**USING VERBAL AND VISUAL WORD ASSOCIATION TO IMPROVE STUDENTS’ VOCABULARY ACHIEVEMENT TO THE THIRD GRADE STUDENTS AT MI NEGERI 1 TELADAN PALEMBANG**

****

**UNDERGRADUATE THESIS**

**This thesis was accepted as the requirements to get the title of Sarjana Pendidikan (S.Pd.)**

 **by**

**Arina Lailatul Fitria**

*NIM 09250006*

**English Education Study Program**

**TARBIYAH FACULTY OF**

**STATE INSTITUTE FOR ISLAMIC STUDIES**

**RADEN FATAH**

**PALEMBANG**

**2014**

Kepada Yth.

Hal: Pengantar Skripsi Bapak Dekan Tarbiyah IAIN

 Raden Fatah Palembang

 Di

 Palembang

Assalmau’alaikum Wr. Wb.

 Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul “**USING VERBAL AND VISUAL WORD ASSOCIATION TO IMPROVE STUDENTS’ VOCABULARY ACHIEVEMENT TO THE THIRD GRADE STUDENTS AT MI NEGERI 1 TELADAN PALEMBANG”,** ditulis oleh saudari **Arina Lailatul Fitria** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah IAIN Raden Fatah Palembang.

 Demikian Terimakasih.

Wassalamu’alaikum Wr. Wb. Palembang, Juni 2014

Pembimbing I, Pembimbing II,

Dian Erlina, M. Hum Hj. Lenny Marzulina,

NIP 19730102 1999 03 2001 NIP. 19710131 201101 2 001

**USING VERBAL AND VISUAL WORD ASSOCIATION TO IMPROVE STUDENTS’ VOCABULARY ACHIEVEMENT TO THE THIRD GRADE STUDENTS AT MIN 1 PALEMBANG**

This thesis was written by **Arina Lailatul Fitria**, Student Number. 09 25 0006

was defended by the writer in the Final Examination and was approved

by the examination committee

on 27 June, 2014

***This thesis was accepted as the requirements to get***

***the title Sarjana Pendidikan (S.Pd.)***

***Palembang, 24 June 2014***

State Institute for Islamic Studies Raden Fatah Palembang

Tarbiyah Faculty

Examination Committee Approval

 Chairperson, Secretary,

Hj. Renny Kurnia Sari, M.Pd. Hj. Lenny Marzulina, M.Pd.

NIP. 19790706 200801 2 015 NIP. 19710131 201101 2 001

Member : Annisa Astrid, MP.d. (…..... )

 NIP. 19801123 200801 2 013

Member : Muhammad Holandyah, MP.d. (.................................... )

 NIP. 19740507 201101 1 001

**Certified by,**

Dean of Tarbiyah Faculty

Dr. Kasinyo Harto, M.Ag.

NIP. 197109111997031004

**A THESIS STATEMENT**

I am a student of State Institute for Islamic Studies Raden Fatah Palembang,

Name : Arina Lailatul Fitria

Student Number : 09 25 0006

Majors : English Study Program (PBI)

Faculty : Tarbiyah

I certify that thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers’ opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

 Palembang, June 2014

 The Writer,

 Arina Lailatul Fitria

 Students Number. 09 25 0006

ACKNOWLEDGEMENTS

This study was written based on the research that the writer conducted in April at MI NEGERI 1 TELADAN Palembang. The writer would like to express her great thanks to Allah SWT that gives her faith and strength in making this study.

Moreover, the writer would like to express her gratitude to her two advisors, Dian Erlina, M.Hum and Hj. Lenny Marzulina, M.Pd, for their encouragement in writing this study. She also very grateful to the Head of English Education Study Program and the Dean of Tarbiyah Faculty of IAIN Raden Fatah Palembang for their assistance in administration matters, and all her lecturers for the kindness and help. Moreover, the writer would like to express her appreciation to the school for their assistance and cooperation.

Finally, the writer would like to express her deepest respect and appreciation to her beloved mother and father, bother, and sisters for their love and support. She also likes to extend her gratitude to her classmates and friends.

Palembang, June 2014

The Writer

ALF

TABLE OF CONTENTS

 Page

ACKNOWLEDGEMENTS i

TABLE CONTENTS ii

DEDICATION iii

MOTTO iv

ABSTRACT v

LIST OF TABLES vi

LIST OF APPENDICES vii

1. **INTRODUCTION**
2. Background 1
3. Problems of the Study 5
4. The Objectives of The Study 5
5. The Significance of The Study 6
6. Hypotheses of the Study 6
7. TheCriteria for Testing Hypotheses 7

**II. LITERATURE REVIEW**

* 1. Theoretical Framework 8
1. The Concepts of Teaching 8
2. The definition of Vocabulary 11
3. Kinds of Vocabulary 12
4. The Concepts of Verbal and Visual Word Association 14
5. The Advantages of Verbal and Visual Word Association 15
6. The Procedures of Verbal and Visual Word Association 16
7. Teaching Vocabulary Using Teacher’s Method 17
	1. Previous Related Study 17
	2. Research Setting 18
8. **METHODS AND PROCEDURES**
	1. Method of Research 20
	2. Variables of The study 21
	3. Operational Definition 22
	4. The Population and Sample of the Study 23
	5. Technique for Collecting Data 25
9. Test 25
	* 1. Pretest 25
		2. Posttest 25

2. Research Instrument Analysis 26

1. Validity Test 26

1) Construct Validity 26

2) Validity of Each Item 27

3) Content Validity 29

b. Reliability Test 31

3. Research Treatments 33

F**.** Technique for Analyzing Data 35

* + 1. Data Description 35
			1. Distribution of Frequency 35
			2. Descriptive Statistic 35
		2. Prerequisite Analysis 36
			1. Normality Test 36
			2. Homogeneity Test 36
		3. Hypothesis Testing 36
1. **FINDINGS AND INTERPRETATIONS**
	1. Findings 38
		* 1. Data Description 38
2. Distribution of Frequency Data 38
3. Descriptive Statistics 42
	* + 1. Prerequisite Analysis 44
4. Normality Test 44
5. Homogeneity Test 46

 3. Result of Hypothesis Testing 47

* 1. Interpretation 48
1. **CONCLUSIONS AND SUGGESTIONS**
	1. Conclusion 51
	2. Suggestion 52

**REFERENCES** 53

**APPENDICES** 55

DEDICATION

DEDICATIONS

This thesis is dedicated to:

* The Lord, Allah SWT. and my beloved prophet Muhammad Saw. for giving me help, strength, wisdom, endless love.
* My beloved parents, brother and sisters. Abu Sa’id (father), Siti Zaenab (mother), Masyanto, Masagus and Maskhamid (eldest brothers), Nur Asih (elder sisters), and Putri Indah (youngest sister). Thanks for praying me, for your great love, support, and advice.
* My Advisors: Dian Erlina, M. Hum. and Hj. Lenny Marzulina, M.Pd. thanks for advice, support and help.
* My lectures in English Education Study thanks for every things that you were given to me.
* My friends in English Education Study Program in academic year 2009 (PBI ‘09) thanks for your help, advice, support, care.
* My friends in my boarding house thanks for your help, support, care and every things that all of you were given for me.

**ABSTRACT**

The objective of this study is to find out the significant difference on the students’ vocabulary achievement taught by using Verbal and Visual Word Association strategyand who are taught by using teacher’s method. The population of this study was the third grade students at MI NEGERI 1 TELADAN Palembang in the academic year of 2014/2015. The sample of this was taken from nonrandom sampling method. The writer was selected the class III.C as the control group and III.A as the experimental group. In consisted 64 students came from the third grade students in academic year 2013/2014 in class III A and III C. There were 32 students in each class that were non-randomly taken from the population. It was taken by using convenience sampling method. Then, class III A was as experimental group and class C was as control group. The quasi-experimental which concerned in independent sample t-test design was used in this study. The data were obtained by means of written test which was done twice (pretest and posttest) and computed by using the Statistical Package of Social Science (SPSS). Based on the data analysis, the findings found that there was significant difference between control and experimental group. The result showed that teaching vocabulary using Verbal and Visual Word Association (VVWA) Strategy had a significant difference on the students’ vocabulary achievement. It can be seen from the result of pretest to post-test of each group. The achievement of experimental group was higher than the achievement of control group. Based on the result analysis of means significant difference from students’ pretest to posttest score in experimental group taught using Verbal and Visual Word Association (VVWA) strategy, it was found that t-obtain (0.039) was lower than t-table (0.05). So, the Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accepted. It means that Verbal and Visual Word Association (VVWA) Strategy is effective to increase students’ vocabulary achievement to the third grade students at MI NEGERI 1 TELADAN Palembang.

