he looks like. Meanwhile, when someone describes a place, he tells what it looks like. Also, if someone describes a scene with people, he might first describe the place, and then he might also tell what is happening and what the people are doing.

Based on the various definition asserted by some experts, the researcher summarizes that description is giving details about something physical like a person, place, or thing. In other words, it uses to create a vivid impression of a person, place, object or event such as to create vivid pictures of characters, places, objects, etc which uses a lot of flowery adjectives.

E. Kinds of Description

Description is describing what a person or a thing is like. The main aim of descriptive text is to inform about the thing to be described. So, it provides generalized information on facts, qualities and characteristics about the object under consideration so as to get a systematic, accurate and almost photographic description. This type of texts are just straight facts and do not give any ideas about the feelings or opinions of the author. Miller (1986, p. 105) revealed that traditionally, descriptions are divided into two categories: objectives and subjective. In objective description, the writer records details without making any personal evaluation or reaction. In subjective description, the writer is free to interpret the details for readers; reaction and description can be emotional and value-loaded. The goal of subjective description is to create vivid mental images. To achieve that, the writer uses *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to readers.

Another source mentioned different aspect towards types of description. According to Alawi (2011, p. 22), revealed that types of description are normally takes on three forms, they are:

1. Description of a person

Description is most often expressive, so it most often helps to share the perceptions and point of view. As human beings, they have a compelling desire to connect with other people by sharing the experiences with them.

Moreover, people are different, and writing description of people is different. People are probably already aware of some of the complications because they have often been asked, "What's so-and-like?" In replying, Adelstein and Pival (1976) noted it might resort to identification, an impression, or a character sketch, depending on the situation. The following below will examine each of them.

a. Identification

Although in writing description might provide identification, it would probably go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates

the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

2. Description of a place

Smalley & Routten, as quoted by Alawi (2011, p. 24) emphasized in describing a place for example a room, what should describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, the writer can add a controlling idea that states an attitude or impression about the place being described and the arrangement of the details in description depends on subject and purpose.

3. Description of a things

Descriptive is a type of written text paragraph in which purposed to imagine somebody, something, a place, and an animal (Djuharie, 2001). To describe a thing the writer must have a good imagination about that thing that

will be describe. Besides, Buscemi (2002) to make the subjects as interesting and as vivid to readers as they are to the writer: using proper nouns and effective verbs.

a. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, it might also include a number of *proper nouns*, which are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what the writer is going to describe more familiar to them.

b. Using Effective Verb

Having an understanding of how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verb to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to

describe what a person looks like and acts like, what a place looks like, and what an object looks like. Pardiyono (2007, p. 34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like. Furthermore, according to Jolly as noted by Siburian (2013, p. 34) that there are five types of descriptive writing paragraph. They are:

1. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

2. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3. Describing a personality

In describing a person, the first thing to do was recognizing his/her individual characteristics. It is needed to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

4. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

5. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

F. The Structure of Describing Objects

Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. The senior high school students are required to understand the component of descriptive text genre, those are: generic structure and language feature. The generic structures of this genre are identification (mention the special participant) and description (mention the part, quality, and characters of the subject being described). Also, for the language features of this genre, usually uses simple present tense, adjective, noun phrase and adverbial phrase. According to Alawi (2011, p. 25), the generic structures of a description are as follows:

- | | |
|----------------------------|---|
| 1. Identification | : Identifies the phenomenon to be described. |
| 2. Description of features | : Describes features in order of importance: |
| | a. Parts/things (physical appearance) |
| | b. Qualities (degree of beauty, excellence, or worth/value) |
| | c. Other characteristics (prominent aspects that are unique). |

The generic features of description are:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

The factual description scaffold

1. A general opening statement in the first paragraph
 - a. This statement introduces the subject of the description to the audience.
 - b. It can give the audience brief details about the when, where, who, or what of the subject.
2. A series of paragraphs about the subject
 - a. Each paragraph usually begins with a topic sentence.
 - b. The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - c. Each paragraph should describe one feature of the subject

- d. These paragraphs build the description of the subject
- 3. A concluding paragraph (optional)
 - a. The concluding paragraph signals the end of the text

In another source, Pardiyono (2007, p. 34) maintain that three parts of descriptive, they are (1) communicative purpose, that was to describe an object (human and non-human), (2) rhetorical structure, there are two parts of rhetorical structure a) identification, that was statement that consist of one topic to describe; b) description, that was consist of the detail description about object that identify in identification, and (3) grammatical patterns, it was needed to understand that in descriptive paragraph, declarative sentence was used and using present forms. From the explanations above that noted by Pardiyono, it can summarize that the part of descriptive paragraph was divided in to three parts, they are:

1. Social Function

Describe the characteristics and conditions of the object person, thing, place, or animal) by using adjective and attribute.

2. Generic structure

It was divided into two part they are; (a) identification was to identify the phenomenon that was described, and (b) description was to describe the qualities, characteristics, condition, and part of an object in detail.

3. Grammatical feature

In description paragraph, it uses present tense as normally.

In another study, Nuresa (2016) classify the structure of description into two categories as explain below:

1. Generic structure

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is divided into the following two elements, namely identification and description.

a. Identification

This part identifies phenomenon to be described. Identification usually answers the following questions:

- 1) What is the topic of the text?
- 2) What is the text about?

b. Description

This part describes parts, qualities and characteristics. For examples; describes about My Cat. The characteristics My Cat can different with the other Cat.

2. Language Focus

a. Nouns

Noun is word that is the name of a thing, quality, person, etc and can be the subject or object of a verb. For examples: teacher, house, my cat.

b. Simple present tense

The present tense is one of tense use in writing a description paragraph. The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual things that occur in the present but that are not necessarily happening right now. Grammar is one of language competences which have an important role in communication. Studying grammar is studying something which tells people how to speak and write correctly. Average person thing that grammar less important to speak English, but the researcher thing that grammar important to speak English, because grammar can make their sentences easier understandable by other people.

Advisable, the teacher gives grammar to students if they have braveness and familiar with speak English, because it will help them to get motivation. They will think that speaking English is easy to them. Simple grammar is very suitable to students that they have no braveness and familiar with speaking English. The verbs usually used in a description are have' (have, has) and to be' (am, is, are). The tense is the simple present.

In the teaching of writing skill a descriptive text is popularly known as descriptive paragraph. The students are trained to describe certain object in a written language by developing one main idea as a topic sentence. So it will be

quite easy to them producing the simple text. Furthermore, Fundamental English III indicated the generic structure in writing a paragraph to describe objects consisted of 5 parts as follows:

1. Function/ Use

Example: A drum is used for making music.

A drum is used to make music.

2. Components/ Parts

Example:

A hammer has two { parts:
sections:
components: } a handle and a head.
one is a handle, the other is a head.
one is a handle, the other is a head.

3. Characteristics

a. Material

Example: A chair is made of wood.

Bread is made from wheat.

b. Shape/ figure

Example: A coin is shaped like a circle.

A coin is circular in shape.

A coin is circular.

c. Dimensions (length, width, height, depth, thickness etc.)

Example: This building is 250 meters high.

d. Property

Property is a special quality that belongs to the object.

Example: The interior of a ping-pong ball is hollow.

This book is thick.

The glass bottle is fragile.

The edge of a table is straight.

The sides of a car are flat.

The middle of a bottle is curved.

e. Color (black, white, green, etc.)

4. Position

If the objects to be described are complicated, consisting of many parts, or appearing in a set, positions must be given. Example: inside, outside, at the top, on the left/ right, in the middle, to the right/ left (of), at the bottom, above, over, between, below, beside, at the end of, behind, in front of, near, by, etc.

For Example: A car has four headlights at the front. At the top of the engine is the radiator and at the top is an oil cap.

5. Connection between parts

Connection is a relationship between two things or more. If the object has more than one part, we have to describe them part by part with a connection among them. Verbs that signal the connection are: attach, detach, join, connect, support, fix, fit, lead, link, etc.

For Example: The head of a hammer is fixed to the handle.

The rubber tube is fitted over the glass tube.

The glass tube is fitted into the rubber tube.

The wire leads from the switch to the bulb.

The wire links between the switch and the bulb.

The wheels of a car are detached from the body of a car.

The wheels of a car are connected by the axles.

Based on the explanation above, the researcher refers to the generic structure which presents by Fundamental English III because meet to the purpose of this study. In sum, the researcher can conclude that this structure will be a useful and meaningful as an approximate technique in mastering students' vocabulary development.

G. Relevant Studies

The researcher has found that there are number of relevant studies regarding this. Maaike Heitink, Petra Fisser and Joke Voogt (2006) conducted a research entitled "Learning vocabulary through a serious game in Primary Education". The aim of the study was to implement online game as a method in increasing student's vocabulary. That is, the effect of the serious game 'Word Score 2' on the vocabulary of students in primary education in three different conditions: (a) online game and vocabulary instruction, (b) online game only, and (c) paper game and vocabulary instruction. Questionnaire and interview were conducted to obtain

the data. The participants were 206 students from grades 4-6. The research that used a serious game “Word Score 2” showed a significant learning effect.

Entitling “Increasing Students’ Vocabulary Mastery Using Realia” conducted by Retno Sumarni (2008). The objective of this study was to increase the students’ vocabulary mastery specially to describe the implementation of teaching English vocabulary by using realia in SDN 01 Blimbing and to find out whether diagram increase he students’ vocabulary mastery. The population of this study was the fifth year students of SDN 01 Blimbing Ampelgading Pemalang. 19 students of SDN 01 Blimbing Ampelgading Pemalang at the fifth year in 2007/2008 academic year were participated in this research. The techniques used to collect the data were observation, test, and interview. The researcher found that there was a significant difference between the result of pre and post-test in which post test result were higher than pre test. Therefore, the result showed that By Using Realia was increased students’ vocabulary.

Elsa Yurika Sitompul (2013) conducted the study entitled ”Teaching Vocabulary Using Flashcard and Word List”. She applied Flashcard and Word List in order that students master vocabulary and investigated the effect of using this method, and also to discover the students’ responses toward both strategies. The research participants were 60 students of fifty graders which were group into; 30 students for experimental group and 30 students for control group. The techniques of collecting data were; test and interview. The result showed that Using Flashcard and Word List mastered students’ vocabulary.

A study conducted by Farisati Izza (2012) entitled “Increasing Vocabulary Trough Barbie Movie” aimed to find out the ability of students in acquiring vocabulary after watching Barbie movie and to figure out the problems that students faced in increasing vocabulary. She conducted two techniques of collecting the data; test and questionnaire. The participants were the students of pre-intermediate class of English Mate, one of English course in Banda Aceh. She took all population as sample for this research. The research proved that Barbie Movie increased students’ vocabulary.

In 2012, Afriana conducted the research entitled “Increasing Vocabulary Trough Crossword Puzzle”. This research applied Crossword Puzzle to make learning vocabulary interesting and enjoyable. The study aimed to investigate whether Crossword Puzzle helps students to increase their vocabulary or not and to find out the students obstacles in mastering vocabulary. Test and questionnaire were used to collect the data. The participants were the first year student of MTs 1 Samahani. For the sample, the writer took class VII-1 as experimental class and VII-2 as control class. The result showed that Crossword Puzzle increased the first year students’ vocabulary.

Entitling “The Implementation Of Extensive Reading To Enrich Students Vocabulary” conducted by Khalida (2015). This study focused on finding out whether the students can improve their vocabulary through extensive reading or not, and also investigated whether students acquire benefits and difficulties of extensive reading. All of the second level students of MTsS Darul Ihsan Aceh Besar were participated in this research. Two classes of the population were taken

as sample; 27 students for control class and 29 students for experimental class. The techniques used to collect the data were test and questionnaire. The researcher found that there was a significant difference between the result of pre and post-test of both classes in which post test result were higher than pre test. Therefore, the result showed that the implementation of Extensive Reading enriched student' vocabulary.

As seen above in those relevant studies, there are number of technique and strategies that can help students' mastered vocabulary. In this case, those relevant studies above have difference with this current one, in which the technique used in this research. The researcher will conduct research by applying describing objects technique to develop students' vocabulary. The respondents are second year students of MTsN 1 Bireuen.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers brief description of research location, research design, population and sample, technique of data collection, and technique of data analysis.