**Keywords**: teaching vocabulary, Verbal and Visual Word Association (VVWA) strategy

**LIST OF TABLES**

Page

Table 1 The Population of the Study 23

Table 2 The Sample of the Study 24

Table 3 The Result of Validity Test 28

Table 4 The Test of Specification 30

Table 5 The Result of Try Out 32

Table 6 The Result Analysis of Reliability Test 33

Table 7 The Teaching Material of Research Treatments 34

Table 8 Frequency of Data Analysis in Pretest Control Group 39

Table 9 Frequency of Data Analysis in Posttest Control Group 40

Table 10 Frequency of Data Analysis in Pretest Experimental Group 41

Table 11 Frequency of Data Analysis in Posttest Experimental Group 42

Table 12 Descriptive Statistics of Pretest in Control Group 43

Table 13 Descriptive Statistics of Posttest in Control Group 43

Table 14 Descriptive Statistics of Pretest in Experimental Group 43

Table 15 Descriptive Statistics of Posttest in Experimental Group 44

Table 16 Normality Data in Pretest of Control - Experimental Group 45

Table 17 Normality Data in Posttest in Control-Experimental Group 45

Table 18 Homogeneity Data in Pretest in Control-Experimental Group 46

Table 19 Homogeneity Data in Posttest of Control-Experimental Group 47

Table 20 Measuring Independent Sample T-Test 47

**LIST OF APPENDICES**

Page

Appendix 1: Result of Validity Test …………………………....... 55

Appendix 2: Reliability Statistics…………………….................... 57

Appendix 3: Distribution of Frequency Data……………............. 58

Appendix 4: Descriptive Statistics………………………….......... 62

Appendix 5: Normality Test………………………………............ 64

Appendix 6: Homogeneity Test……………………………........... 66

Appendix 7: Results of Hypothesis Testing………………............ 67

Appendix 8: Test Instrument……………………………............... 68

Appendix 9: Treatment Assessment………………………………. 74

Appendix 10: Lesson Plans…………………………..................... 75

Appendix 11: Syllabus……………………………………............ 82

Appendix 12: Students’ Attendance List………………………… 84

Appendix 13: Surat Permohonan Izin Pengujian Soal (Try Out)… 88

Appendix 14: Surat Keterangan Telah Melaksanakan

 Uji Soal (Try Out) ………………………………. 88

Appendix 15: Students’ Answer Sheets…………….................... 89

Appendix 16: Surat Permohonan Izin Penelitian………………… 90

Appendix 18: Surat Keterangan Telah Melaksanakan Penelitian… 91

Appendix 19: Surat Keterangan Lulus Ujian Komprehensif……… 92

Appendix 20: Rekapitulasi Nilai Ujian Komprehensif……………. 93

Appendix 21: Kartu Bimbingan Skripsi……………........................ 95

Appendix 22: Surat Keterangan Kelengkapan dan Keaslian Berkas

Munaqasyah……………………………………….. 100

Appendix 23: Formulir Pendaftaran Munaqasyah………………… 101

Appendix 24: Transkrip Nilai……………………………………… 102

Appendix 25: Ijazah SMA dilegalisir……………………………... 104

Appendix 26: Kartu Tanda Mahasiswa dan Kartu Tanda Bukti

 Setoran SPP dilegalisir……………………………… 105

Appendix 27: Nilai Hasil TOEFL…………………………………. 106

Appendix 28 : Surat Penunjukkan Pembimbing I ………………… 107

Appendix 29 : Surat Penunjukkan Pembimbing II ……………….. 108

Appendix 28: SK Pembimbing 1 ………………………………….. 107

Appendix 29 : SK Pengantar Pergantian Pembimbing ………….... 108

Appendix 30 : SK Pembimbing II …………………………………. 109

Appendix 31 : Sertifikat BTA ……………………………………… 110

Appendix 32 : Sertifikat Komputer ………………………………... 111

Appendix 33 : Sertifikat KKN ……………………………………… 112

Appendix 34 : Sertifikat Ospec ……………………………………... 113

Appendix 35: Students’ photo ……………………………………… 114

**CHAPTER I**

**INTRODUCTION**

In this chapter the writer presents: (a) background, (b) problem of the study, (c) objective of the study, (d) significance of the study, (e) hypotheses of the study, and (f) criteria of testing the hypothesis.

**A. Background**

Language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with one another (Brown. 2000:5). Language is used for the people to deliver a message or communicate in daily life. It is usually used to make such connection among people. People cannot communicate and give such information to another people without using language itself.

Now days, there are many languages that can be used as an international communication in the world, one of them is English. English is commonly used as a medium for the communication of information and news (Kitao, 1996:2). English is widely used for communication in the world. It is used in many fields such as: information and technology, economy, science, art, education, politics and so on. With the rapid development of science and technology, young generations (learners) need to develop their ability in many aspects in order not to be left behind. Mastering English is one way to reach it.

In Indonesia, English is the most common language at the elementary school to university. According to Lauder (2008:10), english is widely recognized that it is important in Indonesia and the reason most frequently put forward for this is English is global or international language. Many places such school and private institutions use English as a motivating communication in the teaching and learning process. For example some institutions in Indonesia require the teachers and the students to speak by using English for the communication with each other in classroom. Furthermore, English is learned from elementary school to university, even in playgroup they have begun to study English. It is considered as a difficult subject for Indonesian students. Because of that, students provided to master in English.

Every skill in English is needed to create more of the vocabulary. According to Dash (2013:69-70), for the reading skill, the function of vocabulary is to convey the meaning of a word, so communication does not occur if there are no words. Next, for the speaking skill, vocabulary is one of the essential and fundamental components of communication and the vocabulary knowledge adds words to a wider range of meaning. Without vocabulary communication cannot happen in a meaningful way. According to Lin and Ciu (2013:69), for the listening skill, without vocabulary the students will not fully comprehend what the speaker is saying. The last is for the writing skill, without vocabulary the learners not be able to fully express what they want to share.

According to Wu (2009:128) vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role. People could describe few things without grammar, but they could express nothing without vocabulary. The native English speaker can understand those language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Non-native language learners usually trend to make mistakes about vocabulary; the most difficult thing in listening is vocabulary. Foreign language teaching methods are various but all show the importance of vocabulary teaching. To start learning a foreign language is connected with learning the vocabulary.

Even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. According to Huyen and Nga (2003:2), there are some difficulties why the students in elementary get difficulties in find out the meaning of words. First, students consider the teacher’s explanation for meaning and definition, pronunciation, spelling and grammatical functions boring. In this scenario case, language learners have nothing to do in a vocabulary learning section, but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usage's. Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

After doing the informal interview of the teachers of English and some students to third grade students at MI NEGERI 1 TELADAN Palembang, the writer found some problems faced by students in learning vocabulary. The big problem is the students have lack of vocabularies that are caused by several factors. The first, the students have difficulties to get the meaning of the words. Second, the students have difficulties to memorize the meaning of the words. It means that the students are difficult to learn words definition and to memorize the meaning of words. Those are reasoned by the teacher’s strategy which used does not connect to the students’ need. The teacher just mention the words, then asked to students to find out the meaning in the dictionary, and if the students do not find the meaning of the words, the teacher directly explain the meaning of the word. So, the students feel bored and uninterested in learning vocabulary.

From the explanation about the difficulties students in mastering vocabulary the writer have a strategy to solve the problem and to make the interesting class in learning English, especially in vocabulary achievement. One way to help students in learning vocabulary is verbal and visual word association. According to Cockrum (1985:1), Verbal and Visual Words Association (VVWA) strategy is to combine what students know about visualization with a basic vocabulary strategy through the use of note cards or paper to create word banks or word wall. It is related to a research has done by Melly Violina (2012) entitle teaching vocabulary using verbal, visual word association strategy for elementary school students, she found that verbal and visual word association strategy with combined what students know about visualization is effective strategy in vocabulary achievement.

Based on the fact above, the writer is interested to conduct a research study entitled: “Using Verbal and Visual Words Association (VVWA) Strategy to Improve Students’ Vocabulary Achievement to the Third Grade Students at MI NEGERI 1 TELADAN PALEMBANG.

**B. Problem of the Study**

 The problem is formulated as follow: Is there any significance difference on students’ vocabulary achievements who are taught by using VVWA (Verbal and Visual Word Association) strategy and who are taught by teachers’ method to the third grade students at MI NEGERI 1 TELADAN Palembang?

**C. Objective of the Study**

The objective of the study is to find out whether or not it is significant in teaching vocabulary using VVWA (Verbal and Visual Words Association) strategy to the third grade students at MI NEGERI 1 TELADAN Palembang.

**D. Significances of the Study**

There were some significances of this study. They were as follows:

1. For the teacher of English.

The outcome of the research expected to be useful for the English teacher especially in developing and improving the ability of learners in the vocabulary skill in general and it will be useful for teaching vocabulary for teacher of English at MI NEGERI 1 TELADAN Palembang in specific.

1. For the writer

By doing the research, the writer really hopes that this study will give new experience which will be useful for this time and for the future.

1. For the students

This study can make the students at MI NEGERI 1 TELADAN Palembang enrich many of words of English especially in improving student’s vocabulary, in order to give the response for student’s mind to create and to build many words of English, so that every subject easy to understand.

1. For the other researchers

The research would be benefit and useful for the other researcher as the reference in doing research for the next.

**E. Hypotheses**

 A hypothesisis, simply put, a prediction of the possible outcomes of a study, (Frankle and Wallen, 2011:83). The writer proposes two hypotheses in this study; they are null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses of this study are stated below:

 (Ho) : There is no significant difference on students’ vocabulary achievement who are taught using the Verbal and Visual Word Association (VVWA) strategy and who are taught using teachers’ method to the third grade students at MI NEGERI 1 TELADAN Palembang.

(Ha) : There is a significant difference on students’ vocabulary achievement who are taught using the Verbal and Visual Word Association (VVWA) strategy and who are taught using teachers’ method to the third grade students at MI NEGERI 1 TELADAN Palembang.

**F. The criteria of testing the hypotheses**

The criteria for testing hypotheses were as follows:

1. If the p-output (Sig.) is lower than 0. 05, so the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.
2. However, if the p-output (Sig.) is higher than 0. 05, so the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

**CHAPTER II**

**LITERATURE REVIEW**

In this chapter the writer presents: (a) concept of teaching, (b) concept of vocabulary, (c) concept of VVWA (Verbal Visual Word Association), (d) previous related study, (e) research setting

1. **Theoretical Framework**

 This chapter discusses: (1) concept of teaching, (2) definition of vocabulary, (3) kinds of vocabulary, (4) concept of Verbal and Visual Word Association, (5) Advantages of Verbal and Visual Word Association, (6) Teaching procedures by Using Verbal and Visual Word Association, and (7) Teaching procedures by using teacher’s method

1. **The Concept of Teaching**

According to Fadloeli (2007:1), teaching is regarded as the transfer of knowledge from a person called “teacher” to the students who receive the knowledge, this is called the transmission process. So, in the teaching and learning process students can understand about the material of every subject, then the teacher can transfer the knowledge to the students. On the other hand, according to Chaudhary (2013:84), Teaching has very high values. The value helps others to grow and learn to give one best from which others benefit, but from which one does not benefit oneself to do good without expecting anything in return and so on.

Furthermore, the concept of teaching is also emphasized on Al-qur’an in surah Al-‘alaq: 1-5

بسم الله الرحمن الرحيم

 اقرا بسم ربك الذ ي خلق ( ) خلق الا نسن من علق ( ) اقرا وربك الا كرم ( ) الذي علم با لقلم ( )

علم ا لانسن ما لم يعلم ( )

Meaning: 1) Reading by the name of Allah who created you. 2) Allah who created man from a blood. 3) Reading and your God is the most mercyful. 4) who taughth human by using illustration. 5) Allah teach a human what they the know.

Based on the surah above, it could be interpreted that human were created from a blood. One of God’s blessing is by teaching human increase their position by using knowladge and that’s the wonderful one who is got by human’s fath.

Then, the concept of teaching also definable in on of hadist of Turmudzi

بسم الله الرحمن الرحيم

حدث محمد بن يحيي حد ثنا محمد بن يوسف عن ابن ثوبان هو عبد الرحمن بن ثا بت بن ثوبا ن عن حسا ن بن عطية عن ابي كبشة السلولي عن عبد الله بن عمرو قل قل رسول الله-صلي الله عليه و سلم- "بلغوا عني ولو اية وحد ثوا عن بني اسرئي ولا حؤحرحر ج و من كذ ب علي متعمدا فليتبوا مقعده من النا ر"

 قل بو عيسي هذ حد يث حسن صحيح-التر مذي

Meaning: tell to ask Muhammad bin Yahya, tell to ask Muhammad bin Yusuf from Ibnu Syauban he is Abdurrahman bin Tsabit bin Syauban from Hasan bin ‘atiyyah from Abi Kabsata Assaluli from Abdillah bin ‘amr ask Rasulullah SAW stated that tell from me although one ayat and tell to bani israil and do not make any mistakes and who are you who is lie based on me (Muhammad) conciously, so hell for them. (At-turmudzi)

 From the hadist above, it could be understood that some points that must be implementated by the teacher as follows:

1. A teacher is someone who deliver knowladge to another although only a little,
2. A teacher must prevent her/his self from doing mistake because teacher is known as a *Uswatun Hasanah* for all elements of society especially for the students.
3. A teacher is not allowed to be lie based on Prophet Muhammad SAW, in this case being lie based on Prophet Muhammad can be expanded meaning by being lie based on Allah SWT, because of that the logic consequance someone must be honest on whatever condition and situation.