A. Brief Description of Research Location

In this section, the researcher described about the location and object of the study. In an effort to get the data for this thesis, the study was conducted at MTsN 1 Bireuen. The following below was brief information of MTsN 1 Bireuen.

1. The School

Madrasah Tsanawiyah Negeri Model Gandapura is one of junior high school among 35 others Madrasah Tnawiyah Model that is existed in Indonesia. It is also one of school among 4 MTsN Model which is built in Aceh Province. Recently, MTsN Model Gandapura has been known as MTsN 1 Bireuen. MTsN 1 Bireuen was firstly established in 1931. However, MTsN 1 Bireuen was officially legitimized in 1968. MTsN 1 Bireuen is a school located in Medan-Banda Aceh Street, Gandapura, Bireuen. Since it has been established until now, MTsN 1 Bireuen had led by the best principles which under their leadership and best effort had brought MTsN 1 Bireuen achieved a good advancement and development. Now, MTsN 1 Bireuen has been led by Sabri A. Gani, S.Pd.

Since the school was built, a lot of establishment and development has to be occurred. One of them was since September 2005, MTsN 1 Bireun has conducted an establishment of “Unggul class” and “Inti class”. These classes implemented a system of full-day learning and teaching progress within increasing students’ abilities and improving teachers’ quality in order to be able in mastering foreign language. For instance, mastering English for teachers who taught in the field of Science (Physics, Biology, and Chemistry) and teachers who taught in the field of Social (Geography, Economics, and History). Meanwhile, for teachers who taught in the field of Religion (Fiqh, Aqidah-Akhlaq, and Qur'an-Hadist) had to master Arabic.

Afterwards, in 2010/2011 of academic year, MTsN 1 Bireuen has established International class which consisted two classes. It aimed to implement teaching and learning system process within two languages. In the morning, the students learned lessons such as; Math, Physics, Biology, and other lessons in the field of Social, all of teachers who taught those lessons above used English as language of instruction in learning and teaching process. Meanwhile, all of teachers who taught Religion lessons such as; Fiqh, Qur'an-Hadist, Aqidah-Akhlaq, used Arabic as language of instruction in learning and teaching process. On the other hand, in the afternoon, the students at International class was continued their learning activity. The students were particularly nurtured to master both English and Arabic language, mastering basic computer application such as; Windows, Microsoft

Word and Microsoft Excel. In addition, it was also interspersed with other lessons; those were Math, Physics, and Biology as well.

2. The Facilities

MTsN 1 Bireuen has many facilities to support the instructional process. The facilities are essential for students and teachers. Those probably used for students and teachers' needs. The area of MTsN 1 Bireuen is 12.982 m^2 . It is considered a big area to have enough facilities in order to support teachers and students in teaching learning process. They are as follows:

Table 3.1. The Facilities of MTsN 1 Bireuen

No	Facilities	Unit	Wide (M^2)
1	Headmaster Room	1	35
2	TU Room	1	61
3	Teacher's Office	0	0
4	Classrooms	25	1.383
5	Library	1	129
6	Computer Laboratory	1	125
7	Language Laboratory	1	96
8	Science Laboratory	1	96
9	Art Room	1	125
10	BP Room	1	25
11	Basket Ball Field	1	220
12	Volley Ball Field	2	400
13	Clinic	1	32
14	Osis Room	1	24
15	Mushalla	1	396
16	Recycle	1	91
17	Student Toilets	7	14
18	Teacher Toilets	4	3
19	Teacher/Student Garage	2	74

3. The Teachers

MTsN 1 Bireuen has 66 total amount of teachers who were not only teaching the lesson but also guiding them to develop good students, besides, also motivated student and being able to make the students understand English. The teachers were from different educational background and graduated from different university. Thus, the teachers play the important role to help the students to be qualified based on the teaching goal. The following table showed about the total amount of teachers in MTsN 1 Bireuen:

Table 3.2. The Amount of Teachers at MTsN 1 Bireuen

No	Degree Level	Civil Servant	Non-Civil Servant
1	S1	53	12
2	DIII/ Fresh-Graduate	1	0
Total		66	

4. The Students

MTsN 1 Bireuen has been a favorite junior high school among 4 MTsN Model in Aceh. It was no wonder if many teenagers and parents choosed MTsN 1 Bireuen as their educational institution. This happened because the school has good qualities in many sides and this school is one of school with language model implementation than other senior high school. The truth is this school frequently gets champion when extracurricular program such as; sport and art and in any competition that has been participated. Thus, many of students compete to be a student in this school. In addition, based on the data

obtained at MTsN 1 Bireuen, the total numbers of students in academic year 2017/2018 were 833 students, 397 male and 436 female. The following table showed more details about the amount of classes and the students of MTsN 1 Bireuen:

Table.3.3. The Amount of Students at MTsN 1 Bireuen

No	Class	Amount of Class	Male	Female	Total
1	VII	8	121	132	253
2	VIII	10	134	157	291
3	IX	10	142	147	289
	Total	28	397	436	833

5. The Curriculum

Curriculum has essential aspect which resulted big impact for education. It is kind of a plenty of plans made for guiding the learning process in the schools and targeting what would be achieved is accordance toward the school vision and mission. Besides, it will also determine or instruct the teachers in accomplishing the way of teaching, understanding the steps of teaching programs, and providing the materials of teaching learning. For instance, to guide the teachers in learning process and selected the materials for teaching, preparing for lesson plan, allocating the time, arranging the lesson, and determining the test for the students. Therefore, the teachers and students can easily achieve the educational goal based on the data obtained at MTsN 1 Bireuen, MTsN 1 Bireuen used curriculum based on K13 revision. K13 revision is a curriculum that expect the students to be more active in term of study and to set a higher standard for the education of Indonesia.

B. Research Design

The research design used in this study was a quantitative. A quantitative research was selected due to the nature of this research and research questions. Quantitative research is a research that involves a statistical or numbers or quantity (Moleong, 2007). According to Alison and Susan (2005, p. 137) Quantitative research can be conceptually divided into two types: association and experimental. The goal of associational research is to determine whether a relationship exists between variable, which allow a researcher to determine how closely two variables (e.g motivation and language ability) are related in a given population. It is not concerned with causation, only with co – occurrence, this is often tested statistically through correlations. Meanwhile, In this study, the researcher used experimental study because the researcher wanted to find out the application of describing objects as a technique (independent variable) to improve students' vocabulary development (dependent variable).

There are three designs for experiment at method namely Pre-experimental, True-Experimental, and Quasi Experimental. In this study, the researcher conducted pre-experimental study by taking one class as sample for teaching experiment. One-Group Pretest-Posttest is one of the designs of pre-experimental method which has one group of experiment without using control group (Borg and Gall, 1989, p. 670). In this study, the researcher used pre experimental study. This pre experimental study aimed to demonstrate the result whether it improves or not. The researcher also has done piloting to know the capacities of students proficiency and how students perceived toward this method. Thus, the researcher

selected one class of second grade students of MTsN 1 Bireuen as the experiment class.

C. Population and Sample

1. Population

Arikunto (1999, p. 130) stated that “Population is the whole units of research”. Then, Borg and Gall (1989) convince that a population is the large amount of class which wishes to be learned; whereas the smaller class that is the researcher actually conducts the experiment is called a sample. Based on the definition above, the population of this research was all the second year students of MTsN 1 Bireuen in 2017/2018 academic year. The total number of students were about 291 students; 134 males and 157 females. The second grade students were grouped into 10 classes, those are; VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, and VIII-10. Each class consisted around 27 students for a minimum number of students and 30 students for a maximum number of students.

2. Sample

Sample is a representative of population that will be researched. Frankel and Wallen (1993) stated that in a research study, a sample is the group, objects, or an individual of population which is selected to represent the population in which the information is obtained. Based on the statement revealed by Frankel and Wallen (1993) the sample of this study was one class. The sample was represented by class VIII-1 which consisted 27

students. The sample was selected based on the purpose of the study. The technique of sampling used was purposive sampling because all students met the criteria for the purpose of the study. Alison & Susan (2005) state that in purposive sampling, researcher selects individuals based on their knowledge of the population and in order to elicit the data in which they are interested. In another study Patton (1990, p. 169) stated that “Purposive sampling is composed of individuals or groups that provide information about issues of central importance to the purpose of the research”.

In this study, the researcher used purposive sampling (without random assignment) by selecting one group only or one class as the sample. This one group was the students who sit in class VIII-1 were selected students from the other 10 classes of second year. They were selected due to their proficiency that was higher than all of the other second year students. Practice English speaking is a requirement for class VIII-1 students in daily communication, when they are at school and in class, especially when teaching learning process takes place. Furthermore, this method of describing object was conducted by English teacher at class VIII-1 a few years ago when the researcher was the student of this school. This method gave a better result in vocabulary development and it was worked to the researcher based on the experience few years ago. Therefore, this class was considered qualified as the sample of this research.

D. Technique of Data Collections

In writing this research, collecting data is crucial in order to discover the answer on which relevant to the purpose of this study. Four meetings have conducted. Arikunto (2003) state that in collecting data, research instrument is used as a testing device in obtaining information needs and to get a better result of the study, completely organized and systematic which resulted the data to be easily processed. Thus, various kinds of data and information to support the validity of this study were intended to use. In this study, the researcher used test, questionnaire, and focus group discussion. Regarding the instruments of data collection in this study, it could be explained as follows:

1. Test

Test is an important part in collecting data especially in experimental study. Brown (2004, p. 3) states that “A test is a method of measuring a person’s ability, knowledge or performance in a given domain”. This opinion almost similar with Richard (1986) stated that test is a procedure for measuring ability, knowledge, or performance of individual. So, it has a simple definition that test is sort of instrument or a set of techniques that measure individual abilities or competencies which requires performance of students as the test-takers within a particular lesson or unit. In this research, as it has mentioned above that the researcher conducted pre-experimental study by taking one class as a sample. The class was given the test which was divided into pre-test and post-test. The pre-test was given before the experimental teaching, and the post-test was given after experimental

teaching. The aim of pre-test was to discover the students' ability in writing before giving the treatment, and the aim of post-test was to find out whether the application of describing objects helped the students in mastering vocabulary development or not.

In assessing the test, the researcher used the analytic scale which was adapted from scoring rubric with modification proposed by Jacob et al. (1981, as cited in Angella Novitaningrum, 2014). There were some aspects to be assessed in mastering students vocabulary development; organization, content, grammar, vocabulary, and mechanic. For more detail, the source of assessment could be seen as follows:

Table. 3.4. The Rubric of Writing Assessment

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	All ideas in the sentences are relevant to the topic; the paragraph contains nine to ten of sentences.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the paragraph contains seven to eight of sentences.
	2	Fair	Some ideas are relevant to the topic; the paragraph contains four to six of sentences.
	1	Poor	Limited number of ideas are relevant to the topic; the paragraphs contain only a sentence to three of sentences.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the paragraph consists complete structure of describing objects, namely function/use, components/parts,

			characteristics, position, and connection between parts.
	3	Good	Fairly well organized and generally coherent; the paragraph consists four or three structures of describing objects.
	2	Fair	Loosely organized; the paragraph only consists two structures of describing objects.
	1	Poor	Ideas disorganized; the paragraph consists one structure of describing objects.
VOCABULARY	4	Very Good	Mostly appropriate choice of words; no misuse of vocabulary and word forms
	3	Good	Appropriate choice of words; few misuse of vocabulary and word forms
	2	Fair	Less appropriate choice of words; some misuse of vocabulary, and word forms
	1	Poor	Inappropriate choice of words; a lot of misuse of vocabulary and words forms.
LANGUAGE USE (GRAMMAR)	4	Very Good	Well organized structure; Demonstrate very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but may make several errors that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; Makes many grammatical

			errors that affect the message of the writing.
MECHANICS	4	Very Good	There are no mistakes in spelling, punctuation, capitalization, and paragraphing.
	3	Good	There are few mistakes in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	There are many mistakes in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Almost all spelling, punctuation, capitalization, and paragraphing are wrong.