Furthermore, teaching is process which usually takes place in the class room situations. It is more of formal processes. In the class room situations the teacher has something in his/her mind and teacher wants to convey it to the students. A teacher makes all efforts to make his/her students understand. His/her teaching is successful if the students are able to grasp it fully. The teacher aims of teaching process are giving some knowledge to the students, passing some information to students, making the students acquire some skill changing the attitude of the learners, modifying the behavior of the students, giving some experiences of life, etc.

1. **Definition of Vocabulary**

Vocabulary is one of the language aspects which should be learnt. It is one of the important components in English and it is integrated into the four skills in English. Because of that, before mastering those skills, the learners should have adequate vocabularies and enrich the vocabularies. The students can speak English fluently and have ability to write the words clearly in English if they have many vocabularies. According to Gidey (2008:9), Vocabulary is to convey meaning which ensures an effective communication.

According to Rosenberg and Tunney (2008:541), vocabulary is convenient to measure quantitatively because words can be ranked objectively by frequency and output can be measured for the number of different lower frequency words used (word range). Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they have. By having a lot of English vocabulary, students would be able to communicate in English effectively.

For those reasons, vocabulary teaching is better taught when children are still young. With reference to how important mastering vocabulary is, teaching learning vocabulary has special effects in every level especially the basic one. Children’s language competence will develop, if their vocabularies are also increasing. For the reasons, the teachers have an important role to in teaching English.

1. **Kinds of Vocabulary**

According to Brown (1956: 1), the words of language can be collected into classes of formal equivalents which are called parts of speech. Some of them are (1) Noun, (2) Verb, and (3) Adjective.

a. Noun

According to Wiley and Sons (2007:10-21), there are four types of nouns. They are:

1). A common noun, it names any person, place, or thing. Examples are *basketball, video, wizard, coin, woman,* and *coach*.

2). A proper noun, it names a particular person, place, or thing and begins with a capital letter. Examples are *Winston Churchill, Babe Ruth, Mr. Richard Turner,* and *Chicago.*

3). A collective noun, it names a group of people or things. Examples are *jury, herd, flock, family, fleet, club, class,* and *group.*

4). A compound noun

It is a noun consisting of more than a single word such as *social studies, physical education,* and *dinning room.* It could be two words joined by a hyphen such as *merry-go-round, thirty-three, sister-in-law,* and *great-grandmother.* It could be combined word such as *schoolteacher, bookkeeper, landlord,* and *headmaster.*

b. Verb

There are several types of verbs to be studied: the action verb and, the linking verb.

1). Action verb, an action verb tells what action (often a physical action) a subject is performing, has performed, or will perform. The examples are:

1. My father *delivers* packages to department stores each day.
2. Louie *bowled* a perfect game last night.
3. Suzane *skated* across the rink in Central Park.
4. *Turn* at the next corner, Noel.
5. Oscar will *help* Petra with the project.

2). Linking verb

It connects (links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” *(is, are, were, was, been, being, am)* and *appear, become, feel, grow, look, remain, seem, smell, stay, taste* and *turn.* The examples are:

1. My sister *is* a doctor.
2. My sister *is* studying to become a doctor.
3. He *appeared* tired.
4. He *appeared* at the game.

c. Adjective

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers the questions, *What kind? Which one (s)? How many? How much?*

The examples are:

1. Carrie reads an *interesting* story.
2. The *recent* article has that information.
3. Kens owns *those* surfboards.
4. Wendy paid *fifty* dollars for the jacket.
5. *Much* space was devoted to her artwork.

There are several types of adjectives:

1. A proper adjective, it is formed from a proper noun. Such as *Italian bread, Herculean strength, Midas touch, Canadian sunset.*
2. A compound adjective, it is a word composed of two or more words. Sometimes these words are hyphenated. Such as *landmark decision, black-and-blue mark, hometown hero.*
3. **Concept of Verbal Visual Word Association**

The Verbal and Visual Words Association (VVWA) strategy is to combine what students know about visualization with a basic vocabulary strategy through the use of note cards or paper to create word banks or word wall (Cockrum, 1985:1). It means that, verbal visual word association strategy can help foreign language learners in content area classes to learners to learn vocabulary

To increase the vocabulary of the students, the teacher needs a strategy. The verbal visual words association is a similar strategy commonly used by project teachers (Adams, 2010:379). In general, teachers have a project to choose a few vocabulary development strategies to implement and used in ways consistent with their views of vocabulary and concept development and with their previous teaching practice.

VVWA is one of strategy to enlarge the vocabulary of the students. According to Violina (2012:4), verbal and visual words association is one effective strategy that can be applied by teacher in teaching English because by using this strategy teachers can increase students’ vocabulary. In addition, according to Lacina cited in Violina (2012:4), verbal and visual words association is a strategy design for students who need to expand their reading, writing and speaking vocabulary. It works well to all students and is especially effective with second language learners in content area classes. It means that strategy can expand reading, writing and speaking vocabulary of student.

1. **Advantages of Verbal Visual Word Association**

According to Rokni and Karimi (2013:6), there are advantages of verbal visual word association, they are as follows:

a). When the students learn vocabulary items by use of synonyms, antonyms, and translation, perhaps they forget those words in the future. But when they learn the words by visual teaching, this way improves their learning, and it can also help better recall of the words.

b). When the students learn each word visually, they can easily remember words and make sentences more than the time they learn words verbally. Here, it can be claimed that receiving information verbally and visually can facilitate learning.

c). Using pictures in teaching vocabulary will help teacher to have an interesting class, because students are interested in looking at the pictures and this way is enjoyable for them. Pictures are attractive for the students and also using pictures help teacher to overcome the problems of translation. As a result, it is recommended that teachers and learners use visual treatments for better teaching and learning. The most important point is that the retention and reminding of vocabularies will be better by the use of visual materials and fortunately both teachers and students agree with this matter.

1. **The Procedure by Using Verbal and Visual Word Association**

There are some of the procedures of verbal visual word association strategy in applying for the students in the class room. According to Spring (2010:23), the procedures are as follows:

1). A teacher selects vocabulary terms that would be appropriate for using VVWA.

2). A teacher directs student to draw a rectangle divided into four sections (or already have a sheet made up).

3). A teacher instructs students to write the vocabulary word in the upper left box of the rectangle (or have it prepared). Instruct them to write the text definition of the term or give them a definition to write in the lower left box.

4). A teacher directs a student to draw a visual representation of the vocabulary word in the upper right box of the rectangle. Then suggest that they make their own personal association, an example, or characteristic, to put in the fourth box at the lower right.

**7. Teaching Vocabulary Using Teacher’s Method**

 In control group Total Physical Response (TPR) was used. The Total Physical Response (TPR) is an effective method in teaching foreign language for children and adults, especially for beginner students ( Misra Fadilah, 2011:32). According to Handoyo Puji Widodo (2006:242), the procedures of Total Physical Response are:

1. The teacher picks up cards one by one and says what colour they are.
2. The teacher gives command to the class.
3. The teacher invites individual pupils to come out to the central desk.
4. **Previous Related Study**

There are two previous studies which are related to the writer’s present study. The first research is entitled “Analysis of Two Vocabulary Strategy: A Study to indicate which strategy, Verbal and Visual Word Association or Contextual Redifinition, is best suited for transferring new words into student’s long term memory” written by Wiese (2012). This study investigated which of the two vocabulary strategies, verbal visual word association and contextual redefinition was best suited for transferring new words into students’ long term memory. The first study looked at the current vocabulary strategy used with a test group of 52 ninth grade students from an upper Midwestern school. The researcher then taught and used the verbal visual word association strategy with the same 52 students. The similarities were found between both of them. The previous study and the present study used the same skill, it is vocabulary and used the same method, it is Verbal Visual Word A­­ssociation.

However, there are also the differences between the previous study and the present study. The previous study taught the vocabulary not only used verbal visual word association but also used contextual redefinition and the research did in high school students, meanwhile the present study taught just focus in vocabulary and it did in the third grade of elementary school.

The second research is entitled “Teaching Vocabulary by Using Word Wall Strategy to the Third Grade Students of SDN 132 Palembang” written by Indriyani (2013). The main objective in this study is to find out the significant difference on the students vocabulary achievement taught by using word wall strategy. The sample of this study included 62 students came from the third grade students of elementary school. There is a similarity between the previous study and present study, it is the component of the language, it means that vocabulary. However, there is a significant different in this study, it is the method. The method of the previous study used Word Wall strategy and the present study used Verbal Visual Word Association. Although between of them used different method but the goal is to improve students’ vocabulary skill.

**C. Research Setting**

In this study, the research was done at MI NEGERI 1 TELADAN Palembang, in Jl. Jenderal Sudirman KM 4, kab/kota Palembang, South of Sumatera. The school was built on 17 February 1970. The activity of the school is from 7.00 am to 17.00 pm. The vision of the school is becoming an educational school that can anticipate a striving of students to the future. The headmaster of MIN 1 Palembang is Fery Aguswijaya, S. Ag. The school of MI NEGERI 1 TELADAN Palembang consists of 6 classrooms with 601 students. There are 275 boys and there are 325 girls. There are 41 teachers.

**CHAPTER III**

**METHOD AND PROCEDURES**

This chapter presents (a) research method, (b) research variables, (c) operational definitions, (d) population and sample, (e) techniques for collecting data, and (f) techniques for analyzing data.

**A. Research Method**

In doing this study, the experimental design was used. According to Best and Kahn (1995:146), experimental design is the blueprint of the procedures that enable the researcher to test the hypothesis by reaching valid conclusion about the relationships between independent and dependent variable. The design deals with such practical problems as how subjects are to be assigned to experimental and control groups, the way variables are to be manipulated and controlled, how observations are to be made, and the type of statistical analysis to be employed in interpreting data relationships.

In this study, the researcher used quasi-experimental design. According to Best and Khan (1995:151), quasi-experimental design provides control of­­­­ when and to whom the measurement is applied, but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is not assured. In this research, pretest posttest non equivalent control group design was used. This design is usually used in a classroom experimental when experimental and control group are naturally attached group as complete classes, which may be the same. According to Best and Khan (1995:151), the figure of non-equivalent pretest-posttest control group design is as follows:

Treatment group *O1 X O2*

Control group *O3 C O4*

Where :

O1, 2 : Pretest and Posttest in experimental group

O3, 4 : Pretest and Posttest in control group

X : Treatment in experimental group

C : Treatment in control group

**B. Variables of the Study**

According to Fraenkle. At, al (2012:77), variable is a concept a noun that stands for variation within a class of objects, such as *chair, gender, eye color, achievement, motivation,* or *running speed*. Moreover, variables are the conditions or characteristics that the experimenter manipulates, controls, or observes (Best & Kahn, 1995:137). There are two variables. Those are dependent and independent variable. Independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome. Then dependent variable is the outcome variable, that which is caused in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to, an independent variable (Cohen. At, al, 2007:504).