2. Questionnaire

Alison and Susan in Brown book entitled “English language research 2” (2001, p. 6) defined questionnaires (a subset of survey research) as “Any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer”. In another word, questionnaire is a list of questions to gather the information from the participant. In addition to different varieties of questionnaires form, it divides into two types of question items; a closed-item and open-ended item. A closed-item is required the respondents to select one of several specific answer, whereas as open-ended items question allows respondents to express their own thoughts and ideas in their own manner.

In this study, the researcher distributed a close-ended item to figure out the students perceptions toward provided statement and to find more about the information of teaching and learning process by using describing objects technique. It was written in *Bahasa Indonesia* in order to avoid students misunderstanding. The questionnaire was consisted of 12 close-ended items. The students gave the response by selecting one or several of the specified answer such as “Yes” or “No”. In addition, the questionnaire was given in the last meeting in order to investigate the obstacles faced by students in developing vocabulary by applying describing object technique.

3. Focus Group Discussion (FGD)

To ease the researcher in collecting the data, focus group discussion was conducted. The researcher use FGD as last technique in obtaining the data. The obvious answer to the problem raise at the end of the last section is to divide the class into discussion groups of between two or five participants. The focus group discussion was conducted after the students have finished their test and obtained students’ final test score because the students who participated in this section were selected based on the final score. It was more likely a semi-structured interview which was conducted to acquire unique and personalized information about the participant responses toward the questionnaire. In this section, five of twenty two students were selected as participant to involve in group discussion. They were selected due to their score in post-test result. It ranged from the highest to the lowest score. In addition, this section aimed to get more detail information toward the answer

of how students experience this technique (describing object) and to find out the obstacles faced by students.

E. Technique of Data Analysis

1. Test

In analyzing the test result, the researcher used statistical calculation. The following below was statistical calculation use to find mean score and t-score:

a. Mean

Mean is used to find out the average of whole sample. In order to know mean score, the researcher used formula suggest by Arikunto (2010, p. 248) as follows:

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

Explanation:

\bar{X} : Mean

$\sum x$: The sum of score

N : Total students

b. T-score

To find out whether the differences between pre-test and post-test is significant, the researcher used SPSS 22 description analysis.

2. Questionnaire

In analyzing the questionnaire, the researcher used this formula suggested by Anas Sudiyono:

$$= \frac{F}{n} \times 100\%$$

Explanation :

P = Percentage

F = Frequency

n = The number of respondent

3. Focus Group Discussion

The researcher analyzed the semi-structured interview by descriptive analysis. Descriptive analysis is “term given to the analysis of data that helps describe, show or summarize data” (Laerd.statistic.2013). Descriptive analyses do not authorize to make conclusions beyond the data researcher have analyzed.

CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher discuss the result of the research which was conducted from 9th to 18th January, 2018. It includes research finding, result of test, analysis of questionnaires, analysis of focus group discussion, and discussion.

A. Research Finding

1. Experimental Teaching

To obtain the data needed, a series of experimental teaching was conducted by the researcher herself. This research was carried out in MTsN 1 Bireuen which is located in Medan-Banda Aceh Street, Gandapura, Bireuen. The part of study was conducted in one class particularly class VIII-1. The class was taught which aimed to improve students' vocabulary development. In this occasion, the researcher applied describing objects in developing students' vocabulary.

The experimental teaching was regulated in schedule to be carried out since January 9th up to January 18th, 2018. During the period, the class was arranged for 4 meetings (including pre-test and post-test), and completed in 2 weeks. In this study, the class received treatment for two meetings in order to have a profoundly understanding toward describing objects technique. Furthermore, a time allotment for each meeting was 90 minutes. In the classroom, the researcher acted as the substitute to the school's English

teacher. When explaining the material, the researcher used mix languages; *Bahasa Indonesia* and English. Having conducted the series of teaching procedure, the experimental teaching was described as follows:

a. The First Meeting

The first meeting was conducted on Tuesday, 9th January 2018. It took 80 minutes of time allotments. The class started at 07.30 AM and ended at 08.50 AM. At this meeting, the researcher began the class by delivering a brief explanation about the purpose of the study by applying describing objects technique. Subsequently, the researcher gave the students the pre-test. It was conducted to have an understanding of students' ability before the researcher run a teaching learning process. In the pre-test, the students asked to describe an object in written text about a certain given topic. The topic was the objects available in the classroom which are everyday see by the students and familiar to them. So that's, it enable the students to describe them. Then, the researcher listed the objects that were being described in the whiteboard. These were; Book, Clock, Pen, Vase, Uniform, Bag, and Broom. At this moment, the students were grouped by counting and labeling from number 1 to 7 which the students with label number 1 should write a descriptive text based on the topic of number one written in the whiteboard and the same procedures also applied to the others. In this occasion, the students were given about 10 minutes to describe an object in written text. The researcher also set the alarm as

reminder that 10 minutes was over. While writing the text, the students were allowed to use dictionaries. Here were the directions of pre-test:

<u>PRE-TEST</u>	
Name	:
Genre	:
Time Allocation	:
Topic	:
Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).	

Furthermore, each student had 5 minutes to perform their own text in speaking in front of class. In expecting to get the valid data as a whole, the researcher also recorded by using audio-visual recorder all the students speaking performance in the classrooms.

b. The Second Meeting

The second meeting was held on Thursday 11th January 2018. The class started at 08.50 AM and ended at 10.10 AM. This session was considered as a treatment. It was conducted for students to get deeply understanding toward treatment and resulted a good achievement in the post test. At this meeting, the researcher began the teaching process by starting with the explanation of describing objects and how to describe the objects. It was begun by delivering a handout for each student about the structures and language features in describing objects. It consisted of five parts such as; function/use, component/part, characteristics such as; material, shape, dimensions, property, and color; position, and connection between parts. Then, the researcher gave them an example of describing

object entitled “Pencil”. The students continued to analyze the structures and language feature in the text given by the researcher. With guidance and feedback by the researcher, the students got deeper understanding toward how to describe an object. In the last five minutes before the class ended, the researcher asked the students to write descriptive text as a homework based on their topic acquired in the pre-test with accordance to the material given at this meeting which was submitted at the next meeting.

c. The Third Meeting

The third meeting was held on next Tuesday 16th January 2018 (a week after the first and second meeting) at 07:30 – 08:50 AM. This was the last meeting of treatment. Before starting the main activity in this meeting, the researcher asked students to submit their homework earlier. After all students have submitted, the researcher ordered the students to make a group based on number and labeling they have pointed in the first meeting. After all students found their own group, the researcher distributed a randomly composition of a descriptive text entitled “Bottle”. The students were required to compose the text to be a good descriptive text and analyzed the structures and language feature that consisted in the text. While the students worked in group, the researcher checked the students’ homework. The researcher found few students still got difficulty in differentiating the position and connection between parts of an object. In group working, the researcher hopes students resulted a better

understanding of structures and language feature of describing object.

With guidance and feedback by the researcher, the students have finished their work. After all had finished, each group performed their work. The researcher and the students gave feedback toward their group-working performance.

d. The Fourth Meeting

This meeting was the last meeting of experimental teaching. This meeting was held on Thursday 18th January 2018. At this meeting, the researcher held post-test. The post-test was given in the last day of meeting in order to know students' improvement in learning vocabulary in English context. In the post-test, the researcher expected that the students gave an improvement after getting a profoundly understand the treatment. The procedure of post-test was the same of as pre-test. The students were asked to write a descriptive text based on the topic they acquired in the pre-test. As well as the pre-test, this meeting took 80 minutes (08:50 – 10:10) of time allotment and also the students were allowed to use their dictionaries. Here were the directions of post-test:

<u>POST-TEST</u>	
Name	:
Genre	:
Time Allocation	:
Topic	:
Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).	

Then, after post-test completely done, the researcher submitted all the answer sheets. In addition, the researcher distributed questionnaires to be answered by students. After all of students collected the questionnaires, the researcher appreciated all of the students after joining sincerely in this research and end the session.

2. Focus Group Discussion

The focus group discussion was conducted on Friday, 16th February 2018. It took at least 30 minutes of time allotments. The session started at 11.00 AM and ended at 11.30 AM. The session aimed to explore and to clarify more information toward the student's responses of questionnaires. It was conducted outside of classroom teaching process. It took place at a Coffee Shop in Banda Aceh-Medan streets, Kruengmane, Aceh Utara. The place was selected based on voting and not so far from the students' resident so they could reach the place with save and secure.

B. Result of The Test

In order to measure the students' ability in describing objects before and after the treatment, the test was delivered to the students during the experimental teaching. As it was explained before, there was one class selected as sample in this experiment in which the students participated in two types of tests; pre-test and post-test. The pre-test was held on January 9th, 2018 and the post-test was conducted on January 18th, 2018. The researcher analyzed the data by using a statistical calculation to figure out whether there was a significant different

between the pretest and posttest result after the treatment was given. Thus, the analysis used in order to find out the students' ability in improving vocabulary through describing objects by comparing the students' average of pre-test and post-test scores. There were some aspects that the researcher used to assess students' ability in mastering vocabulary development: organization, content, grammar, vocabulary, and mechanic. For more detail, the source of assessment could be seen as follows:

Table 4.1 The Rubric of Writing Assessment.

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
ORGANIZATION	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
VOCABULARY	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
LANGUAGE USE (GRAMMAR)	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
MECHANIC	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-

(for a detail table, see chapter III)

The highest score of an aspect of assessment was 4, and the lowest was 1. The maximum score that could be achieved by students was 20, and the minimum score was 5. The result of pre-test and post-test from experimental teaching would

be explained below.

1. The Pre-Test Scores

There were originally 27 students engaged in the experimental teaching.

All of them attended the day of pre-test, but there were 5 students did not attend the day of post-test. So the number of students who participated in this study was 22 students. The result of pre-test and post-test could be seen as follows:

Table 4.2 The Result of Pre-Test Scores

No	Students' Initial	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	AZ	1	2	3	2	3	11
2	FN	1	1	2	1	2	7
3	MA	1	1	1	1	1	5
4	MR	4	1	2	1	1	9
5	NA	1	1	1	1	1	5
6	RR	4	2	2	2	2	12
7	AN	2	2	1	1	1	7
8	CA	2	2	1	1	1	7
9	FZ	2	1	2	2	1	8
10	HN	2	1	2	1	2	8
11	IA	2	1	1	2	2	8
12	KH	4	2	3	2	2	13
13	LR	2	1	2	1	1	7
14	L	2	1	3	2	2	9
15	LU	4	2	2	2	2	12
16	NR	2	1	1	1	1	7
17	NR	2	2	2	2	1	9
18	NI	2	2	1	1	2	8
19	R	2	1	3	2	2	10
20	TF	4	3	3	3	2	15
21	YM	3	1	2	1	1	8
22	ZP	4	1	3	2	2	12



= Lowest Score



= Highest Score

The table showed the students' pre-test scores. The test was given in the first meeting before giving any treatment. In the pre-test, the lowest score was 5 which were gained by 2 students and the highest score was 15 which were gained by 1 student. Besides, the median is the score at the center of range scores that splits the range scores in half. It represents the mid-point of all the scores. Half of the scores are above the median and half below it. To determine the median score, the data must be arranged from the lowest score to the highest score as follows:

5 5 7 7 7 7 7 8 8 8 8 8 9 9 9 10 11 12 12 12 13 15

Based on the amount of test score above was even number, mean score was determined by using following formula:

$$Me = \frac{1}{2}(n + 1)$$

Explanation:

Me = Median

n = Amount of Sample

Next step was calculating the position of median and median value as elaborated below:

$$\begin{aligned} \text{Position of Median} &= \frac{1}{2}(n + 1) \\ &= \frac{1}{2}(22 + 1) \\ &= 11.5 \end{aligned}$$

Due to the amount of sample was even numbers, thus, the position of median value was at 11.5 which indicated between the eleventh and twelfth of sample:

$$\begin{aligned}
 Me &= \frac{1}{2} (\text{the } 12^{\text{th}} \text{ sample} + \text{the } 11^{\text{th}} \text{ data}) \\
 &= \frac{1}{2} (8 + 8) \\
 &= 8
 \end{aligned}$$

So, in the students' pre-test score, the median score was 8.

2. The Post-Test Scores

The following below was table 4.3 which reported the students' post-test scores:

Table 4.3 The Result of Post-Test Scores.

No	Students' Initial	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	AZ	4	3	3	2	2	14
2	FN	3	2	2	2	2	11
3	MA	4	2	3	3	3	17
4	MR	4	3	3	3	3	16
5	NA	4	3	2	2	2	13
6	RR	4	2	3	2	2	13
7	AN	4	3	3	3	3	16
8	CA	3	1	1	1	1	7
9	FZ	4	4	4	3	4	19
10	HN	4	4	3	3	3	17
11	IA	4	3	3	3	3	16
12	KH	4	3	3	3	3	16
13	LR	2	1	2	2	2	9
14	L	4	3	2	2	2	13
15	LU	4	4	4	3	3	18
16	NR	4	3	2	2	1	12
17	NR	4	3	3	3	3	16
18	NI	4	2	3	2	2	13
19	R	4	2	2	2	1	11
20	TF	4	4	3	3	3	17
21	YM	4	3	2	2	2	13

22	ZP	4	4	4	3	3	18
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 = Lowest Score  = Highest Score

The data above were the post-test scores. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score was 7 which were gained by 1 student and the highest score was 19 which were gained by 1 student. As it was mentioned before in the pre-test, the median score could be determined by arranging from the lowest score to the highest score:

7 9 11 11 12 13 13 13 13 13 14 16 16 16 16 16 16 17 17 17 18 18
19

Next step was calculating the position of median and median value as elaborated below:

$$\begin{aligned}\text{Position of Median} &= \frac{1}{2}(n + 1) \\ &= \frac{1}{2}(22 + 1) \\ &= 11.5\end{aligned}$$

Due to the amount of sample was even numbers, thus, the position of median value was at 11.5 which indicated between the eleventh and twelfth of sample:

$$\begin{aligned}Me &= \frac{1}{2}(\text{the } 12^{\text{th}} \text{ sample} + \text{the } 11^{\text{th}} \text{ sample}) \\ &= \frac{1}{2}(16 + 14) \\ &= 15\end{aligned}$$

So, in the students' post-test score, the median score was 15.

3. The Comparison of Test Results

The following was table 4.4 which indicated the comparison of students' pre-test and post-test result. It could be seen as follows:

Table 4.4 The Comparison of Test Results.

No	Students' Initial	Pre-Test Score	Post-Test Score
1.	AZ	11	14
2.	FN	7	11
3.	MA	5	17
4.	MR	9	16
5.	NA	5	13
6.	RR	12	13
7.	AN	7	16
8.	CA	7	7
9.	FZ	8	19
10.	HN	8	17
11.	IA	8	16
12.	KH	13	16
13.	LR	7	9
14.	L	9	13
15.	LU	12	18
16.	NR	7	12
17.	NR	9	16
18.	NI	8	13
19.	R	10	11
20.	TF	15	17
21	YM	8	13
22	ZP	12	18
Total Score		197	315
Mean		8.95	14.32

Based on the raw scores of students' both pre-test and post-test, the table above described the total scores and mean of pre-test and post-test. The total score of pre-test was 197 and post-test was 315. Meanwhile, to determine the mean score of both pre-test and post-test result, the researcher must calculated

the total score of students then divided by the number of students, by the formula:

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

Explanation :

\bar{X} : Mean

$\sum x$: The sum of score

N : Total students

Based on the table distribution above, mean score was determined by using following formula:

a. Pre-test

From a group of 22 students, it was determined that their total pre-test score ($\sum X_1$) was 197. Based on that, the mean score was calculated as follows:

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

$$\bar{X}_1 = \frac{197}{22}$$

$$\bar{X}_1 = 8,95$$

b. Post-test

From the students' post-test raw score, it was found that the total of their score ($\sum X_2$) was 315. Thus, the mean score of post-test from was calculated as follows:

$$\bar{X}_z = \frac{\sum X_z}{n}$$

$$\bar{X}_z = \frac{315}{22}$$

$$\bar{X}_z = 14,32$$

Based on the calculation above, the mean of pre-test was 8.95 and the post-test was 14.32. Therefore, it could be seen that the post-test result was higher than that of the pre-test. Thus, the researcher did *Paired t-test* to assure the pre and post-test score results were different.

4. The Recapitulation of Test Results

Overall, Table 4.5 described the recapitulation of both pre-test and post-test which could be seen below:

Table 4.5 Recapitulation of Pre and Post-Test Results.

No	Students' Initial	Pre-Test Score	Post-Test Score	Point Increase
1.	AZ	11	14	3
2.	FN	7	11	4
3.	MA	5	17	12
4.	MR	9	16	7
5.	NA	5	13	8
6.	RR	12	13	1
7.	AN	7	16	9
8.	CA	7	7	0
9.	FZ	8	19	11
10.	HN	8	17	9
11.	IA	8	16	8
12.	KH	13	16	3
13.	LR	7	9	2
14.	L	9	13	4
15.	LU	12	18	6
16.	NR	7	12	5
17.	NR	9	16	7
18.	NI	8	13	5

19.	R	10	11	1
20.	TF	15	17	2
21.	YM	8	13	5
22.	ZP	12	18	6
	Total Score	197	315	118
	Mean	8.95	14.32	5.36

According to the table above, it could be seen that there was an increase in the average score between the pre-test and post-test results of the students. However, there were 2 students who only increased 1 point, a student who were not increase at all. This might be due to the possibility that they were less serious to understand the researcher's explanation and 2 of them were also absent once while the teaching and learning process, so they did not get an increase between pre-test and post-test score.

In order to find out t-test score to answer the research question whether the application of describing object improve students' vocabulary development at the second grade of MTsN 1 Bireuen, *Paired t-test* was used to answer the research question by using SPSS 22:

Table 4.6. The Paired t-test of pre-test and post-test

Group Statistic

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	8.95	22	2.591	.552
Post-Test	14.32	22	3.107	.662

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pair 1 Pre-Test - Post-Test	-5.364	3.288	.701	-6.822	-3.906	-7.650	21	.000			

The information that could be inferred from the table was the *Paired t-test* analysis of students' pre and post-test results. The significance different was showed .000. This result reports that the significance level of *p-value*=.000 was lower than $\alpha = 0.05$ ($.000 < 0.05$). In the other words, it could be concluded that there was the significance of the treatment. The group statistics table showed that the post-test score mean was 14.32 and pre-test mean score was 8.95. Thus, H_0 refused and H_a received. It could be concluded that the average score of post-test was higher than pre-test. It meant that the application of describing objects improved students' vocabulary development.

C. The Analysis of Questionnaires

The researcher distributed the questionnaires to the students in order to get the data of the students' perception toward applying describing objects technique in mastering vocabulary development. It consisted of 12 questions in a closed form. As the mentioned in chapter III, to analyze the questionnaire data, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

Furthermore, the result of each questionnaire questions was elaborated in detail in the following tables:

Table 4.7.
Students' questionnaire toward their responses of using Describing Objects to improve their vocabulary development.

No	Statements	Students Responses		Total
		Yes	No	
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .	<i>F</i>	22	0 22
		%	100,0	0 100
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan metode <i>Describing Objects</i> .	<i>F</i>	22	0 22
		%	100,0	0 100
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .	<i>f</i>	18	4 22
		%	81,82	18,18 100
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .	<i>f</i>	20	2 22
		%	90,9	9,1 100
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	<i>f</i>	21	1 22
		%	95,45	4,54 100
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	<i>f</i>	20	2 22
		%	90,9	9,1 100

7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.	<i>f</i>	21	1	22
		<i>%</i>	95,45	4,54	100
8	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.	<i>f</i>	22	0	22
		<i>%</i>	100,0	0	100
9	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata) .	<i>f</i>	21	1	22
		<i>%</i>	95,45	4,54	100
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .	<i>f</i>	19	3	22
		<i>%</i>	86,4	13,6	100
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	<i>f</i>	4	18	22
		<i>%</i>	18,18	81,82	100
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.	<i>f</i>	21	1	22
		<i>%</i>	95,45	4,54	100

Following the table above that indicated all of respondent agreed that describing objects having been exciting technique in learning English. It could be seen from the first statement that 100 % of the respondent argued that the technique made them excited in learning English. On the contrary, none of them whom were not interested in learning English by using describing objects. Therefore, the researcher concluded that describing objects was an exciting technique for students' in English learning process.

The second statement showed that all of the respondents agreed that they were interested in developing their vocabulary trough describing objects technique. It was described in the second statement that 100% of the respondent argued that describing objects technique made them interesting in acquiring vocabulary. Otherwise, none of them whom were disagreed toward the second

statement. Therefore, the researcher concluded that developing student's vocabulary through describing objects technique was interested learning process.

The third statement gave the information about describing objects technique allows students to actively participate in learning process especially in learning English. There were 18 of 22 students agreed that describing objects technique allowed students to actively participate in learning process especially in learning English. On the other side, 4 of 22 students disagreed that this technique allows students to actively participate in learning process especially in learning English. Thus, the researcher described in the level of percentage which 81.82% agreed and 18.18% disagreed. Therefore, based on the percentage level of agreed was higher than disagreed, it could be concluded that describing objects technique allowed students to actively participate in learning process especially in learning English.

The fourth statement showed that 20 (90.9%) of 22 students implied that they had many opportunities to be participated inside of classroom by using describing objects. However, there were 2 (9.1%) of 22 students disagreed that they had many opportunities to be participated inside of classroom by using describing objects. Therefore, based on the percentage level of agreed was higher than disagreed, it could be concluded that describing objects technique provided many opportunities for students to be participated inside of classroom.

The fifth statement above indicated that almost all of the students emphasized that they had better vocabulary comprehension through describing objects technique. 21 of 22 students whom emphasized agreed that they have better vocabulary comprehension through describing objects technique. Meanwhile, 1 of them who emphasized disagreed that they have better vocabulary comprehension through describing objects technique. Thus, it could be described in percentage which 95.45% asserted that they have better vocabulary comprehension through describing objects technique and 4.54% didn't. Therefore, based on the percentage level of agreed was higher than disagreed, it could be concluded that describing objects technique provided students for having a better vocabulary comprehension.

The sixth statement above pointed out that the respondents were motivated to develop vocabulary through describing objects technique. There were 20 of 22 respondents affirmed that they were motivated to develop vocabulary through describing objects technique. Most of students (20 students) drew a check symbol in “Yes” option, which meant they believed that describing objects technique motivated the students to learn English especially in mastering vocabulary development. Nevertheless, there were 2 of 22 students whom affirmed a disagreement. In sum, the researcher took a conclusion that the number of students who revealed that describing objects technique motivated the students to learn English especially in mastering vocabulary development was higher (90.9%) than those whom did not (9.1%).

Following to the fact indicated from the table 4.7, the seventh statement showed that describing objects technique helped the respondents remember the vocabulary in long-term way. It could be seen from the table that 21 of 22 students revealed agree that describing objects technique helped the respondents remember the vocabulary in long-term way. On the other hand, there was 1 of 22 students revealed a statement of disagreement. Afterward, if the sixth statement describe in percentage it would possibly be 95.45% revealed agreement, and 4.54% revealed disagreement. Thus, the researcher concluded that describing objects technique helped the respondents remember the vocabulary in long-term way.

The eighth statement gave the information about describing objects technique helped students to obtain additional vocabulary. The table obviously showed all of respondents emphasized a statement of agreement that through describing objects, it helped all of the students to obtain additional vocabulary. It could be seen from the eighth statement that the entire respondent (100%) emphasized that describing objects technique helped students to obtain additional vocabulary. On the contrary, none of them who were emphasized a statement of disagreement toward this statement. Therefore, the researcher took a conclusion which revealed from the eighth statement that describing objects helped students to obtain additional vocabulary.