In this study, there were two variables: independent and dependent variables. The independent variable in this study was Verbal and Visual Word Association strategy in teaching vocabulary. While, the third grade students’ achievement in learning vocabulary was assumed as the dependent variable.

**C. Operational Definitions**

The title of this study is “Using Verbal and Visual Word Association (VVWA) Strategy to Improve Students’ Vocabulary Achievement to the Grade Students at MI NEGERI 1 TELADAN Palembang”. To avoid misunderstanding of selected terms between the writer and the readers of this study. The following terms are defined as follows:

First, teaching is how the teacher give someone knowledge or to train someone to instruct, teaching also giving some information of a subject matter to the students in the classroom. Teaching can be defined as giving instruction, knowledge skill to somebody or make somebody understand or be able to do something. The students’ improvement can be seen from their improvement on their vocabulary score gained by the experimental group before and after giving the treatment by using VVWA strategy.

Second, vocabulary is one of the four language skills that play a very important role in the teaching of English since vocabulary can really help the students to improve the four language skill, such as listening, speaking, reading and writing. In this study, the writer will give the students material that would be taught by the writer in 12 times and also examined in pre-test and post-test.

Third, Verbal and Visual Word Association (VVWA*)* means a way or a strategy used to make someone able to understand the vocabulary materials. Verbal and Visual Word Association referred to the strategy that used by the teacher to teach vocabulary to the third grade students at MI NEGERI 1 TELADAN Palembang.

**D. Population and Sample**

**1. Population**

Population is the larger group of which one hopes to apply the results (Fraenkel and Wallen, 2012:84). Moreover, population is consists of all the subjects you want to study (Yount, 2006:1). The population of this study was all the students to third grade at MI NEGERI 1 Palembang. The total numbers of students were 96 students consisting of three classes. The population of this study is shown in table.1 below:

**Table 1**

**The Population of the Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Class** | **Gender** | **Total Number of Students** |
| **Male** | **Female** |
| 1 | III. A | 13 | 19 | 32 |
| 2 | III. B | 12 | 20 | 32 |
| 3 | III. C | 10 | 22 | 32 |
| **Total** |  |  | 96 |

*Source: Administration MI NEGERI 1 TELADAN Palembang in the academic year of 2013/201*

**2. Sample**

Sample refers to any group on which information obtained (Wallen and Fraenkel, 1991:129). According to (Kitchenham, 2002:1), a valid sample is the word *representative subset* of the target population. Moreover, the writer used convenience non-random sampling method to choose sample of the research. According to Fraenkel and Wallen (2012:99), convenience non-random sampling is group of individuals who (conveniently) are available for study.

 In this study, there were two groups of the sample. Each of which consisted of 64 students. Class III.A was the experimental group to which verbal and visual word association strategy was applied and Class III.C was the control group that used teachers’ method. The writer choose these classes as a sample because based on the observation and information with the English teacher of MI NEGERI 1 TELADAN Palembang that those classes have some problems, especially in improving and mastering English. The sample of this study is shown in table.2 below:

**Table 2**

**The** **Sample** **of the Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Class** | **Gender** | **Total Number of Students** |
| **Male** | **Female** |
| 1 | III. A | 13 | 19 | 32 |
| 2 | III. C | 10 | 22 | 32 |
| **Total** | 64 |

**E. Techniques for Collecting Data**

In technique for collecting the data, it present tests and research instrument analysis. They are further illustrated as follows:

**1. Tests**

 According to Brown (2004:3), a test in simple term, is method of measuring a person’s ability, knowledge, or performance in a given domain. Moreover, tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated (Brown, 2004:4). The objective of giving the test is to make sure whether the students understand the lesson or not, because in one class, the students were from different background so that they may have different pattern of thinking.

1. Pretest

A pretest was given to students before doing the treatment. The purpose of the pretest is to measure the students’ prior knowledge or achievement of vocabulary. The pretest was done at MIN 1 Palembang to the third grade students. There were 40 questions of multiple choices that given to the students. The time allotment was an hour ten minutes. The pretest was given to experimental group and control group.

1. Posttest

A posttest was given after doing the treatment. The posttest was done to know whether or not there was any improvement on the students’ vocabulary after the students received the treatments, or the writer compared the answers to know the effect of teaching by using Verbal and Visual Word Association strategy. The writer gave the same questions as pretest. There were 40 questions of multiple choices. Posttest was done to the same students and the same school. It was done in fourteenth meeting.

**2. Research Instruments Analysis**

**a**. **Validity Test**

According to Moore (2005:173) validity is the extent to which an evaluative device measures what it is supposed to measure. It measures what was taught and learned. In this study, the writer concerned with validity of each question items and content validity.

1. Construct Validity

 According to Sugiyono (2013:139) states that to estimate the construct validity, expert judgments is required. The writer measures the lesson plan and the research instruments from the suggestions from two advisors and the teacher of English at MI NEGEGRI TELADAN 1 Palembang. The first advisor asked the writer to revise some questions, the second advisor asked to revise the lesson plan and to give picture of each questions and the of English at MI NEGERI 1 TELADAN Palembang asked the writer to revise the lesson plan in control group. From the three validators, it can be assumed that her test instrument and lesson plan were appropriate for her research instruments**.**

1. Validity of Each Question Item

Validity test of each item was used to indicate whether test item of the instruments in each question was valid or not. To know whether it was valid or not, the score of significance (r-output) should be compared with the score of r-table product moment.

In this case, the writer had already tried out her research instrument to 32 students of MIN 2 Palembang which consist of 21 males and 11 females. There were 60 questions that given to the students. From 60 questions the writer took the valid item test to 40 questions. The result of the test was analyzed using Cronbach’s Alfa Formula. According to Basrowi and Soenyono (2007:24), if the results of the test show that r-count is higher than r-table (0,349), it means that the item is valid. The result analysis of validity of each question by Cronbach Alfa in SPSS 16 Software, it is found they were 18 questions considered invalid. They are question item no 1, no 5, no 8, no 16, no 17, no 24, n0 25, no 27, no 31, n0 32, no 41, no 42, no 48, no 49, no 53, no 55, no 57, no 59 and there were 42 questions considered valid. They are question no 2, no 3, no 4, no 6, no 7, no 9, no 10, no 11, n0 12, no 13, no 14, no 15, no 18, no 19, no 20, no 21, no 22, no 23, no 26, no 28, no 29, no 30, no 33, no 34, no 35, no 36, n0 37, no 38, no 39, no 40, no 43, no 44, no 45, no 46, no 47, no 50, no 51, no 52, no 54, no 56, no 58 and no 60. The result analysis of each question item is displayed in Table 3.

**Table 3**

 **Result of Validity Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Question Items** | **Sig. (2-tailed) of Cronbach Alfa** | **r-table** | **Result** |
| 1.2.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.3940.41.4243.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60. | Item 1Item 2Item 3Item 4Item 5Item 6Item 7Item 8Item 9Item 10Item 11Item 12Item 13Item 14Item 15Item 16Item 17Item 18Item 19Item 20Item 21Item 22Item 23Item 24Item 25Item 26Item 27Item 28Item 29Item 30Item 31Item 32Item 33Item 34Item 35Item 36Item 37Item 38Item 39Item 40Item 41Item 42Item 43Item 44Item 45Item 46Item 47Item 48Item 49Item 50Item 51Item 52Item 53Item 54Item 55Item 56Item 57Item 58Item 59Item 60 | 0,0000,8010,6740,4170,3250,7120,5400,2330,6390,7530,6740,5400,3870,7530,4170,0000,1410,4170,3870,5720,3870,6390,4170,3250,2640,6740,2640,5400,4780,4170,2020,2640,5400,4780,3560,5090,5400,3870,3870,6390,6390,2020,0350,5400,4780,6740,8610,0830,1410,5720,5090,4170,2330,5720,2330,3560,1710,3870,2950,540 | 0,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,349 | **Invalid**ValidValidValid**Invalid**ValidValid**Invalid**ValidValidValidValidValidValidValid**Invalid****Invalid**ValidValidValidValidValidValid**Invalid****Invalid**Valid**Invalid**ValidValidValid**Invalid****Invalid**ValidValidValidValidValidValidValidValidValid**Invalid****Invalid**ValidValidValidValid**Invalid****Invalid**ValidValidValid**Invalid**Valid**invalid**Valid**Invalid**Valid**Invalid**Valid |

1. Content Validity

Content validity was collected in this case. Content-related evidence or validity refers to the content and format of the instrument. Fraenkle and Wallen (2012:148) states that content related evidence of validity refers to the content and format of the instrument. The result analysis in content validity was described in table of specification test. In the table of specification test, it included: objectives of the test, materials, test indicators, total of test, type of test and answer key. The table of test of specification was displayed in table 4.

**Table 4**

 **Test of Specification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Material** | **Indicator** | **Number of Items** | **Total of Test** | **Type of Test** | **Answer Key** |
| To measure the students’ mastery on vocabulary | * Food
* Fruits
 | students are able to:* Copy and match the word with the appropriate picture
 |  18, 10, 13 | 4 | Multiple Choice | 1. D

8.A 10.C13.C |
|  | * Transportation
* Animal
 | students are able to:* Copy and match the word with the appropriate picture
 | 5, 1511, 32, 33, 35, 40 | 7 | Multiple Choice | 5.C 15.C11.C 32.D33. D 35.D 40.B  |
|  | * Noun
* Verb
 | students are able to:* Copy and match the word with the appropriate picture
 | 2, 3, 9, 1416, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 | 18 | Multiple Choice | 2.D 3.C 9.D 14.D 16.A 17.D 18.A 19.B 20.A 21.C 22.B 23.D 24.D 25.A 26.C 27.A 28.C 29.B |
|  | * Adjective
* Place
 | students are able to:* Copy and match the word with the appropriate picture
 | 12, 30, 31, 32, 33, 34, 37, 38, 396, 7 | 11 | Multiple Choice | 12.D 30.C 31.A 32.D 33.D 34.A 37.C 38A 39.A6.D 7.B |
|  **Total** | **40** |  |

**b**. **Reliability Test**

According to Moore (2005:172) reliability is the consistency with which a measurement device gives the same result when the measurement is repeated. Moreover, Reliability is defined by researchers and statisticians as an indicator that provide information about the uniformity of a test when repeated measures are conducted (Spencer, at, al, 2003:1).

In this study, the writer did a try out test for two times with the same questions at different times to the third grade students of MIN 2 Palembang. The first times, the writer tested 60 questions to the students. Then, from 60 questions the writer took 40 questions which were valid. For the second and third meeting, the writer gave 40 valid question items as the instrument to the same students and the same school. The writer calculated the students’ score by using Pearson Correlation Formula found in SPSS 16 (Statistical Package for the Social Science) program. The result of tried out analysis to the third grade students at MIN 2 Palembang was described in table 5.

**Table 5**

**The Result of Try Out Analysis at MIN 1 Palembang**

|  |  |  |
| --- | --- | --- |
| **No** | **Name** | **Test Scores** |
| **Test 1** | **Test 2** |
| 1 | Ahmad Syahril | 37.50 | 40.00 |
| 2 | Alfariz Sanjaya | 80.00 | 87.50 |
| 3 | Anadya Ayu Pramudita | 45.00 | 40.00 |
| 4 | Aprillia | 76.00 | 80.00 |
| 5 | Aqilah Zahra | 85.00 | 80.00 |
| 6 | Azahra Mutiara | 65.00 | 67.50 |
| 7 | Chelsi Sabrina | 76.50 | 80.00 |
| 8 | Deainayyah Hayyasi | 80.00 | 87.50 |
| 9 | Deni Armansyah | 43.50 | 47.50 |
| 10 | Donu | 42.00 | 40.00 |
| 11 | M. Adisuna Susiharto | 50.00 | 60.00 |
| 12 | M. Alfahrit Anustiar | 40.50 | 42.50 |
| 13 | M. Fajriansyah | 32.50 | 42.50 |
| 14 | M. Ibra Berlian PP | 42.00 | 50.00 |
| 15 | M. Khadafi Marfiadi | 85.00 | 90.00 |
| 16 | M. Nabilr | 40.50 | 32.50 |
| 17 | M. Putra Hidayatullah | 50.00 | 52.50 |
| 18 | M. Rafli Saputra | 70.00 | 67.50 |
| 19 | M. Rafly Rizky Pratama | 72.50 | 75.00 |
| 20 | M. Raka | 44.50 | 42.50 |
| 21 | M. Tatthirona | 51.50 | 57.50 |
| 22 | Mutiara Aprima Putri | 47.50 | 42.50 |
| 23 | Nabila Aristawati | 60.00 | 62.50 |
| 24 | Pandji | 47.50 | 50.00 |
| 25 | Putrid Dwi | 66.50 | 62.50 |
| 26 | Rafly | 42.50 | 44.50 |
| 27 | Ramayzuali | 80.00 | 77.50 |
| 28 | Rio Nandito | 90.00 | 87.50 |
| 29 | St. Yasmin Salsabila | 87.00 | 82.50 |
| 30 | Tsabita Hkim | 87.50 | 90.00 |
| 31 | William Valentino | 67.50 | 60.00 |
| 32 | Zali | 60.00 | 57.50 |

Then, the score in test 1 and test 2 were analyzed used Pearson Correlation formula SPSS program. From the calculation, it was found that the coefficient reliability of the vocabulary test items was 0.962 which higher than 0.70. Therefore, it could be stated that this instrument was considered reliable for this study. The result analysis of reliability test was described in Table 6.

**Table 6**

**The result analysis of reliability test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Number of Test | N | Pearson Correlation | Sig. | Result |
| 1 | Test 1 | 32 | 0.962 | 0.000 | Reliable |
| 2 | Test 2 | 32 |

**3**. **Research Treatments**

Treatments was designed are least for twelve meeting not including pretest and posttest activities. In teaching learning process the writer taught vocabulary to the both experimental and control groups. The writer taught all of material in the second semester because the materials were appropriate for the third grade students based on the 2012 Curriculum.

In conducting the study the writer divided the sample of the study into two groups; the experimental group and the control group. Each group was given treatments for 12 times. The experimental group was taught vocabulary by using Verbal and Visual Word Association, and the control group was taught vocabulary by using teachers’ method, but both of them were used the same material. This study was conducted for 6 weeks or one a half month.

The table of teaching materials for research treatments was figured out in table 7.

**Table 7**

**Teaching Materials for Research Treatments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Teaching Materials** | **Theme** | **Day/Date** | **Time Allocation** | **Research Treatment Meeting** |
| **Experiment Group** | **Control Group** |
| 1. | Noun (things that we like) | Pets | Frid /April 18’ 14 | Frid /April 18’ 14 | 2 x 35’ | 1st |
| 2. | Noun (things that we like) | Pets | Sat /April 19’ 14 | Sat /April 19’ 14 | 2 x 35’ | 2nd |
| 3. | Noun (Names of Fruit) | At the Market | Mon /April 21’ 14 | Mon /April 21’ 14 | 2 x 35’ | 3rd |
| 4. | Adjective (Color) and (Noun) Clothes | My Thing | Wed /April 23’ 14 | Wed /April 23’ 14 | 2 x 35’ | 4th |
| 5. | Foods and Verbs | Foods | Fri /April 25’ 14 | Fri /April 25’ 14 | 2 x 35’ | 5th |
| 6. | Noun and adjective | Place | Wed/April 30’ 14 | Wed/April 30’ 14 | 2 x 35’ | 6th |
| 7. | Noun | Transportations | Fri /May 02’ 14 | Fri /May 02’ 14 | 2 x 35’ | 7th |
| 8. | Noun | Transportations | Wed/ May 14’ 14 | Wed/ May 14’ 14 | 2 x 35’ | 8th |
| 9. | Noun and Verb | Drinks | Friday/May 16’ 14 | Friday/May 16’ 14 | 2 x 35’ | 9th |
| 10. | Noun and Verb | Parts of Body | Wed/ May 21’ 14 | Wed/ May 21’ 14 | 2 x 35’ | 10th |
| 11. | Noun | Things in The School | Fri / May 23’ 14 | Fri / May 23’ 14 | 2 x 35’ | 11th |
| 12. | Noun | Things in The School | Wed/May 28’ 14 | Wed/May 28’ 14 | 2 x 35’ | 12th |

**F.** **Technique for Analyzing Data**

All of the data analysis was measured using SPSS 16. Before analyzing the data to measure the most effective techniques and the interactions among the techniques towards the students reading interest, the analysis of the students pre-test and post-test in the experimental and control groups were done as follow.

**1. Data Descriptions**

In data description, distribution of frequency data and descriptive statistics are illustrated from the obtained data of students pretest and posttest scores in control and experimental group.

1. **Distribution of Frequency**

In distributions of frequency data, the students score frequency, percentage were achieved. The distribution of frequency data was got from students’ pretest score in control group, students’ posttest score in control group, the students’ pretest score in experimental group, and students’ posttest score in experimental group.

1. **Descriptive Statistics**

In descriptive statistics, number or sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean was obtained. Descriptive statistics was obtained from students’ pretest and posttest score in control and experimental groups.

Descriptive statistics conducted in order to describe patterns and general trends in a data set. Descriptive statistics was used simply to describe the sample which was concerned with. The writer was used in the first instance to get a feel for the data, in the second for use in the statistical test themselves, and in the third to indicate the error associated with results and graphical output.

**2. Prerequisite Analysis**

**a.** **Normality Test**

In this study, normality test was used to measure whether the obtained data was normal or not. The data can be classified into normal when the p-output was higher than mean significant difference at 0.05 level. In measuring normality test, ***One Sample Kolmogronov Smrinov*** was used. The normality test was used to measure students’ pretest and posttest score in control and experimental group.

**b**. **Homogeneity Test**

In this study, homogeneity test was used to measure the scores obtained whether it was homogenous or not. The score was categorized homogenous when the p-output was higher than mean significant difference at 0.05 level. In measuring homogeneity test, *Levene Statistics* found in SPSS was used. The homogeneity test was used to measure students’ pretest and posttest score in control and experimental group.

**3**. **Hypothesis Testing**

In this study, the hypothesis of the research tested by using Independent Sample T-Test. Independent sample T-Test evaluated the difference between the means of two independent or unrelated group. It means that to evaluate whether the means for two independent groups were significantly different from each other. Significance difference was found whenever the p.output is lower than mean significant difference at 0,05 levels.

**CHAPTER IV**

**FINDINGS AND INTERPRETATION**

This chapter presents (a) findings, and (b) interpretation of the study.

1. **Findings**

This study deals with the title “Using Verbal and Visual Word Association (VVWA) Strategy to Improve Student’s Vocabulary Achievement to the Third Grade Students at MIN 1 TELADAN Palembang”. The findings of the study were to find out (1) data descriptions; (2) prerequisite analysis; and (3) results of hypothesis testing.

1. **Data Descriptions**

In data descriptions, distribution of frequency data and descriptive statistics are illustrated from the data obtained from students’ pretest and posttest scores in control and experimental group.

**a. Distributions of Frequency Data**

In distribution of frequency data, the students’ score, frequency, percentage are achieved the distributions of frequency data are got from students’ pretest and posttest in control group and pretest and posttest in experimental group were presented:

**1).** **Students’ Pretest Scores in Control Group**

From the result analysis of frequency data, it was found that there was three students who got the score 47.5 (9.4%), one student got the score 50 (3.1 %), five students got the score 57.5 (15.6 %), two students got the score 60 (6.2 %), seven students got the score 65 (21.9 %), three students got the score 67.5 (9.4 %), seven students got the score 70 (21.9 %), two students got the score 75 (6.2 %), one student got the score 75.5 (3.1 %), and one student got the score 80 (3.1 %). The Illustration of the result analysis was described in Table 9.

**Table 9**

**Distributing the Frequency Data of Students’ Pretest**

**Scores in Control Group**

|  |  |  |
| --- | --- | --- |
| **Scores**  | **Frequency** | **Percentage ( %)** |
| 47.5 | 3 | 9.4 |
| 50 | 1 | 3.1 |
| 57.5 | 5 | 15.6 |
| 60 | 2 | 6.2 |
| 65 | 7 | 21.9 |
| 67.5 | 3 | 9.4 |
| 70 | 7 | 21.9 |
| 75 | 2 | 6.2 |
| 77.5 | 1 | 3.1 |
| 80 | 1 | 3.1 |
| **Total** |  | **100** |

**2). Students’ Posttest Scores in Control Group**

From the result analysis of frequency data, it was found that there was three students who got the score 50 (9.4 %), one student got the score 55 (3.1 %), six students got the score 60 (18.8 %), two students got the score 65 (6.3 %), six students got the score 67.5 (18.8 %), six students got the score 70 (18.8 %), five students got the score 75 (15.6 %), one student got the score 77.5 (3.1 %), and two students got the score 82.5 (6.3 %). The Illustration of the result analysis was described in Table 10.