According to the fact indicated from the ninth statement uttered that describing objects technique helped the respondents in mastering vocabulary development. The table pointed out that 21 of 22 students revealed agreed that

describing objects technique helped the respondents in mastering the vocabulary. In other hand, there was 1 of 22 students revealed a statement of disagreement. Afterward, it could be described in level of percentage which 95.45% revealed agreement, and 4.54% revealed disagreement. In sum, the researcher took a conclusion that the number of students who revealed that technique helped the respondents in mastering vocabulary development was higher (95.45%) than those whom did not (4.54%).

The tenth statement gave the information that the technique allows students to use vocabulary they already acquired in daily life communication after learning describing objects technique. There were 19 of 22 students agreed that the technique allowed students to use vocabulary they already acquired in daily life communication after learning describing objects technique. On the other side, 3 of 22 students disagreed that this technique allowed students to use vocabulary they already acquired in daily life communication after learning describing objects technique. Thus, the researcher described in the level of percentage which 86.4% agreed and 13.6% disagreed. Therefore, based on the percentage level of agreed was higher than disagreed, it could be concluded that describing objects technique allowed students to use vocabulary the already acquired in daily life communication after learning describing objects technique.

The eleventh statement above pointed out that the respondents got obstacle in developing vocabulary by using describing objects technique. There were 4 of 22 respondents affirmed that they got obstacle in developing vocabulary by using describing objects technique. However, most of students (18 students) drew a

check symbol in “No” option, it could be concluded that most of student seem they had a belief toward describing objects technique was simple and easy technique. Thus, the students didn’t get obstacle in developing vocabulary by using describing objects technique. In addition, there were 81.82% who stated disagreement and 18.18% agreed. In short, the researcher took a conclusion that the number of students who revealed that they didn’t get obstacle in developing vocabulary by using describing objects technique was higher (81.82%) than those whom did (18.18%).

The last statement above indicated that almost all of the students emphasized that applying describing objects technique was effective to master students’ vocabulary development. Based on the last statement which was pointed out from the table above, it described that there were 21 of 22 students whom emphasized agree that describing objects technique was effective to master students’ vocabulary development. Almost all of students (21 students) drew a check symbol in “Yes” option, which meant they assured that describing objects technique was effective to master students’ vocabulary development. Meanwhile, 1 of them who emphasized disagreed that describing objects technique was effective to master students’ vocabulary development. Thus, it could be described in percentage which 95.45% asserted that describing objects technique was effective to master students’ vocabulary development and 4.54% stated a disagreement. Therefore, based on the percentage level of agreed was higher than disagreed, it could be concluded that describing objects technique was effective to master students’ vocabulary development.

In conclusion, according to the data which resulted from questionnaires above, it is obviously proved that the application of describing objects improved students' vocabulary development.

D. The Analysis of Focus Group Discussion (FGD)

In order to complete the data needed, the researcher not only distributed the questionnaire but also did focus group discussion for the students. The majority of data presented in this section was from the previous data source; questionnaires which aimed to find out the answer of the second research question. The data from the students' focus group discussion were also presented to support the findings from the questionnaire. The focus group discussion was conducted after the students had finished their test and obtained students final test score because the students who participated in this section were selected based on the highest to the lowest score which five of twenty two students were involved in this section.

This part report the research findings which was relevant to answer the second research question: What are students' obstacle in describing objects?. As it mentioned in the previous chapter, this section aimed to investigate more detail information that relevant and support the second research question. Semi-structured interview was applied in this focus group discussion. It was conducted in Indonesian in order to avoid misunderstanding between the participants and the researcher. In addition, in this section, the students were asked to reveal the reason toward the preference according to the eleventh statement in the questionnaire. As In the questionnaire, the eleventh statement was about the students' agreement or

disagreement which conveyed: “*Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan Describing Objects*”. The majority of them (81.82%) stated a disagreement toward this item. The following significant parts of the semi-structured interview were transcribed to extend the result of the eleventh statement in the questionnaire.

The first participant stated a disagreement toward this statement. According to the first participant, the use of describing object was easy. She also emphasized that this statement was absolutely wrong. Because through describing objects technique, made the students had motivation in mastering vocabulary. Furthermore, describing objects technique was an exciting and pleasing technique to learn in learning progress. It was provided understandable vocabulary and made the students develop their vocabulary in easy way. Therefore, describing objects technique was not difficult for her at all.

The second participant stated a disagreement toward this statement. According to the second participant, the use of describing object was provided understandable vocabulary. She stated that through describing objects technique, the vocabulary was frequently heard and used in daily life communication. For example, the objects such as; pen, book, eraser, pencil, and etcetera. Thus, those objects are frequently hear and use in daily life communication. Therefore, it made the student easy to be remembered and memorized the vocabulary.

The third participant stated a disagreement toward this statement. According to the third participant that emphasized through describing objects could make students comprehend the vocabulary. For example, colors. In one hand, the

students didn't recognize a variety of colors. However, through describing objects, it helped the students to recognize a variety of colors in English. She also revealed that this technique provided the student to remember the vocabulary in long term way. Most essentially, describing objects made the student easily develop the additional vocabulary which could be involved in daily life communication.

The fourth participant stated a disagreement toward this statement. According to the fourth participant, the using of describing object was simple and easy. She also revealed that describing objects technique was clear and good explanation. As the result, the students have a better comprehending in understanding a sentence or vocabulary. Besides, this technique gave an advance to the students especially in learning English. Furthermore, she also emphasized that this technique helped the students to memorized vocabulary easily and allowed the students to have a well-construct conversation among students. Therefore, it helped the students to be easy in remembering and memorizing the vocabulary.

The last participant also stated a disagreement toward this statement. According to the fifth participant, the use of describing object was not difficult. Because describing objects technique provided the students an understanding in composing a sentence or a paragraph in order to the students in developing vocabulary. The vocabulary in describing object gave a very detail explanation. For example, glass. The students not only know glass in English but also characteristics of a glass, its function, the material of glass, and etcetera. This technique helped students to build better explanation of an object. As the result,

the students could memorize the vocabulary and developed additional vocabulary. Therefore, this technique was not considered difficult for him.

Based on the result of focus group discussion, in general the researcher concluded that most of the participant didn't face the obstacles in describing objects. They have a belief that describing objects technique was simple and easy. Most of students agreed that this technique helps students in mastering vocabulary and considered effective to be applied in developing vocabulary especially in learning English.

E. Discussion

This research examined if the application of describing objects improved students' vocabulary development. In this section the researcher discussed the findings of the research in relation to the two research questions. The research questions also related to the aim of this study: to find out to what extend the application of describing objects improve students' vocabulary development and to investigate students' obstacles in describing object. The researcher successfully collected the data using pre and post-tests, experimental teaching, questionnaire, and the last section was focus group discussion (FGD) as instruments in order to answer the research questions. Based on the result that discovered after analyzing the series of data, the following section discusses about the findings of this study and answers to the research questions.

The first research question was finding out to what extend the application of describing objects improves students' vocabulary development. As it was

mentioned above, a series of test (pre-test and post-test) had been conducted in experimental teaching. The researcher has analyzed the students' pre and post-test scores by emphasizing on 5 aspects of assessment, they were: content, organization, grammar, vocabulary, and mechanic. The tests result indicated that describing objects technique had improved students' vocabulary development. It could be seen from the result in the experimental teaching which was elaborated above that the result of pre-test and post-test showed different significant which between the pre-test and post-test. It was found that the post-test score was higher than pre-test score. The mean of each test had proven; mean of pre-test was 8.95 and mean of post-test was 14.32. As the result, on the pre-test, the mean score (8.95) was lower than the mean of post-test (14.32). In the pre-test, the researcher found that from 22 students, it were only 6 students who able to improve their vocabulary development, while 16 students who didn't. Meanwhile, in the post-test, the mean score (14.32) was higher than pre-test (8.95). The researcher also found that from 22 students, it were 20 students who were able to improve their vocabulary development well, while there were only 2 students who were not. At this stage, it showed the difference in the number of students who experienced an increase between pre-test and post-test. From these calculations, it could be inferred that there was a significant difference of student scores before and after getting the treatment. The results indicated an increase on students' final scores in experimental teaching (post-test) from their previous scores (pre-test). Compared to pre-test and post-test result, the only different procedure was that the students was provided with describing objects technique (treatment) for two meeting

before taking a post-test, in which the students could be able to organize their thoughts to describe an object, got specific information of the objects, organized their exact word to described, finely developed their vocabulary, remembered and memorized the vocabulary in order they used those vocabulary in daily life communication. As the result, from the compared scores (pre-test and post-test), they obviously made an improvement. Therefore, the analysis ends up in a conclusion that “The application of describing objects technique improved students’ vocabulary development”.

Furthermore, the second research question aimed to investigate students’ obstacles in describing objects. The researcher distributed questionnaires to students in order to know the students’ perception toward the application of describing objects technique. This questionnaire also had a purpose to support the data related to the students’ improvement in developing vocabulary. Afterward, the researcher also conducted focus group discussion in order to get more detail information toward the answer of how students experience this method (describing object) and investigate students’ obstacles in describing objects. Based on data from the questionnaire and focus group discussion, most of students (18 of 22 students, 81.82%) revealed that they didn’t face the obstacles by using describing in developing vocabulary. They asserted that the technique was understandable, a lot of comprehensible vocabulary, and motivating students in developing vocabulary. Moreover, the learning process of using describing objects technique was considered clearly with good explanation, exciting and pleasing learning process, understandable and brief. So, the students have a better

understanding of a sentence and easily remember vocabulary as well. Besides, they also emphasized that through describing objects students could mastered vocabulary well because the vocabulary was frequently used in daily life communication and allowed students remembering the vocabulary in long-term way. However, 4 of 22 students (18,18%) revealed that there were a few obstacles of using describing objects. They revealed the obstacle of using describing objects in developing vocabulary include; limited time to produce the text and to memorize them before performing in front of class.

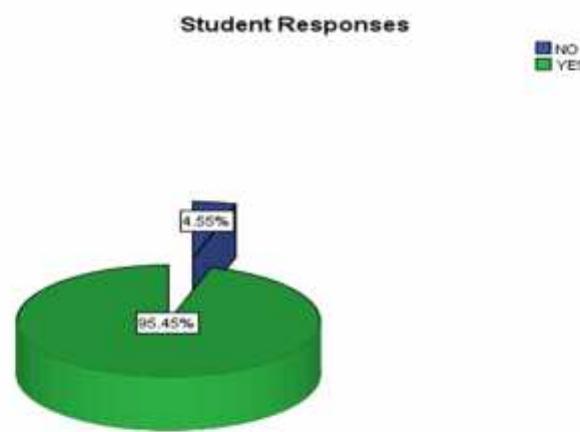


Figure 1. Students' Questionnaire Responses

In addition, according to the Pie Chart of Students Responses toward questionnaire above, learning English vocabulary by using describing objects technique delivered a positive response from students. The result of questionnaire showed that most of the students (95.45%) in the class acknowledged that describing objects technique helped the respondents in mastering vocabulary

development. While a few of the students (4.55%) deliver a negative response toward the technique.

In summary, the researcher took a conclusion that describing objects technique helped the respondents in mastering vocabulary development because they believed that the technique was simple and easy, interesting and understandable. They could also use the vocabulary in daily life communication; while at school, especially in the learning process with teachers and friends, at canteen, at home with families member, and anywhere, everywhere at anytime. Furthermore, through describing objects, students stated that for example; a glass. Through describing objects technique, they were not only recognized the glass but also its functions/use, characteristics, component/parts, position, and connection between parts. In addition, the technique considered as an easy process for the students in developing vocabulary. In order words, it helped the students in improving their vocabulary development especially in learning English. In short, the researcher concluded that describing objects was considered as an appropriate technique to be applied in the class VIII of junior high school in learning English, especially to develop vocabulary.