**Table 10**

**Distributing the Frequency Data of Students’ Posttest**

**Scores in Control Group**

|  |  |  |
| --- | --- | --- |
| **Scores**  | **Frequency** | **Percentage ( %)** |
| 50 | 3 | 9.4 |
| 55 | 1 | 3.1 |
| 60 | 6 | 18.8 |
| 65 | 2 | 6.2 |
| 67.5 | 6 | 18.8 |
| 70 | 6 | 18.8 |
| 75 | 5 | 15.6 |
| 77.5 | 1 | 3.1 |
| 82.5 | 2 | 6.2 |
| **Total** |  | **100** |

**3). Students’ Pretest Scores in Experimental Group**

From the result analysis of frequency data, it was found that there was two students who got the score 55 (3.1 %), two students got the score 57.5 (6.3 %), two students got the score 60 (6.3 %), one student got the score 57.5 (3.1 %), one student got the score 60 (3.1 %), one student got the score 62.5 (3.1 %), five students got the score 65.5 (15.6 %), seven students got the score 67.5 (21.9 %), one student got the score 70 (3.1 %), two students got the score 72.5 (6.3 %), four students got the score 75 (12.5 %), three students got the score 77.5 (9.4 %), one student got the score 80 (3.1 %) and two students got the score 85 (6.3 %). The Illustration of the result analysis was described in Table 11.

**Table 11**

**Distributing the Frequency Data of Students’ Pretest**

**Scores in Experimental Group**

|  |  |  |
| --- | --- | --- |
| **Scores**  | **Frequency** | **Percentage ( %)** |
| 55 | 2 | 6.2 |
| 57.5 | 2 | 6.2 |
| 60 | 2 | 6.2 |
| 62.5 | 1 | 3.1 |
| 65 | 5 | 15.6 |
| 67.5 | 7 | 21.9 |
| 70 | 1 | 3.1 |
| 72.5 | 2 | 6.2 |
| 75 | 4 | 12.5 |
| 77.5 | 3 | 9.4 |
| 80 | 1 | 3.1 |
| 85 | 2 | 6.2 |
| **Total** |  | **100** |

**4). Students’ Posttest Scores in Experimental Group**

From the result analysis of frequency data, it was found that there was two students who got the score 57.5 (6.3 %), three students got the score 60 (9.4 %), four students got the score 65 (12.5 %), three students got the score 67.5 (9.4 %), six students got the score 70 (18.8 %), one student got the score 72.5 (3.1 %), five students got the score 75 (15.6 %), two students got the score 77.5 (6.3 %), three students got the score 80 (9.4 %), one student got the score 82.5 (3.1 %), and two students got the score 87.5 (6.3 %). The Illustration of the result analysis was described in Table 12.

**Table 12**

**Distributing the Frequency Data of Students’ Posttest Scores**

**in Experimental Group**

|  |  |  |
| --- | --- | --- |
| **Scores**  | **Frequency** | **Percentage ( %)** |
| 57.5 | 2 | 6.2 |
| 60 | 3 | 9.4 |
| 65 | 4 | 12.5 |
| 67.5 | 3 | 9.4 |
| 70 | 6 | 18.8 |
| 72.5 | 1 | 3.1 |
| 75 | 5 | 15.6 |
| 77.5 | 2 | 6.2 |
| 80 | 3 | 9.4 |
| 82.5 | 1 | 3.1 |
| 87.5 | 2 | 6.2 |
| **Total** |  | **100** |

**b. Descriptive Statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are got from students’ pretest and posttest in control group and pretest and posttest in experimental group were presented:

**1. Students’ Pretest Scores in Control Group**

From the result analysis of descriptive statistics, it was found that there were 32 students. The lowest scores was 47.50, the highest score was 80.00, mean score was 64.2188 and standard deviation was 8.48237. The table was illustrated in Table 13.

**Table 13**

**Descriptive Statistics of Students’ Pretest Scores in Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students’ Pretest Scores in Control Group | **N** | **Min** | **Max** | **Mean** | **Std. D** |
| 32 | 47.50 | 80.00 | 64.2188 | 8.48237 |

**2. Students’ Posttest Scores in Control Group**

 From the result analysis of descriptive statistics, it was found that there were 32 students. The lowest scores was 50.00, the highest score was 82.50, mean score was 66.7969 and standard deviation was 8.57214. The table was illustrated in Table 14.

**Table 14**

**Descriptive Statistics of Students’ Posttest Scores in Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students’ Posttest Scores in Control Group | **N** | **Min** | **Max** | **Mean** | **Std. D** |
| 32 | 50.00 | 82.50 | 66.7969 | 8.57214 |

**3. Students’ Pretest Scores in Experimental Group**

From the result analysis of descriptive statistics, it was found that there were 32 students. The lowest scores was 55.00, the highest score was 85.00, mean score was 68.8281 and standard deviation was 7.98144. The table was illustrated in Table 15.

**Table 15**

**Descriptive Statistics of Students’ Pretest Scores in Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students’ Pretest Score in Experimental Group | **N** | **Min** | **Max** | **Mean** | **Std. D** |
| 32 | 55.00 | 85.00 | 68.8281 | 7.98144 |

**4. Students’ Posttest Scores in Experimental Group**

 From the result analysis of descriptive statistics, it was found that there were 32 students. The lowest scores was 57.50, the highest score was 87.50 mean score was 71.1719, and standard deviation was 8.03180. The table was illustrated in Table 16.

**Table 16**

**Descriptive Statistics of Students’ Posttest Scores in Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students’ Posttest Score in Experimental Group | **N** | **Min** | **Max** | **Mean** | **Std. D** |
| 32 | 57.50 | 87.50 | 71.1719 | 8.03180 |

**2. Prerequisite Analysis**

Before analyzing the data, prerequisite analysis should be done to see whether the data obtained is normal and homogeny. The procedure in prerequisite analysis is described as follows:

**a.** **Normality Test**

Normality test is used to measure whether the obtained data normal or not. The data can be classified into normal when the p-output is higher than mean significant difference at 0.025 level Basrowi and Soenyono in Holandyah (2013 : 122). In measuring normality test, one sample Kolmogronov Smrinov is used. The normality test is used to measure students’ pretest score in control and experimental groups, and students’ posttest score in control and experimental groups.

**1). Students’ Pretest Scores in Control and Experimental Groups**

From the table analysis, it was found the p-output from students’ pretest in control was 0.184 and experimental group was 0.387. From the score, it could be stated that the students’ pretest score in control and experimental groups were considered normal since they were higher than 0.025. The illustration of result analysis was described in Table 17.

**Table 17**

**Normality Test Using Kolmogronov Smrinov Z of Students’ Pretest in Control and Experimental Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Students’ Pretest | N | Kolmogronov Smrinov Z | Sig. | Result |
| 1 | Control Group | 32 | 1.091 | 0.184 | Normal |
| 2 | Experimental Group | 32 | 0.904 | 0.387 | Normal |

**2). Students’ Posttest Scores in Control and Experimental Group**

 From the table analysis, it was found the p-output from students’ posttest in control group was 0.404, while the p-output from students’ posttest in experimental group was 0.742 From the score, it could be stated that the students’ posttest score in control and experimental groups were considered normal since they were higher than 0.025. The illustration of result analysis was described in Table 18.

**Table 18**

**Normality Test Using Kolmogronov Smrinov Z of Students’ Posttest in Control and Experimental Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Students’ Pretest | N | Kolmogronov Smrinov Z | Sig. | Result |
| 1 | Control Group | 32 | 0.892 | 0.404 | Normal |
| 2 | Experimental Group | 32 | 0.682 | 0.742 | Normal |

 **b. Homogeneity Test**

Homogeneity test is used to measure the scores obtained whether it is homogeny or not.The score is categorized homogen when the p-output was higher than mean significant difference at 0.05 level. The homogeneity test is used to measure students pretest score in control and experimental groups, and students’ posttest score in control and experimental groups.

**1). Students’ Pretest Scores in Control and Experimental Groups**

From the table measuring homogeneity test, it was found the p-output 0.851. From the score, it could be stated that the students’ pretest scores in control and experimental groups were considered homogenous since it was higher than 0.05. The illustration of result analysis was described in Table 19.

**Table 19**

**Homogeneity Test Using Levene Statistics of Students’ Pretest Scores in Control and Experimental Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Levene Statistics** | **Sig.** | **Result** |
| 1 | Control Group | 32 | 0.036 | 0.851 | Homogenous |
| 2 | Experimental Group | 32 |

**2).** **Students’ Posttest Scores in Control and Experimental Groups**

From the table measuring homogeneity test, it was found the p-output 0.881. From the score, it could be stated that the students’ pretest scores in control and experimental groups were considered homogeny since it was higher than 0.05. The illustration of result analysis was described in Table 20.

**Table 20**

**Homogeneity Test Using Levene Statistics of Students’ Posttest Scores in Control and Experimental Groups**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Levene Statistics** | **Sig.** | **Result** |
| 1 | Control Group | 32 | 0.023 | 0.881 | Homogeneus |
| 2 | Experimental Group | 32 |

**3. Results of Hypothesis Testing**

In measuring hypothesis testing, the writer uses independent sample t-test to measure the significance difference on students’ achievement score taught using Verbal and Visual Word Association (VVWA) strategy and taught using strategy that usually used by teacher of MIN 1 Palembang. The analysis result of independent sample t-test is figure out in Table 21.

**Table 21**

**The Result Analysis of Measuring a significant Difference on Students’ Vocabulary Achievement after Being Taught by Verbal and Visual Word Association and Strategy that Usually Used by Teacher of MIN 1 Palembang**

|  |  |  |
| --- | --- | --- |
| **Verbal and Visual Word Association (VVWA) Strategy and Strategy that usually used by teacher of MIN 1 Palembang** | **Independent Sample t-Test** | **Ho** |
| **T** | **Df** | **Sig. (2-tailed)** |
| **2.107** | **62** | **0.039** | **Rejected** |

From the result of measuring independent sample t-test, it was found that the p-output was 0.039 and the value was 2.107. Since the p-output was lower than 0.05 level and the t-value was higher than critical value of t-table (1.995). It can be stated that there was significance difference on students’ vocabulary achievement taught using Verbal and Visual Word Association (VVWA) strategy and strategy that usually used by teacher of MIN 1 TELADAN Palembang.

**B. Interpretation**

Based on the findings which have been described in the previous section, some interpretations were made as follows:

 First, the writer analyzes the normality of sample data of the pretest and posttest between control and experiment group. The result of normality tests in student’s pretest scores in control was 0.184 and experimental group was 0.387. Then, the result normality of student’s posttest scores in control was 0.404 and experimental group was 0.742. Because all value of the variables were higher than probability value 0.05, it means that students’ pretest and posttest in control and experimental groups were normal. According to Basrowi, (2007:85) the data can be classified into normal whenever the p-output is higher than 0.025.

Second, the result of homogeneity tests in student’s pretest scores in control and experimental groups was 0.851 and for the student’s posttest scores in control and experimental groups was 0.881. From the result of the output, it could be interpreted that students’ pretest and posttest in control and experimental groups were homogenous since it was higher mean significant difference at 0.05. According to Basrowi (2007:106), the score categorized homogeny when the p-output was higher than mean significant difference at 0.05 levels

 Third, based on the result analysis of measuring a significant difference on students’ posttest scores in experimental and control groups, it was found that the value of t-obtained was 2.325 and p-output was 0.039. It can be interpreted that there was a significant difference on students’ posttest scores taught by using Verbal and Visual Word Association (VVWA) strategy since the value of t-obtained was higher than t-table (df = 62 = 1.995) and the p-output was lower than 0.05 level.

In students’ experimental and control group have increase capability in mastering vocabularies. After the experimental group taught by using the Verbal and Visual Word Association the score and the motivation of the students be better. So that the students easier to study English especially in vocabulary.

It is relevant to what Cockrum, 1985:1 says that The Verbal and Visual Words Association (VVWA) strategy is to combine what students know about visualization with a basic vocabulary strategy through the use of note cards or paper to create word banks or word wall. There are several factors that Verbal and Visual Words Association (VVWA) strategy is effective to teach vocabulary achievement to the third grade students at MI NEGERI 1 TELADAN Palembang. First, when the students learn vocabulary items just memorize the words, perhaps they forget those words in the future. But when the students learn the words by visual teaching, it will improve their learning, and it can also help better recall of the words. Second, when the students learn each word visually, they can easily remember words and make sentences more than the time they learn words verbally. Here, it can be claimed that receiving information verbally and visually can facilitate learning. Third, using pictures in teaching vocabulary will help teacher to have an interesting class, because students are interested in looking at the pictures and this way is enjoyable for them. Pictures are attractive for the students and also using pictures help teacher to overcome the problems of translation. As a result, it is recommended that teachers and learners use visual treatments for better teaching and learning. The most important point is that the retention and reminding of vocabularies will be better by the use of visual materials and fortunately both teachers and students agree with this matter.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTION**

In this chapter the writer presents: (a) Conclusions and (b) suggestions.

1. **Conclusion**

From the previous chapter, it can be concluded that there was a significant difference on the students’ vocabulary achievement taught by using Verbal and Visual Word Association (VVWA) strategy than those who were not thought by using Verbal and Visual Word Association (VVWA) strategy. Since the significant 2-tailed (0.039) was lower than the mean significant difference at 0.05 level. Or in other word, it can be conduct that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Furthermore, Verbal and Visual Word Association (VVWA) have a big role in mastering vocabulary. The writer found some changes before and after teaching the students. When the student taught before using VVWA, the students have low motivation in study vocabulary, because the student felt bored about the way of teaching. Then the students have low capability to remember the words and the meaning. After the students taught by using VVWA the students have high motivation to study because the strategy make the students fun and easier to remember the word and the meaning of the word.

1. **Suggestions**

Based on the conclusion, the writer offered some suggestions for the English teacher, especially the English teacher who teaches at MI NEGERI 1 TELADAN Palembang, the students and the next researcher.

For the English teacher, the teacher must be able to choose the most appropriate strategy in teaching vocabulary. The teacher can use the verbal and visual word association strategy to help the students to enrich their vocabulary achievement. By using verbal and visual word association strategy which suppose the students increase their understanding of the meaning of the words, the students be interested to assess the suitability of new word by testing their prior knowledge, it will motivate and encourage them in vocabulary.

For the students, the students can use verbal and visual word association strategy to help them to know the meaning of the words. Besides that, they must develop some aspects which can help them to comprehend the four skills, such as listening, reading, speaking and writing.

The last, for the next researcher, the next researcher can use this study for the theoretical reference and use the larger sample to represent the whole elementary school.

**REFERENCES**

 Adams, Anne. 2010. *Reheasal or Reorganization Two Patterns of Literacy Strategy Use in Secondary Mathematics Classes*. Volume. 7, no. 2&3, pp. 371-390

Basrowi and Soenyono. 2007. *Metode Analisis Data Sosial.* Kediri: CV Jenggala Pustaka

Best and Kahn. 1995. *Research in Education*. New Delhi: Prentice-Hall.

Brown, Douglas H. (2004). *Language Assessment Principles and Practices*. United States: Pearson Education.

Brown, H. Doubles. 2000. *Principles of Language Learning and Teaching*. San Francisco: Library of Congress Catalog.

Chaudhary, Asha.2013. *Theories of Teaching*. IJRE. Volume. 2, no. 3

Cohen, at. al. 2007*. Research Method in Education*. USA and Canada: Routledge.

Dash, Bipin Bihari. 2013. *Language Skill: A Study of Improving English Speaking Skill Through English Reading Skill*. Volume. IV. No. 4.

Fadloeli, Odlo. 2002. *Learning Strategies*. Unpublished Thesis, Undergraduate of Maranatha Christian University Bandung.

Fraenkle, at. Al. 2011. *How to Design and Evaluate Research in Education*. United State: Library of Congress Cataloging.

Gidey, Getnet. 2008. *Vocabulary Learning Strategy Use: The Case of High and Low Achiever Students in Gondar College of Teacher Education*. <http://etd.aau.edu.et/dspace/bitstream/123456789/1922/1/Getnet%20Gidey.pdf> Accessed on November 20th 2014

Holandyah, M. 2013. *How to Design and Evaluate a Quantitative Research for Students of English Education Study Program*. Palembang: Noer Fikri Offset.

Huyen, Nguyen Thi Thanh. 2003. The Effectiveness of Learning Vocabulary. *Learning Vocabulary Through Games.* [http://www.asian-efl-journal.com/dec\_03\_sub.Vn.php Accessed on November 30](http://www.asian-efl-journal.com/dec_03_sub.Vn.php%20Accessed%20on%20November%2030)th 2014

Kitao, Kenji. 1996. *Why Do We Teach English.* ITESLJ. Volume. II no.4

Kitchenham, Barbara. 2002. *Principles of Survey Research Part 5: Populations and Samples.* Volume 27, no. 5

Lauder, Allan. 2008. *The Status and Function of English in Indonesia: A Review of Key Factors.* Makara: Sosial Humaniora. Volume. 12. No.1. pp. 9-20

Lin, Ching Ying and Ciu, Jin Wai. 2013. *Taiwanese Junior High School Students Performance on Vocabulary Learning.* Volume. III. No.1. Pp. 69-76.

M, Eeds and Cockrum. 1985. *Teaching Word Meaning by Expanding Schemata vs. Dictionary Work vs. Reading in Context*. Volume. 28, no. 6, pp. 492-497

Moore, Kenneth D. (2005). *Effective Instructional Strategies from Theory to Practice.* UK: SAGE Publications, Inc.

Rokni, Sayed Jalal Abdol Manafi and Karimi, Noda. 2013. *Visual Instruction: An A advantage or A Disadvantage What About Its Effect on EFL Learners’ Vocabulary Learning*. Volume. 2, no. 4.

Rosenberg, Jeremy and Tunney, Richard J. 2008. *Human Vocabulary Use as Display*. Volume. 6, no. 3. pp. 538-549

Spencer, H. Fiona. 2003. *Test Reliability and Stability of Children’s Cognitive Functioning.* <http://eprints.qut.edu.au/942/1/spencer_test.pdf> Accessed on March 20 th 2014. Inc

Spring, Jeremy Conrad. 2010. *Instructional Strategies Notebook*. https://scholar.vt.edu/access/content/user/jbconrad/Portfolio%20Public/PDFs/ConradStratNotebook.pdf Accessed on November 15th 2014

Violin, Melly. 2012. *Teaching Vocabulary by Using Verbal Visual Word Association Strategy for Elementary School Students*. Unpublished Thesis, Undergraduate of STKIP PGRI West Sumatera.

Wiese, Lee Ann. 2012. *Analysis of Two Vocabulary Strategy: A Study to indicate which strategy, Verbal and Visual Word Association or Contextual Redifinition, is best suited for transferring new words into student’s long term memory.* Unpublished Thesis, Undergraduate of Wisconsin-Superior University

Wiley, John and Sons. 2007. *Parts of Speech*. <http://media.johnwiley.com.au/product_data/excerpt/75/07879938/0787993875.pdf> Accesses from November 10th 2014. Inc.

Wu, Yiwei. 2009. *The Application of CLT in College English Vocabulary Teaching.* Volume. 4, no. 3.

Yount, Rick. 2006. *Populations and Sampling*. <http://www.napce.org/documents/research-desigyount/07_Sampling_4th.pdf> Accessed on February 5. Inc

A

P

P

E

N

D

I

C

E

S

**Appendix 1**

**Result of Validity Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Question Items** | **Sig. (2-tailed) of Cronbach Alfa** | **r-table** | **Result** |
| 1.2.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.3940.41.4243.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60. | Item 1Item 2Item 3Item 4Item 5Item 6Item 7Item 8Item 9Item 10Item 11Item 12Item 13Item 14Item 15Item 16Item 17Item 18Item 19Item 20Item 21Item 22Item 23Item 24Item 25Item 26Item 27Item 28Item 29Item 30Item 31Item 32Item 33Item 34Item 35Item 36Item 37Item 38Item 39Item 40Item 41Item 42Item 43Item 44Item 45Item 46Item 47Item 48Item 49Item 50Item 51Item 52Item 53Item 54Item 55Item 56Item 57Item 58Item 59Item 60 | 0,000 0,8010,6740,4170,3250,7120,5400,2330,6390,7530,6740,5400,3870,7530,4170,0000,1410,4170,3870,5720,3870,6390,4170,3250,2640,6740,2640,5400,4780,4170,2020,2640,5400,4780,3560,5090,5400,3870,3870,6390,6390,2020,0350,5400,4780,6740,8610,0830,1410,5720,5090,4170,2330,5720,2330,3560,1710,3870,2950,540 | 0,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,3490,349 | **Invalid**ValidValid**valid****Invalid**Valid**valid****Invalid****valid**ValidValidValid**valid**ValidValid**Invalid****Invalid****valid**ValidValidValidValidValid**Invalid****Invalid**Valid**Invalid**ValidValidValid**Invalid****Invalid****valid****valid**ValidValidValidValidValidValidValid**Invalid****Invalid**ValidValidValidValid**Invalid****Invalid**ValidValidValid**Invalid**Valid**invalid**Valid**Invalid**Valid**Invalid**Valid |