The researcher feels positive regarding of her research. She considers herself succeeded in helping the students' vocabulary development in MTsN 1 Bireuen despite in just a few classroom meetings. It's all due to the researcher's enthusiasm in teaching and the seriousness of students in understanding the lesson. Therefore, the researcher believes that these whole advantages obtained during the application of describing objects resulted in students being fully aware

and critical of their own ability that finally became the primary factor of their improving their vocabulary in learning English and boosting the final test score.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the researcher wrote some conclusions and suggestions as follows:

A. Conclusions

From all the data analysis about applying describing objects technique to improve students' vocabulary at second grade of MTsN 1 Bireuen, it could be concluded that:

1. Describing objects improved students' vocabulary development. It proved by the post-test score of the class which has a sufficient improvement (from 8.95 to 14.32).
2. Learning English vocabulary by using describing objects technique delivers a positive response from students. The result of questionnaire showed that most of the students (95.45%) in the class acknowledged that describing objects technique helps the respondents in mastering vocabulary development. While a few of the students (4.55%) deliver a negative response toward the technique. The students seem excited and pleasing in learning process with the technique. The students also did not feel bored and they were very enthusiasm to apply the technique.

B. Suggestions

Based on the finding of the research, some suggestions were addressed to the teacher and the future researchers.

1. Describing objects technique can be used for the English teacher as a reference in teaching vocabulary, because students also need interesting way to learn English vocabulary. Thus, they have motivation to memorize the words which later affect their English skill.
2. For researchers, it is necessary to continue another relevant research and it is still needed further discussion related to the implementation of Describing objects technique by next researcher using this technique to improve students' vocabulary development in many scopes of teaching and learning deeply. However, this research can be used for reference of next research.
3. The technique is suitable to develop students' vocabulary at any education level. Then, teachers can add this technique to their teaching.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-33J3/UN.08/FTK/KP.07.6/03/2018

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UU.88/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- | | | | | | | | | | |
|---|---|---|----------------------------|------------------------|--------------------------|------------------------|-----------------|---|---|
| Menimbang | <ul style="list-style-type: none"> a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. | | | | | | | | |
| Mengingat | <ol style="list-style-type: none"> 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendeklegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendeklegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; | | | | | | | | |
| Memperhatikan | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Juli 2017 | | | | | | | | |
| MEMUTUSKAN | | | | | | | | | |
| Menetapkan
PERTAMA | <p>Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-5956/UN.08/FTK/KP.07.6/07/2017 tanggal 18 Juli 2017</p> <p>Menunjuk Saudara:</p> <table> <tr> <td>1. Khairiah Syahabuddin, M.Hsc, Esl., M.TESOL, Ph.D</td> <td>Sebagai Pembimbing Pertama</td> </tr> <tr> <td>2. Siti Khasinah, M.Pd</td> <td>Sebagai Pembimbing Kedua</td> </tr> </table> <p>Untuk membimbing Skripsi :</p> <table> <tr> <td>Nama : Aida Zulhulifah</td> </tr> <tr> <td>NIM : 231324231</td> </tr> <tr> <td>Program Studi : Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi : The Application of Describing Objects to Improve Students' Vocabulary Development</td> </tr> </table> | 1. Khairiah Syahabuddin, M.Hsc, Esl., M.TESOL, Ph.D | Sebagai Pembimbing Pertama | 2. Siti Khasinah, M.Pd | Sebagai Pembimbing Kedua | Nama : Aida Zulhulifah | NIM : 231324231 | Program Studi : Pendidikan Bahasa Inggris | Judul Skripsi : The Application of Describing Objects to Improve Students' Vocabulary Development |
| 1. Khairiah Syahabuddin, M.Hsc, Esl., M.TESOL, Ph.D | Sebagai Pembimbing Pertama | | | | | | | | |
| 2. Siti Khasinah, M.Pd | Sebagai Pembimbing Kedua | | | | | | | | |
| Nama : Aida Zulhulifah | | | | | | | | | |
| NIM : 231324231 | | | | | | | | | |
| Program Studi : Pendidikan Bahasa Inggris | | | | | | | | | |
| Judul Skripsi : The Application of Describing Objects to Improve Students' Vocabulary Development | | | | | | | | | |
| KEDUA | Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh; | | | | | | | | |
| KETIGA | Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018 | | | | | | | | |
| KEEMPAT | Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini. | | | | | | | | |

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 Maret 2018

An. Rektor
Dekan,

Mujiburrahman

Temperature

1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.

Hal : Permohonan Izin Penelitian

Banda Aceh, 19 Desember 2017

Kpd Yth.
Bapak Dekan Fakultas Tarbiyah dan
Keguruan
UIN Ar-Raniry Banda Aceh
di -
Tempat

Assalamualaikum. Wr. Wb.

Dengan hormat, saya yang bertanda tangan dibawah ini:

Nama : AIDA ZULHULAIFAH
NIM : 231324231
Prodi/Sem : BAHASA INGGRIS / 9
Alamat : Jln T Abdul Wahab, No. B13, Liupok, Aceh Besar.

Dalam rangka menyelesaikan KKU saya yang berjudul :

THE APPLICATION OF DESCRIBING OBJECTS TO
IMPROVE STUDENTS' VOCABULARY DEVELOPMENT

Saya akan mengadakan penelitian/pengumpulan data pada :

6/3

MTSN 1 MODEL GANDAPURA, BIREUEN.

Sebagai bahan pertimbangan Bapak turut saya lampirkan syarat-syarat sebagai berikut :

1. Photocopy bukti pembayaran SPP
2. Instrumen pengumpulan data
3. Photocopy SK skripsi 1 lembar

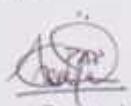
Demikian, permohonan ini saya buat, atas bantuan Bapak saya ucapan terima kasih.

Wassalam

Mengetahui.
Pembimbing,


(Khairiyah Syahabudin, M.Hq, Fsi., M.TESOL
NIP. 196910301996032001)

Pemohon,


(Aida Zulhulaiyah)
NIM. 231324231



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11741 /Un.08/TU-FTK/ TL.00/12/2017

19 Desember 2017

Lamp :

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama	:	Aida Zulhulifah
NIM	:	231 324 231
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat	:	Jl. T. Abdul Wahab No. B 13, Limpok Aceh Besar

Untuk mengumpulkan data pada:

MTsN 1 Bireuen

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Application of Describing Objects to Improve Students' Vocabulary Development

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
Kepala Bagian Tata Usaha,
M. Said Parzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA

KABUPATEN BIREUEN

Jalan Banda Aceh - Medan Km. 217 Cot Gapu Bireuen 24211
Telpo(0644) 22272; Faksimile. (0644) 324198
Situs <http://kankemenagbireuen.com>

Nomor : B- 4624/Kk.01.12/TL.00/12/2017
Sifat : Penting
Lampiran : -
Perihal : Izin Penelitian

Bireuen, 28 Desember 2017

Kepada Yth,
Kepala MTsN 1 Bireuen
di -
Tempat

Assalamualaikum Wr.Wb.

Sehubungan dengan surat Saudara Nomor : B-11741/Un.08/TU-FTK/TL.00/12/2017
perihal Izin Pengumpulan Data, maka bersama ini kami tidak berkeberatan dan mendukung
sepenuhnya Saudara :

Nama	:	Aida Zulhulaiyah
NIM	:	231324231
Jurusan/Prodi	:	Pendidikan Bahasa Inggris
Semester	:	IX (Sebelas)
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat	:	Jl.T.Abdul Wahab No.B 13,Limpok Aceh Besar

Untuk mengadakan Penelitian pada MTsN 1 Bireuen Kecamatan Gandapura Kabupaten
Bireuen dalam rangka penyelesaian Skripsi yang berjudul :

"THE APPLICATION OF DESCRIBING OBJECTS TO INPROVE STUDENTS' VOCABULARY DEVELOPMENT"

Dengan ketentuan sebagai berikut :

1. Tidak mengganggu kegiatan proses belajar mengajar pada madrasah yang bersangkutan.
2. Mengikuti ketentuan yang berlaku pada madrasah yang bersangkutan .

Demikian Izmi sampaikan untuk dapat di pergunakan seperlunya.



Tembusan :

1. Kepala Kantor Wilayah Kemenag Prov. Aceh
2. Kepala MTsN 1 Bireuen
3. Mahasiswa yang bersangkutan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BIREUEN
MADRASAH TSANAWIYAH NEGERI 1 BIREUEN
Jalan Medan - Banda Aceh Telp / Fax (0645) 8450669
E-Mail: mtsnmodelgandapura@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : B- 63 /Mts.01.12.01/TL.00/01/2018

Kepala Madrasah Tsanawiyah Negeri 1 Bireuen Kecamatan Gandapura Kabupaten Bireuen dengan ini menerangkan :

Nama : Aida Zuhulaifah
NIM : 231 324 231
Program Studi : Pendidikan Bahasa Inggris

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-11741/Un.08/TU-FTK/TL.00/12/2017 tanggal 19 Desember 2017 tentang pengumpulan data untuk penyusunan skripsi.

Bahwa saudara tersebut telah melaksanakan pengumpulan data untuk penyusunan skripsi pada MTsN 1 Bireuen tanggal 9 sampai dengan 18 Januari 2018, dalam rangka penyelesaian skripsinya yang berjudul **The Application of Describing Objects to Improve Students' Vocabulary Developmen**.

Demikianlah surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.



APPENDIX IV
INSTRUMENT

PRETEST

Name :
Genre : **Descriptive**
Time allocation : **10 minutes**
Topic :

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

POSTTEST

Name :

Genre : **Descriptive**

Time allocation : **10 minutes**

Topic :

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

APPENDIX V

QUESTIONNAIRES

Nama :

Gender :

Pernyataan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Describing Objects dalam meningkatkan penguasaan vocabulary (kosa-kata) siswa.

Berilah tanda centang (✓) pada salah satu kolom yang tersedia.

No.	Pernyataan	Yes	No
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .		
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan metode <i>Describing Objects</i> .		
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .		
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .		
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		

7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.		
8	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.		
9	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata) .		
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .		
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.		

APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 1 BIREUEN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 2
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang Benda.
Alokasi Waktu	: 2 x 40 (4 x pertemuan)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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.

B. Kompetensi Dasar (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.6 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Materi

- 3.10.1 Menelaah struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 3.10.2 Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.12.1 Membuat teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran :

1. Peserta didik dapat menelaah dan mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang benda yang pendek dan sederhana.
2. Peserta didik mampu membuat teks deskriptif tentang benda yang pendek dan sederhana.

E. Materi Pembelajaran (rincian dari Materi Pokok)

Fungsi sosial	: Mengenalkan, Mengidentifikasi dan Mengkritik.
Struktur teks	: Menyebutkan nama dan sifat benda untuk dideskripsikan.
Unsur Kebahasaan	<p>: (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-<i>s</i>). (2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>. (4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i> (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan</p>
Topik	: Orang di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

F. Metode Pembelajaran

- *Communicative Language Teaching (CLT)*
- *Project Based Learning*
- *Scientific Aproaches* = Pendekatan saintifik.
Strategi : Pengamatan, diskusi, mempraktikkan.

G. Media, Alat, dan Sumber Pembelajaran

- Media : Benda (Benda di kelas dan sekitarnya)
- Alat/Bahan : Spidol, Kertas plano, gambar benda
- Sumber :
 - a. Buku Teks Wajib
 - b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi.
 - c. Kamus

H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Kesatu:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none">• Guru memberi salam dan menanyakan kabar peserta didik.• Guru menyuruh ketua kelas untuk memimpin do'a.• Guru memeriksa kehadiran siswa <p>b. Apersepsi</p> <ul style="list-style-type: none">• Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran	5 Menit

	<p>c. Motivasi</p> <ul style="list-style-type: none"> • Memberikan kesadaran dan perhatian terhadap manfaat mempelajari pelajaran yang akan dipelajari. <p>d. Pemberian acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan ini 	
Inti	<ul style="list-style-type: none"> • Pendidik memperkenalkan diri dan menyampaikan tujuan pembelajaran • Pendidik menjelaskan tentang deskriptif teks sederhana tentang benda • Pendidik memberikan Pre-test 	80 Menit
Penutup	<p>a. Kesimpulan</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. <p>b. Refleksi</p> <ul style="list-style-type: none"> • Guru meminta kesan dari siswa tentang proses pembelajaran hari ini. <p>c. Pesan Moral</p> <ul style="list-style-type: none"> • Guru memberikan pesan moral dengan mengaitkan pembelajaran pada hari tersebut dengan kehidupan sehari-hari • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	5 Menit

	d. Do'a e. Salam	
--	---------------------	--

2. Pertemuan Kedua

Kegiatan	Deskripsi		Alokasi Waktu					
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none"> • Guru memberi salam dan menanyakan kabar peserta didik. • Guru menyuruh ketua kelas untuk memimpin do'a. • Guru memeriksa kehadiran siswa <p>b. Apersepsi</p> <ul style="list-style-type: none"> • Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran <p>c. Motivasi</p> <ul style="list-style-type: none"> • Memberikan kesadaran dan perhatian terhadap manfaat mempelajari pelajaran yang akan dipelajari. <p>d. Pemberian acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan ini 		5 Menit					
Inti	<table border="1"> <tr> <td>Peserta Didik</td> <td>Pendidik</td> </tr> <tr> <td colspan="2">Mengamati</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Peserta didik mendengarkan penjelasan pendidik dengan </td> <td> <ul style="list-style-type: none"> • Pendidik menjelaskan dekriptif teks sederhana </td> </tr> </table>	Peserta Didik	Pendidik	Mengamati		<ul style="list-style-type: none"> • Peserta didik mendengarkan penjelasan pendidik dengan 	<ul style="list-style-type: none"> • Pendidik menjelaskan dekriptif teks sederhana 	80 Menit
Peserta Didik	Pendidik							
Mengamati								
<ul style="list-style-type: none"> • Peserta didik mendengarkan penjelasan pendidik dengan 	<ul style="list-style-type: none"> • Pendidik menjelaskan dekriptif teks sederhana 							

	<p>sungguh-sungguh.</p> <ul style="list-style-type: none"> • Peserta didik memperhatikan objek yang akan dideskripsikan dengan menggunakan bahasa Inggris dan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Peserta didik mendeskripsikan dengan seksama tentang objek yang mereka lihat. 	<p>tentang benda secara detail menggunakan bahasa Inggris dan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> • Pendidik meminta peserta didik mengamati objek. • Pendidik meminta peserta didik mendeskripsikan tentang objek yang sedang mereka lihat. 	
Menanya			
	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, <p>Peserta didik</p>	<ul style="list-style-type: none"> • Pendidik memberikan respon atas pertanyaan 	

	<p>menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tersebut.</p>	<p>peserta didik.</p> <ul style="list-style-type: none"> • Pendidik memberikan jawaban atas pertanyaan peserta didik. 	
Penutup	<p>a. Kesimpulan</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. <p>b. Refleksi</p> <ul style="list-style-type: none"> • Guru meminta kesan dari siswa tentang proses pembelajaran hari ini. <p>c. Pesan Moral</p> <ul style="list-style-type: none"> • Guru memberikan pesan moral dengan mengaitkan pembelajaran pada hari tersebut dengan kehidupan sehari-hari • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. <p>d. Do'a</p> <p>e. Salam</p>	5 Menit	

3. Pertemuan Ketiga

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none"> • Guru memberi salam dan menanyakan kabar peserta didik. 	5 Menit

	<ul style="list-style-type: none"> • Guru menyuruh ketua kelas untuk memimpin do'a. • Guru memeriksa kehadiran siswa <p>b. Apersepsi</p> <ul style="list-style-type: none"> • Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran <p>c. Motivasi</p> <ul style="list-style-type: none"> • Memberikan kesadaran dan perhatian terhadap manfaat mempelajari pelajaran yang akan dipelajari. <p>d. Pemberian acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan ini 							
Inti	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Peserta Didik</th><th style="text-align: center; padding: 2px;">Pendidik</th></tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center; padding: 2px;">Mengumpulkan Informasi</td></tr> <tr> <td style="vertical-align: top; padding: 2px;"> <ul style="list-style-type: none"> • Secara berpasangan, peserta didik merangkai kalimat-kalimat acak menjadi sebuah teks deskriptif yang utuh berdasarkan gambar yang disediakan. </td><td style="vertical-align: top; padding: 2px;"> <ul style="list-style-type: none"> • Meminta peserta didik bekerja secara berpasangan untuk merangkai kalimat-kalimat acak menjadi sebuah teks deskriptif yang utuh </td></tr> </tbody> </table>	Peserta Didik	Pendidik	Mengumpulkan Informasi		<ul style="list-style-type: none"> • Secara berpasangan, peserta didik merangkai kalimat-kalimat acak menjadi sebuah teks deskriptif yang utuh berdasarkan gambar yang disediakan. 	<ul style="list-style-type: none"> • Meminta peserta didik bekerja secara berpasangan untuk merangkai kalimat-kalimat acak menjadi sebuah teks deskriptif yang utuh 	80 Menit
Peserta Didik	Pendidik							
Mengumpulkan Informasi								
<ul style="list-style-type: none"> • Secara berpasangan, peserta didik merangkai kalimat-kalimat acak menjadi sebuah teks deskriptif yang utuh berdasarkan gambar yang disediakan. 	<ul style="list-style-type: none"> • Meminta peserta didik bekerja secara berpasangan untuk merangkai kalimat-kalimat acak menjadi sebuah teks deskriptif yang utuh 							

	<ul style="list-style-type: none"> • Peserta didik secara individu menyampaikan idenya dalam mengerjakan tugasnya. 	berdasarkan gambar yang disediakan.	
Mengasosiasi			
	<ul style="list-style-type: none"> • Peserta didik menelaah dan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks yang sudah dibuat. • Setiap individu menyampaikan pendapatnya secara bergiliran dan teman yang lain mendengar dan menanggapinya. 	<ul style="list-style-type: none"> • Guru mengamati dan mendampingi peserta didik dalam mengerjakan tugasnya. 	
Mengkomunikasikan			
	<ul style="list-style-type: none"> • Peserta didik mengkonfirmasikan jawaban yang benar bersama-sama. 		

	<ul style="list-style-type: none"> • Peserta didik memperoleh umpan balik dari guru dan teman tentang performa yang disampaikan. 		
Penutup	<p>a. Kesimpulan</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. <p>b. Refleksi</p> <ul style="list-style-type: none"> • Guru meminta kesan dari siswa tentang proses pembelajaran hari ini. <p>c. Pesan Moral</p> <ul style="list-style-type: none"> • Guru memberikan pesan moral dengan mengaitkan pembelajaran pada hari tersebut dengan kehidupan sehari-hari • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. <p>d. Do'a</p> <p>e. Salam</p>	5 Menit	

4. Pertemuan Keempat

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none"> • Guru memberi salam dan menanyakan kabar peserta didik. • Guru menyuruh ketua kelas untuk memimpin do'a. • Guru memeriksa kehadiran siswa 	5 menit

	<p>b. Apersepsi</p> <ul style="list-style-type: none"> • Memberikan tanya jawab sebagai pembuka untuk menyampaikan tujuan pembelajaran <p>c. Motivasi</p> <ul style="list-style-type: none"> • Memberikan kesadaran dan perhatian terhadap manfaat mempelajari pelajaran yang akan dipelajari. <p>d. Pemberian acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan ini 	
Inti	<ul style="list-style-type: none"> • Pendidik bersama peserta didik mereview materi yang telah dipelajari. • Pendidik memberikan post-test • Pendidik memberikan questionnaire (angket) kepada peserta didik • Peserta didik menjawab questionnaire (angket) yang diberikan pendidik 	80 Menit
Penutup	<p>a. Kesimpulan</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. <p>b. Refleksi</p> <ul style="list-style-type: none"> • Guru meminta kesan dari siswa tentang proses pembelajaran hari ini. 	5 Menit

	<p>c. Pesan Moral</p> <ul style="list-style-type: none"> • Guru memberikan pesan moral dengan mengaitkan pembelajaran pada hari tersebut dengan kehidupan sehari-hari • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. <p>d. Do'a</p> <p>e. Salam</p>	
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Lampiran-lampiran

1. Materi Pembelajaran I
2. Instrumen Penilaian I
3. Materi Pembelajaran II
4. Instrumen Penilaian II

Materi Pembelajaran I

1. Definition of Describing Objects

Describing is defined as giving details about a person, thing or event.

Describing object is a kind of text which describe or figure out something based on their appearance or the nature of an object.

2. Social function of describing objects

Describing objects has fuction to describe a particular thing. It deals with the appearance or the nature of an object. It means that describing their colors, shapes, sizes, weight, height, width, density, contents, and so on.

Simple present tense is a tense used in describing object.

How To Desribe an Object

A paragraph to describe objects consist of 5 parts as follows:

1. Function/ Use
 2. Components/ Parts
 3. Characteristics
 - Material
 - Shape/ figure
 - Dimensions
 - Property
 - Color
 4. Position
 5. Connection between parts

Language Focus:

Function/Use

v.to be + used to + V

v.to be + used for + V_{ing}

A drum is used to make music.

A drum is used for making music.

Components/Parts

A hammer $\left\{ \begin{array}{l} \text{consists of} \\ \text{is composed of} \end{array} \right\}$ a handle and a head.

A hammer has two parts: a handle and a head.
sections: one is a handle, the other is a head.
components: one is a handle, the other is a head.

Characteristics

- **Material**

A chair is made of wood.

Bread is made from wheat.

This kind of car is made by a big company in Japan.

- **Shape/Figure**

A coin is shaped like a circle.

A coin is circular in shape.

A coin is circular.

Noun	Adjective
Square	square
rectangle	rectangular
triangle	triangular
ellipse	elliptical
semicircle	semicircular
circle	circular
cube	cubic
pyramid	pyramidal
cone	conical
hemisphere	hemispherical
cylinder	cylindrical

- **Dimensions**

This building is 250 meters high.

This building has a height of 250 meters.

The height of this building is 250 meters.

This building is 250 meters in height.

Adjective	Noun
long	length
high	height
wide	width
broad	breadth
deep	depth

- **Property**

Property is a special quality that belongs to the object.

This book is thick.

The glass bottle is fragile.

The edge of a table is straight.

The middle of a bottle is curved.

- **Colour** (black, white, green, etc.)

Position

If the objects to be described are complicated, consisting of many parts, or appearing in a set, positions must be given.

Example: inside, outside, at the top, on the left/ right, in the middle, to the right/ left (of), at the bottom, above, over, between, below, beside, at the end of, behind, in front of, near, by, etc.

Connection between Parts

Connection is a relationship between two things or more. If the object has more than one part, we have to describe them part by part with a connection between them.

Verbs that signal the connection are: attach, detach, join, connect, support, fix, fit, lead, link, etc.

The head of a hammer is fixed to the handle.

The wire leads from the switch to the bulb.

The wire links between the switch and the bulb.

PENCIL

I have a pencil. Pencil is a tool used for writing or drawing. It is very easy to use because if someone writes, the pencil can be erased with a pencil eraser.

The pencil consists of two parts: a handle and a core. Usually, the pencil is hexagonal in shape but sometimes is cylindrical. It is 20 centimeters long. It is provided in various colors such as; dark green, dark blue, black, red, yellow, pink, brown, orange, and etcetera. The outer part is a handle which is made of wood and plastics. The handle of pencil is thin. It is smooth for user's hand and protect from leaving mark during use. The core is inside of the handle. It is a solid pigment and unbreakable. Its length is 20 centimeters. The core is fitted into the handle.

Materi Pembelajaran II

BOTTLE

It makes easy to fill the water into the bottle and while drinking the beverage.

Usually, the bottle is cubic in shape but sometimes is cylindrical.

The lid is fitted to the neck of the bottle.

A bottle is a container which is keep liquid either hot or cold.

It is 1 centimeter height and 2 centimeters width.

The bottle is a tool used to store water such as mineral water, tea, coffee, milk, and so on.

The body of the bottle is considered as a middle of the bottle.

The bottle consists of two parts: a body and a lid.

So, it is unbreakable easily while it dropped.

It is provided in various colors such as; green, blue, red, yellow, pink, brown, orange, and etcetera.

This is a bottle.

The upper part is a lid which is half circle.