**Appendix 2**

**Students’ Pretest and Posttest Scores in Control and Experimental Group**

| **Pretest\_control** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 47.5 | 3 | 9.4 | 9.4 | 9.4 |
| 50 | 1 | 3.1 | 3.1 | 12.5 |
| 57.5 | 5 | 15.6 | 15.6 | 28.1 |
| 60 | 2 | 6.2 | 6.2 | 34.4 |
| 65 | 7 | 21.9 | 21.9 | 56.2 |
| 67.5 | 3 | 9.4 | 9.4 | 65.6 |
| 70 | 7 | 21.9 | 21.9 | 87.5 |
| 75 | 2 | 6.2 | 6.2 | 93.8 |
| 77.5 | 1 | 3.1 | 3.1 | 96.9 |
| 80 | 1 | 3.1 | 3.1 | 100.0 |
| Total | 32 | 100.0 | 100.0 |  |

| **posttest\_control** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|  | 50 | 3 | 9.4 | 9.4 | 9.4 |
| 55 | 1 | 3.1 | 3.1 | 12.5 |
| 60 | 6 | 18.8 | 18.8 | 31.2 |
| 65 | 2 | 6.2 | 6.2 | 37.5 |
| 67.5 | 6 | 18.8 | 18.8 | 56.2 |
| 70 | 6 | 18.8 | 18.8 | 75.0 |
| 75 | 5 | 15.6 | 15.6 | 90.6 |
| 77.5 | 1 | 3.1 | 3.1 | 93.8 |
| 82.5 | 2 | 6.2 | 6.2 | 100.0 |
| Total | 32 | 100.0 | 100.0 |  |
| **Pretest\_experiment** |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 55 | 2 | 6.2 | 6.2 | 6.2 |
| 57.5 | 2 | 6.2 | 6.2 | 12.5 |
| 60 | 2 | 6.2 | 6.2 | 18.8 |
| 62.5 | 1 | 3.1 | 3.1 | 21.9 |
| 65 | 5 | 15.6 | 15.6 | 37.5 |
| 67.5 | 7 | 21.9 | 21.9 | 59.4 |
| 70 | 1 | 3.1 | 3.1 | 62.5 |
| 72.5 | 2 | 6.2 | 6.2 | 68.8 |
| 75 | 4 | 12.5 | 12.5 | 81.2 |
| 77.5 | 3 | 9.4 | 9.4 | 90.6 |
| 80 | 1 | 3.1 | 3.1 | 93.8 |
| 85 | 2 | 6.2 | 6.2 | 100.0 |
| Total | 32 | 100.0 | 100.0 |  |

| **Posttest\_experiment** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 57.5 | 2 | 6.2 | 6.2 | 6.2 |
| 60 | 3 | 9.4 | 9.4 | 15.6 |
| 65 | 4 | 12.5 | 12.5 | 28.1 |
| 67.5 | 3 | 9.4 | 9.4 | 37.5 |
| 70 | 6 | 18.8 | 18.8 | 56.2 |
| 72.5 | 1 | 3.1 | 3.1 | 59.4 |
| 75 | 5 | 15.6 | 15.6 | 75.0 |
| 77.5 | 2 | 6.2 | 6.2 | 81.2 |
| 80 | 3 | 9.4 | 9.4 | 90.6 |
| 82.5 | 1 | 3.1 | 3.1 | 93.8 |
| 87.5 | 2 | 6.2 | 6.2 | 100.0 |
| Total | 32 | 100.0 | 100.0 |  |

**Appendix 3**

**Descriptive Statistic**

1. **Student’s Pretest Score in Control Group**

| **Descriptive Statistics** |
| --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest\_control | 32 | 47.50 | 80.00 | 64.2188 | 8.48237 |
| Valid N (listwise) | 32 |  |  |  |  |

1. **Student’s Posttest Score in Control Group**

| **Descriptive Statistics** |
| --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Posttest\_control | 32 | 50.00 | 82.50 | 66.7969 | 8.57214 |
| Valid N (listwise) | 32 |  |  |  |  |

1. **Students’ Pretest Score in Experimental Group**

| **Descriptive Statistics** |
| --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest\_experiment | 32 | 55.00 | 85.00 | 68.8281 | 7.98144 |
| Valid N (listwise) | 32 |  |  |  |  |

1. **Students’ Posttest Score in Experimental Group**

| **Descriptive Statistics** |
| --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Posttest\_experiment | 32 | 57.50 | 87.50 | 71.1719 | 8.03180 |
| Valid N (listwise) | 32 |  |  |  |  |

**Appendix 4**

**Reliability Statistic**

| **Correlations** |
| --- |
|  |  | test1 | test2 |
| test1 | Pearson Correlation | 1 | .962\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 32 | 32 |
| test2 | Pearson Correlation | .962\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 32 | 32 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |

**Appendix 5**

**Normality Test**

1. **Students’ Pretest Score in Control and Experiment Group**

| **One-Sample Kolmogorov-Smirnov Test** |
| --- |
|  |  | Pretest\_Control |
| N | 32 |
| Normal Parametersa | Mean | 64.2188 |
| Std. Deviation | 8.48237 |
| Most Extreme Differences | Absolute | .193 |
| Positive | .123 |
| Negative | -.193 |
| Kolmogorov-Smirnov Z | 1.091 |
| Asymp. Sig. (2-tailed) | .184 |
| a. Test distribution is Normal. |  |
| b. Calculated from Data |  |  |

| **One-Sample Kolmogorov-Smirnov Test** |
| --- |
|  |  | Pretest\_experiment |
| N | 32 |
| Normal Parametersa | Mean | 68.8281 |
| Std. Deviation | 7.98144 |
| Most Extreme Differences | Absolute | .160 |
| Positive | .160 |
| Negative | -.097 |
| Kolmogorov-Smirnov Z | .904 |
| Asymp. Sig. (2-tailed) | .387 |
| a. Test distribution is Normal. |  |
| b. Calculated from Data |  |  |

1. **Students’ Posttest Score in Control and Experimental Group**

| **One-Sample Kolmogorov-Smirnov Test** |
| --- |
|  |  | posttest\_control |
| N | 32 |
| Normal Parametersa | Mean | 66.7969 |
| Std. Deviation | 8.57214 |
| Most Extreme Differences | Absolute | .158 |
| Positive | .104 |
| Negative | -.158 |
| Kolmogorov-Smirnov Z | .892 |
| Asymp. Sig. (2-tailed) | .404 |
| a. Test distribution is Normal. |  |
| b. Calculated from Data |  |  |

| **One-Sample Kolmogorov-Smirnov Test** |
| --- |
|  |  | Posttest\_experiment |
| N | 32 |
| Normal Parametersa | Mean | 71.1719 |
| Std. Deviation | 8.03180 |
| Most Extreme Differences | Absolute | .121 |
| Positive | .121 |
| Negative | -.089 |
| Kolmogorov-Smirnov Z | .682 |
| Asymp. Sig. (2-tailed) | .742 |
| a. Test distribution is Normal. |  |
| b. Calculated from Data |  |  |

**Appendix 6**

**Homogeneity Test**

1. **Students’ Pretest Score in Control and Experimental Group**

| **Test of Homogeneity of Variances** |
| --- |
| SS\_Score |  |  |  |
| Levene Statistic | df1 | df2 | Sig. |
| .036 | 1 | 62 | .851 |

1. **Students’ Posttest Score in Control and Experimental Group**

| **Test of Homogeneity of Variances** |
| --- |
| SS\_Score |  |  |  |
| Levene Statistic | df1 | df2 | Sig. |
| .023 | 1 | 62 | .881 |

**Appendix 7**

**The Result Analysis of Measuring Independent Sample T-test Difference from Students’ Pretest to Posttest in Control and Experimental Group**

| **Independent Samples Test** |
| --- |
|  |  | Levene's Test for Equality of Variances | t-test for Equality of Means |
|  |  | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |
|  |  | Lower | Upper |
| SS\_Score | Equal variances assumed | .023 | .881 | 2.107 | 62 | .039 | 4.37500 | 2.07659 | .22395 | 8.52605 |
| Equal variances not assumed |  |  | 2.107 | 61.739 | .039 | 4.37500 | 2.07659 | .22360 | 8.52640 |

**Appendix 8**

**Test Instrument**

**Name :**

**Class :**

**Please answer these questions based on the pictures!**

**Choose the correct answer by crossing (x) a, b or c!**

1. My mother fries …



1. pizza
2. bread
3. bean
4. chicken
5. What is this? It is a …



1. table
2. radio
3. book
4. chair
5. There is a …. on the wall.
6. pen
7. book
8. clock
9. chair
10. I like ….



1. bread
2. ice cream
3. cake
4. noodle
5. Dina goes to school by ….



1. bicycle
2. plane
3. bus
4. motorcycle
5. … works at the hospital.
6. teacher
7. farmer
8. pilot
9. doctor
10. Amir and Dava study at….



1. mall
2. school
3. market
4. hospital
5. Which one is grapes?
6. 
7. 
8. 
9. 
10. Doni plays ….



1. ball
2. doll
3. tennis
4. kite
5. We eat …



1. banana
2. durian
3. pineapple
4. apple
5. What animal is it?



1. monkey
2. dog
3. cat
4. kangaroo
5. My mother is a ….



1. doctor
2. nurse
3. secretary
4. teacher
5. I like ….



1. pineapples
2. mangos
3. strawberries
4. apples
5. I go to the party by wearing …

.

1. jacket
2. dress
3. t-shirt
4. tie
5. My uncle is a driver. So he drives a …..



1. motorcycle
2. pedicap
3. car
4. ship
5. I am … the radio.
6. listening to
7. fixing
8. buying
9. watching
10. They are … football.
11. watching
12. running
13. showing
14. playing
15. My father is … news paper.
16. reading
17. buying
18. watching
19. writing
20. Putri is … a song.
21. singing
22. listening
23. watching
24. writing
25. I like … in the river.
26. swimming
27. playing
28. fishing
29. washing
30. My nephew is …  a letter to her grandmother.
31. reading
32. sending
33. writing
34. making
35. A: Is Alisa … her homework?

B: yes she is.

1. reading
2. doing
3. writing
4. listening
5. Doni always … before going to school.
6. sleep
7. read
8. run
9. take a bath
10. My mother …  her clothes every morning.
11. sells
12. buys
13. dries
14. washes
15. I … my mother every day.
16. help
17. give
18. ask
19. teach
20. Lily and Farel are …  a bike to the school.
21. selling
22. buying
23. riding
24. fixing
25. I … every day.
26. eat
27. sleep
28. drink
29. play
30. They are … together.
31. sleeping
32. working
33. eating
34. swimming
35. The baby is … on the chair.
36. eating
37. sitting
38. standing
39. sleeping
40. How does she feel? She is …



1. happy
2. sad
3. angry
4. sleepy
5. My brother is …  because he is hungry.
6. crying
7. sleeping
8. eating
9. drinking
10. That cat is …

 

1. pink
2. yellow
3. brown
4. white
5. I have a … rabbit.
6. pink
7. green
8. red
9. black
10. The sky is …



1. blue
2. black
3. pink
4. gray
5. The ant is … but the elephant is big. 
6. tall
7. fat
8. good
9. small
10. This chocolate is …



1. sweet
2. spicy
3. salty
4. hot
5. My father is …



1. short
2. fat
3. tall
4. big
5. That house is …



1. big
2. small
3. cheap
4. bad
5. He is …  .
6. happy
7. bad
8. lazy
9. sad
10. These snakes are …



1. short
2. long
3. tall
4. fat

**Appendix 9**

**Treatment Assessment**

**Name :**

**Topic :** Food

In the first column, choose one of the vocabularies based on the topic , then give the meaning from the vocabulary in the second column. Next, draw one of picture on the third column that related on the word in the first and second column, and the last, give another vocabulary that not related to first, second and third column, but it’s still related to the topic

|  |  |
| --- | --- |
| **1** | **3** |
| **2** | **4** |

**Appendix 10**

**Students’ Photos**