The middle surface of the bottle is curved.

The material of bottle is made of plastics.

It is 30 centimeters long and 5 cm width.

WORKSHEET

1. Please arrange the sentences above to be a good descriptive text. Then, analyze the function/use, components/parts, characteristics, position, and connection between parts.
2. Work in group, and then perform the result of your team-work.

APPENDIX VII

THE RESULT OF TEST

1. The Pre-Test and Post-Test Scores

No	Students name	Pretest	Posttest
1	Aulia Zikri	11	14
2	Fikri Nafisha	7	11
3	M. Al-Ghifran	5	17
4	M. Rifqi	9	16
5	Najwa Al-Habsyi	5	13
6	Riski Ramadhan	12	13
7	Ananda Nurisyahadah	7	16
8	Cut Aryanti	7	7
9	Fatimah Zuhra	8	19
10	Hayatun Nufus	8	17
11	Inaya Alaika	8	16
12	Khairatun Hisan	13	16
13	Latifur Rahmi	7	9
14	Lianna	9	13
15	Lutfia Ulfa	12	18
16	Nasywa Ratu Amanda	7	12
17	Nurfadhillah Ramadhani	9	16
18	Nurul Izzah	8	13
19	Rahmatillah	10	11
20	Tasya Fathia	15	17
21	Yulia Mawaddah	8	13
22	Zulfa Puan Auliani	12	18
\sum		197	315
Mean		8.95	14.32

INSTRUMENT

PRE-TEST

Name : *Fathimah Zuhra*

Genre : Descriptive

Time allocation : 10 minutes

Topic : *Book*

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

Various books in the world come under ^{to know ledge}.
With book, we can know about ^{and} ledge. Theology
the kind of books is Religion, Mathematics, story book, Novel.
because that we have to read book, so ^{they} clever.
Because book is window of the word.

INSTRUMENT

POST-TEST

Name : Fathumah Zuhra

Genre : Descriptive

Time allocation : 10 minutes

Topic : Book

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 5 sentences).

I have many books. Book is a page comprising various science. Book used for reading, look for knowledge, and for write. The book consist of many part : cover, paper, page, table of contents, preface, many chapter and have border. Usually, the book have printing by Erlangga, gramedia, etc. Usually, the book is rectangle or square. The book has a long of 30 centimeters.

The book has various colour, such as, white, blue, red, yellow, brown, orange. The book compose of paper, the paper is made of wood. The book is thick. The position cover book is in front and behind of the book. Usually book easy torn. All the content connect to book.

INSRUMENT

PRE-TEST

Name : HRYATIN NUFUS

Genre : Descriptive

Time allocation : 10 minutes

Topic : CLOCKE

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

I have a clocke, this round, I very need in living somebody.
it, color it ~~colorfulls-varies~~, needle ball to point at clocke.

INSTRUMENT

POST-TEST

Name : HAYAJUN NUFIIS

Genre : Descriptive

Time allocation : 10 minutes

Topic : CLOCK

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 5 sentences).

CLOCK

I have a clock. Clock is a tool used for put in order. It is very easy to use because if someone put in order time school. Usually the clock is circle, compartment, tapering etc. It is 30 centimeters long. It is various color for example, white, blue, black, red etc. The outer part is shaped like a mirror. The surface have shape bold. The core inside of the battery, it bold is 4 centimeters. The core is fitted into the shape.

HESAN .

INSRUMENT

PRE-TEST

Name : INAYA ALAIKA

Genre : Descriptive

Time allocation : 10 minutes

Topic : Book

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

I have many book. the book is success key. ^{with} Big book I can know much science. it color it colorfull, and various type. Not book they not study, so they important the book.

INSRUMENT

POST-TEST

Name : INAYA ALAIKA

Genre : Descriptive

Time allocation : 10 minutes

Topic : Book

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 5 sentences).

Book

I have a book. Book is a tool used for reading or studying. It is very easy to use study because-. The book consist of two parts : Piece outside and piece inside. Usually the book is square or rectangle. It is 25 centimeters long. It is provided in various colors : black, white, green, blue, green, yellow, etc. A book is made of wood. This book is thick. Piece outside of the handle. Its length is 25 centimeters. The piece outside connect to piece inside.

INSTRUMENT

PRE-TEST

Name : Rizki Ramadhan

Genre : Descriptive

Time allocation : 10 minutes

Topic : Vase

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

Vase is an usefull object. We can use it to put some flower. ~~the~~ flower can't stand without vase. Usually, it made of plastic, land, cement and more. It have the various shape and color, usually, its big and small too. ~~usefull~~ Usually, its neavy. It can put on the ground, or we can hang on the roof. The flower is not ~~beautiful~~ beautiful without it. So, it very important for flower.

INSTRUMENT

POST-TEST

Name : Rizki Pramadhan

Genre : Descriptive

Time allocation : 10 minutes

Topic : Vas

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 5 sentences).

I have a vas. It can be use to put some flowers. It has the various color. The shape of the vas is variety there are square, circle/round and more. There are small and big ones. It is made of plastick and soil. The plastick is better than soil, 'cause the plastick does not break when it dropped. The vas is 20 centimeters high. The vas is thick and there are slim ones. It can be put on the ground or hanging on the roof. Underneath it there are some small hole so, if we water the flower, the water will flow out.

INSTRUMENT

PRE-TEST

Name : Cut Aryanti

Genre : Descriptive

Time allocation : 10 minutes

Topic : VASE

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 10 sentences).

I have a vase, vase very functional usually,
~~vase~~ vase use for Bury flower. The
colour's vase A variety of.
There is black, red, and etc.
The figure vase variation.
There is small, big, and etc.
and I have ~~a~~ twelve small vase
and five st big vase.

INSTRUMENT

POST-TEST

Name : LUY ANH HUONG

Genre : Descriptive

Time allocation : 10 minutes

Topic : VASE

Describe an object based on the topic above. Your writing should consist of 1 paragraph (at least 5 sentences).

VASE.

I have vase. and I like my vase.
Vase has various colours. Available : black, brown, red, and etc.
Usually vase to make of bury flower.
And usually vase shape vase oval
Vase to thought that plastic.
Usually long is 50 cm.
Vase very advantage in life.
Because available vase,
So beaut flower created.

QUESTIONNAIRE (Angket)

Nama : Fathimah Zuhra

Gender : Perempuan

Pernyataan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Describing Objects dalam meningkatkan penguasaan vocabulary (kosa-kata) siswa.

Berilah tanda centang (✓) pada salah satu kolom yang tersedia.

No.	Pernyataan	Yes	No
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .	✓	
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan metode <i>Describing Objects</i> .	✓	
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .	✓	
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .	✓	
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.	✓	

8	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.	✓	
9	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata).	✓	
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .	✓	
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		✓
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.	✓	

QUESTIONNAIRE (Angket)

Nama : Hayahm Nyus
Gender : PR (perempuan girl.)

Pernyataan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Describing Objects dalam meningkatkan penguasaan vocabulary (kosa-kata) siswa.

Berilah tanda centang (✓) pada salah satu kolom yang tersedia.

No.	Pernyataan	Yes	No
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .	✓	
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan metode <i>Describing Objects</i> .	✓	
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .	✓	
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .	✓	
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.	✓	

8	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.	✓	
9	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata).	✓	
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .	✓	
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		✓
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.	✓	

QUESTIONNAIRE (Angket)

Nama : NAYA ALAIKA

Gender : Perempuan / wanita (girl)

Pernyataan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Describing Objects dalam meningkatkan penguasaan vocabulary (kosa-kata) siswa.

Berilah tanda centang (✓) pada salah satu kolom yang tersedia.

No.	Pernyataan	Yes	No
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .	✓	
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan <i>metode Describing Objects</i> .	✓	
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .	✓	
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .	✓	
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.	✓	

8.	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.	<input checked="" type="checkbox"/>	
9.	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata).	<input checked="" type="checkbox"/>	
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .	<input checked="" type="checkbox"/>	
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		<input checked="" type="checkbox"/>
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.	<input checked="" type="checkbox"/>	

QUESTIONNAIRE (Angket)

Nama : Rizki Ramadhan

Gender : Boy

Pernyataan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Describing Objects dalam meningkatkan penguasaan vocabulary (kosa-kata) siswa.

Berilah tanda centang (✓) pada salah satu kolom yang tersedia.

No.	Pernyataan	Yes	No
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .	✓	
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan metode <i>Describing Objects</i> .	✓	
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .	✓	
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .	✓	
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.	✓	

8	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.	<input checked="" type="checkbox"/>	
9	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata).	<input checked="" type="checkbox"/>	
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .	<input checked="" type="checkbox"/>	
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		<input checked="" type="checkbox"/>
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.	<input checked="" type="checkbox"/>	

QUESTIONNAIRE (Angket)

Nama : Cicit Aryanti

Gender : female

Pernyataan dibawah ini bermaksud untuk menemukan persepsi siswa terhadap penerapan Describing Objects dalam meningkatkan penggunaan vocabulary (kosa-kata) siswa.

Berilah tanda centang (✓) pada salah satu kolom yang tersedia.

No.	Pernyataan	Yes	No
1	Saya senang belajar bahasa Inggris menggunakan metode <i>Describing Objects</i> .	✓	
2	Saya lebih suka belajar vocabulary (kosa-kata) menggunakan metode <i>Describing Objects</i> .	✓	
3	Saya ikut berpartisipasi aktif dalam pembelajaran menggunakan <i>Describing Objects</i> .	✓	
4	Saya memiliki banyak kesempatan untuk berpartisipasi di dalam kelas dengan menggunakan <i>Describing Objects</i> .	✓	
5	Saya lebih mudah mengerti vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
6	Saya merasa termotivasi dalam belajar vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .	✓	
7	<i>Describing Objects</i> dapat membantu saya mengingat vocabulary lebih lama.	✓	

8	<i>Describing Objects</i> dapat membuat vocabulary (kosa-kata) saya bertambah.	✓	
9	<i>Describing Objects</i> dapat membantu saya dalam menguasai vocabulary (kosa-kata).	✓	
10	Saya dapat mengaplikasikan vocabulary (kosa-kata) yang saya dapat di kehidupan sehari-hari setelah menggunakan <i>Describing Objects</i> .	✓	
11	Saya mendapat kesulitan dalam mempelajari vocabulary (kosa-kata) menggunakan <i>Describing Objects</i> .		✓
12	<i>Describing Objects</i> efektif digunakan untuk meningkatkan vocabulary (kosa-kata) siswa.	✓	

APPENDIX VIII

DOCUMENTATION OF RESEARCH



Figure 2. The teacher revealed the aim of the study.

Figure 3. The teacher delivered the instrument for pre-test.



Figure 4. The students get enthusiastic in following pre-test



Figure 5. Teacher delivered the material (hand out) about Describing Objects.

Figure 6. Teacher is giving explanation about Describing Objects.



Figure 7. The students received feedback from the teacher about Describing Objects.



Figure 8. The students divided into groups.

Figure 9. The students worked in group to compose a paragraph of Describing Objects and analyze the structure in it.



Figure 10. The teacher is guiding and giving feedback for students in finishing their team-work.



Figure 11. The teacher check attendance list before students engaging the post-test.



Figure 12. The Students received the instrument of post-test.



Figure 13. The students get enthusiastic in following post-test



Figure 14. Family of VIII-1 Bilingual class in MTsN 1 Bireuen.



Figure 15. The focus group discussion was conducted outside of school at one coffee shop near to students living environment.

AUTOBIOGRAPHY

Personal Identity

Name : Aida Zulhulaifah
Place and Date of Birth : Kutablang, March 08th 1995
Sex : Female
Religion : Islam
Nationality : Indonesian, Acehnese
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Occupation : Student
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Parent

Father's Name : Munir Amin
Mother's Name : Suryani
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Educational Background

Primary School : SDN 04 Kutablang (2001-2007)
Junior High School : MTsN 1 Bireuen (2007-2010)
Senior High School : MAS Jeumala Amal (2010-2013)
University : UIN Ar-Raniry (2013-2018)

Banda Aceh, April 22nd, 2018

Aida Zulhulaifah